Assurance Argument

University of Wisconsin-Platteville - WI

9/26/2016
1 - Mission

The institution’s mission is clear and articulated publicly; it guides the institution’s operations.

1.A - Core Component 1.A

The institution’s mission is broadly understood within the institution and guides its operations.

1. The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.
2. The institution’s academic programs, student support services, and enrollment profile are consistent with its stated mission.
3. The institution’s planning and budgeting priorities align with and support the mission. (This sub-component may be addressed by reference to the response to Criterion 5.C.1.)

Argument

1.A.1

Under the direction of the University of Wisconsin System Board of Regents (BOR), each institution develops a select mission that shares the values of the UW System’s mission statement, while guiding university operations. Chancellor Dennis J. Shields took leadership of UW-Platteville in 2010 and initiated development of a five-year strategic plan in 2012. In developing the plan, it became apparent that many in the university community were not familiar with the institution's mission statement. A steering committee composed of administrators, academic and classified staff, faculty from the three colleges, and a student representative led university-wide efforts to articulate a new mission statement that could be easily embraced across the university. With collaboration from numerous university constituencies, the new mission statement was approved by all senates and submitted to and approved by the BOR in 2014.

1.A.2

In keeping with the university's mission of offering degrees in a broad spectrum of disciplines, UW-Platteville has 42 undergraduate major and 78 minor programs with a strong emphasis on science, technology, agriculture, and engineering. Over the past 10 years, 48% of all degrees granted at UW-Platteville have been in science, technology, engineering, agriculture, and mathematics (STEAM) disciplines, more than double the national average. Mechanical engineering, business administration, and criminal justice have been the top majors in recent years. The remaining top 20 majors reflect the university’s strengths in science, technology, education, and agriculture. Academic programs are complemented by a required general education curriculum, which aligns with the institution’s mission to empower students to become broader in perspective, ethically more responsible, and contribute wisely as accomplished professionals and knowledgeable citizens in a diverse, global community.

As reflected in UW-Platteville's enrollment profile, the university primarily serves a traditionally-aged, full-time student population interested in a broad spectrum of disciplines, particularly STEAM, business, criminal justice, and education.
UW-Platteville offers eight Master of Science degrees. The basic values, vision, and strategic plan of the School of Graduate Studies are derived directly from those of the university. The School of Graduate Studies provides degree-seeking and non-degree seeking students with advanced educational preparation for careers in areas closely associated with the institution’s undergraduate programs.

Any new degree-granting program at UW-Platteville must follow the UW System process for program approval, which includes explicit alignment of a proposed program to the institution’s mission. Two recent examples include proposals for a new dairy science major and STEM education major. In the process of regular program review, described in 4.A, each academic program is required to describe how it relates to the university’s mission.

The university carries out its mission in part through student support services and other student-focused programs. Examples that show specific mission alignment are included below, with a more extensive list of support services included in 3.D.1.

- The Patricia A. Doyle Center for Gender and Sexuality and Education Abroad office help students become broader in perspective.

- The Pioneer Academic Center for Community Engagement works with faculty members to implement community-based learning in their courses and capstone projects, which helps students develop as ethically responsible citizens.

- Academic support services such as the Office of Multicultural Student Affairs and the Writing Center use a personal, hands-on approach to empower students to achieve institutional goals. For example, in fall 2015 alone, tutors at the Writing Center held more than 850 appointments with at least 500 students, spending over 660 hours in tutoring sessions.

- The university’s Columns of Learning and Development are used by co-curricular programs to ensure that events and programming have clear, learning-focused goals that align with the institutional mission. For example, the Diversity Education Fund supports retention, graduation, and leadership and professional development of underrepresented students. The fund provides monetary resources to student organizations planning campus events or attending professional development activities. To apply for funds, applicants must explicitly state how the goals of their project or event complement the columns of learning and development.

1.A.3

At all institutional levels, planning and budget priorities are carefully aligned with four strategic plan priorities:

- Providing an outstanding education;
- Fostering a community of achievement and respect;
- Controlling our destiny; and
- Enriching the tri-states.

Financial support for all UW System institutions has decreased significantly in the last decade; since 2001-02, excluding federal funds, state support has declined from 40% to 15% at UW-Platteville, requiring difficult decisions about budget, planning, and programs. In making these decisions, the institution has acted intentionally and strategically to evaluate how each program and initiative aligns with the university’s mission and strategic plan. The integrated planning and budgeting process is
described further in 5.C.1.

To facilitate controlling the institution's destiny, the chief business officer formed a steering committee in 2014 to assess the current budget model and provide an alternate recommendation to the chancellor. A new Responsibility Centered Management budget model with increased transparency and autonomy among the colleges will be fully implemented in July 2017. One of the guiding principles behind this initiative is to align resource allocation with the university’s mission, values, and strategic priorities.

Sources

- #ACADAFFR - Columns of Learning and Development - 2010
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- #ACADAFFR - Request for New Major Authorization Dairy Science - 2016 (page number 4)
- #ACADAFFR - Request for New Program Authorization STEM Education - 2016
- #ACADAFFR - Request for New Program Authorization STEM Education - 2016 (page number 5)
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- #ADMISSION - Enrollment Report - 2015-16 (page number 3)
- #ADMISSIONS - List of Majors and minors - 2016.pdf
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- #CHANCELLOR - Budget Reduction Alignment - 2014
- #CHANCELLOR - Request for Approval of New Mission - 2014
- #CHANCELLOR - Strategic Plan 2013-2018
- #CHANCELLOR - Strategic Plan Steering Committee and Timeline - 2013
- #EDUCABROAD - Education Abroad Program Evaluation - 2016
- #GRADUATE - Graduate Programs - 2016
- #GRADUATE - Strategic Plan, Values, and Vision - 2016
- #OMSA - Diversity Education Fund Application - 2016.pdf
- #OMSA - Diversity Education Fund Application - 2016.pdf (page number 3)
- #OMSA - Diversity Education Fund Example - 2016
- #OMSA - Mission and Services - 2016
- #RIAS - Writing Center Website - 2016
- #UWSYSTEM - BOR Approval of New Mission and Vision - 2014
- #UWSYSTEM - BOR Approval of New Mission and Vision - 2014 (page number 17)
- #UWSYSTEM - Mission Statement - 2016
- #UWSYSTEM - System Array Management (ACIS 1.0) - 2016
- #UWSYSTEM - System Array Management (ACIS 1.0) - 2016 (page number 12)
- #WOMENCTR - Doyle Center Introduction - 2016
1.B - Core Component 1.B

The mission is articulated publicly.

1. The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.
2. The mission document or documents are current and explain the extent of the institution’s emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose.
3. The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.

Argument

1.B.1

UW-Platteville’s mission is clearly articulated in public documents, including the undergraduate and graduate catalogs and employee handbook. Multiple access points on the university website direct users to the mission and vision, including links on the “About the University,” chancellor, A-to-Z index, and strategic plan web pages. The university’s 2013-18 Strategic Plan also highlights UW-Platteville's mission, basic values, vision, and institutional priorities.

UW-Platteville recognizes and celebrates the way in which members of the university community live the mission in day-to-day activities and work through stories on the university website and various awards and honors for faculty and staff. For example, the annual Faculty Award for Teaching Excellence recognizes faculty members who have made “distinguished contributions to the mission of UW-Platteville as an outstanding teacher.”

Efforts to increase awareness of the new university mission are ongoing. These include publishing it in the alumni magazine, which is distributed to more than 39,000 internal and external constituents, as well as creating three new wall displays featuring the mission in prominent, high-traffic areas on campus.

1.B.2

As described in 1.A.1, the Board of Regents approved UW-Platteville's current mission in 2014. The mission, vision, and values emphasize student-focused, hands-on instruction. Activities of students, faculty, staff, and alumni align with the institution's values and strategic priorities.

1.B.3

UW-Platteville’s mission promotes excellence through a “personal, hands-on approach,” supported by the strategic priorities of providing an outstanding education and fostering a community of achievement and respect. The nature of this approach is embodied in programs, organizations, and facilities on campus.

The scope of UW-Platteville’s programs and services extends beyond educating students in specific
disciplines to enabling “each student to become broader in perspective, intellectually more astute, ethically more responsible, and to contribute wisely as an accomplished professional and knowledgeable citizen in a diverse global community.” The scope of the university's programs and services is exemplified by:

- The general education curriculum, which provides a broad foundation of knowledge and skills, empowering graduates to live thoughtfully, concerned not only about their professional careers, but also public issues that reach far beyond their professional circle, local community, or nation.

- The Office of International Programs, which administers education abroad and exchange programs and provides services to approximately 180 international students annually from approximately 30 countries. These services help students become broader in perspective and develop skills needed to participate in a diverse global community.

- The Division of Alternative Delivery Systems serves over 3,000 non-traditional students through distance education programs affiliated with target markets at the graduate and undergraduate levels, allowing students throughout the nation to complete their educational goals, while remaining in their local geographic regions.

- The Office of Multicultural Student Affairs offers the SUCCEED Summer Bridge Program, a three-week residential summer program that helps incoming first-year students prepare and adjust to college life.

The primary constituency of the university's mission is students, who achieve the goals of the mission through interaction with faculty, staff, departments, and community partners. The university reaches these constituencies through the strategic priorities established in 2013.

- Priority 1, Provide an Outstanding Education: Programs and departments are recognized for excellence. Faculty have received numerous awards for excellence in teaching, advising, and scholarship. Students have received awards for academic achievement, campus involvement, research, and national, regional, state, and internal scholarships.

- Priority 2, Foster a Community of Achievement and Respect: The Women in EMS Program helps recruit and retain women in engineering. The Midwest Culturally Inclusive Conference has helped support an inclusive community in which students can achieve excellence.

- Priority 3, Control Our Own Destiny: Faculty and staff have received grants from external agencies that provide student opportunities for hands-on learning and research. In 2016, UW-Platteville was able to secure its first endowed chair position, in the Department of Industrial Studies, through a donation from an industry partner.

- Priority 4, Enrich the Tri-States: Pre-College Programs, PACCE, and the Office of Continuing Education's Educational Opportunities Program contract are examples of programs and services that demonstrate UW-Platteville's commitment to strengthening area communities.

Sources
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- #CHANCELLOR - Strategic Plan 2013-2018
- #CONTEDUC - DCF Grant - 2015
- #INFORMCOMM - About the University - 2016
- #INFORMCOMM - Examples of PACCE Projects - 2016
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- #INFORMCOMM - Organizations Supporting Excellence - 2016
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- #INFORMCOMM - Programs Supporting Excellence - 2016
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- #INFORMCOMM - UWP Mission, Values and Priorities - 2016
- #INTERNATPRG - Overview of International Programs - 2016
- #OMSA - MCIC Program - 2014
- #OMSA - Pre-College Programs - 2016
- #OMSA - SUCCEED Overview - 2016
- #REGISTRARS - Mission in Catalogs - 2016
- #VETNONTRAD - Wright Center - 2016
- #WOMENENG - Women in EMS Program Overview - 2016
1.C - Core Component 1.C

The institution understands the relationship between its mission and the diversity of society.

1. The institution addresses its role in a multicultural society.
2. The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

Argument

1.C.1

UW-Platteville is committed to diversity at all levels of the university, as stated in the mission's goal of enabling students to contribute as knowledgeable citizens in a diverse, global community. Ethical behavior and respect for individual differences are basic guiding values of UW-Platteville.

Recognizing a need, the chancellor established a chief diversity officer position in 2012, along with a new Division of Diversity and Inclusion. Since 2012, the division has overseen a number of initiatives to support an inclusive community, such as establishing the University Bias Incident Team, founding the Wright Center for Non-Traditional and Veteran Students, re-envisioning the Patricia A. Doyle Center for Gender and Sexuality, and providing pre-college programs to students from at-risk populations. Diversity is integrated into the revised general education curriculum and inclusivity is one of the six Columns of Learning and Development guiding co-curricular programs. Additionally, more than 20 student organizations are classified as multicultural/diversity organizations. During 2016-17, the chief diversity officer has been asked to place a special emphasis on addressing campus climate issues given the current national and political climate.

Chancellor Shields has been actively involved in the national dialogue around diversity and inclusion in higher education. He currently serves as chair of the Diversity and Inclusion Working Group of the National Collegiate Athletics Association, Division III. He has also written several editorials related to these topics.

1.C.2

Recruiting for Human Diversity

The university's commitment to diversity begins with the Office of Admissions' outreach to minority students, which occurs in collaboration with on- and off-campus partnerships. Recruiters attend college fairs for underrepresented minority students in the tri-state Wisconsin, Iowa, and Illinois region. The Paths to Platteville program brings first-generation and underrepresented high school students to UW-Platteville to learn more about the university.

UW-Platteville's Distance Learning Center serves a wide variety of non-traditional, off-campus students. To increase student diversity in graduate programs, its marketing outreach includes targeted groups such as the Society of Women Engineers, Society of Hispanic Engineers, and the National Society of Black Engineers.

In addition to outreach to underrepresented students in the recruitment process, the university offers
several scholarships to students from these populations, including the Lois Cooper Scholars program which aims to increase the number of distinguished underrepresented STEAM graduates from UW-Platteville.

UW-Platteville is an Affirmative Action/Equal Employment Opportunity employer. The Affirmative Action office trains faculty and staff across campus to serve as diversity advocates on search committees, in order to advocate for qualified, diverse applicants, particularly when an under-representation has been identified in a department. Approximately 95 employees across campus are currently trained as diversity advocates. The Human Resources Department is currently evaluating the role of diversity advocates for effectiveness, with alternatives being considered.

Within the past year, a greater effort has been made to improve interview questions related to diversity, with the intent to evaluate candidates on their ability to interact within a diverse community and promote inclusiveness. The Human Resources Department also strives to improve the diversity of the search pool for employee recruitment. Advertisements are placed in publications devoted to serving diverse communities and efforts are being made to cultivate relationships with historically black colleges and universities, land grant institutions, and Hispanic serving institutions.

The racial and ethnic diversity of students at UW-Platteville more than doubled from 2005-15. In 2015, racial/ethnic minorities made up nearly 9% of the student body, compared to 4% in 2005. In addition, the profile of racially and ethnically diverse students has shifted from being primarily African-American to including a higher proportion of people who identify as Hispanic or Asian. The racial and ethnic diversity of employees at UW-Platteville has also increased.

Supporting an Inclusive, Diverse Community

UW-Platteville is committed to fostering an inclusive environment for all students, faculty, and staff. The following examples highlight a few of the many programs and initiatives offered across campus.

- The Patricia A. Doyle Center for Gender and Sexuality, which opened in 2014, offers a discussion series on a variety of topics. Total attendance for programs offered by the center in 2014-15 exceeded 600. The center also offers a Safe Zone training; an estimated 200 faculty, staff, and students across campus received the training during the 2015-16 academic year.

- In fall 2014, Residence Life began offering a gender-inclusive housing option, allowing students to share space with men and women as they feel comfortable.

- The University Bias Incident Team (UBIT) was established in 2012. The team reviews anonymous reports of bias incidents from faculty, staff, and students and provides guidance for institutional response. It also ensures that resources and support are available for those who need it, and identifies patterns of concerns that hinder efforts to provide an inclusive community. During the 2015-16 academic year, UBIT reviewed approximately 50 incidents and responded by connecting the victim with resources, forwarding the case to the appropriate office on campus, or, when appropriate, recommending an institutional response.

- One recent example of UBIT recommending an institutional response was during the 2015-16 academic year. In fall 2015, officials from the Doyle Center worked with Residence Life to identify private, all-gender restrooms on campus. They created new signage to better identify the restrooms and posted a map of the locations on their website. Unfortunately, the university experienced a series of bias incidents in which vandals removed Safe Zone and all-gender bathroom signs. UBIT worked with several departments and members of senior administration
to coordinate a university-wide response. The chancellor denounced these actions and encouraged faculty to discuss these actions with their students. The Doyle Center provided resources to support these campus conversations. Faculty and staff replaced Safe Zone signs with new signs calling attention to the act of bias and the university community voiced strong support for members of the LGBTQ community.

- The Office of Multicultural Student Affairs (OMSA) supports retention and academic attainment of underrepresented minority students. Through a variety of initiatives, OMSA has led the campus in making significant progress in closing the equity gap and retaining underrepresented students.

- Student Support Services (SSS), a TRIO program funded by the U.S. Department of Education, provides a variety of free support services for first-generation and low-income students, as well as students with documented disabilities. In each of the past five years, SSS retained more than 75% of its registered students from the first to second year; more than 85% maintained good academic standing. In 2015-16, SSS served a total of 400 students.

A series of policies help to ensure an environment that respects diversity. These include prohibition of student discrimination, accommodation of religious beliefs, and UW System and UW-Platteville policies on discrimination and harassment.

Sources

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- #ACADAFFR - UBIT and Bias Incident Reporting Form - 2016
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- #CHANCELLOR - Anti-bias message to campus - 2016
- #CHANCELLOR - Diversity and Inclusion Mission - 2016
- #CHANCELLOR - Diversity editorials - 2016
- #EMSSUCCESS - Lois Cooper Scholars - 2016
- #HUMANRES - Diversity Advocate Overview - 2016
- #HUMANRES - Policy on Discrimination and Harrassment - 2016
- #INFORMCOMM - Diversity Initiatives and Programs - 2016
- #OMSA - Mission and Services - 2016
- #OMSA - mission, programming, and retention - 2016
- #PIC - Human and Cultural Diversity Student Organizations - 2016
- #RESLIFE - Gender Inclusive Housing - 2013
- #UWSYSTEM - Accommodation of Religious Beliefs (Ch UWS 22) - 2016
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- #UWSYSTEM - Diversity of UW-Platteville Faculty and Staff - 2016
- #UWSYSTEM - Student Discrimination Prohibited (UWS 36.12) - 2016
- #UWSYSTEM - Student Enrollment by Race and Ethnicity - 2016
- #WOMENCTR - All Gender Restroom Map - 2016
- #WOMENCTR - Bias Incident Resources - 2016
- #WOMENCTR - Bias Incident Signage - 2016
- #WOMENCTR - Discussion Series Poster - 2016.pdf
- #WOMENCTR - Safe Zone Program - 2016
1.D - Core Component 1.D

The institution’s mission demonstrates commitment to the public good.

1. Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.
2. The institution’s educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
3. The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

Argument

1.D.1

In UW-Platteville’s Strategic Plan, the priority of enriching the tri-state region focuses on the institution’s public role. The university is a driving force in the cultural, economic, and educational development of southwest Wisconsin, northwest Illinois, and northeast Iowa.

The university’s service to the public is displayed in many forms, from entertainment to education and volunteerism to fundraising. The examples below demonstrate the range of ways in which the institution fulfills its public obligation.

- The Performing Arts Series brings a wide variety of live performances to the Center for the Arts every year. During the 2014-15 season, 2,265 tickets were sold for eight performances.
- UW-Platteville athletics, an NCAA Division III program, sold more than 16,000 tickets to non-student spectators during the 2014-15 season.
- The Confucius Institute offers educational programming to the community, including language courses, cultural forums, festivals, and outreach to area K-12 schools.
- Each college also has outreach activities that are supported by and actively involve faculty, staff, and students.
- Students reported more than 9,827 hours of community service in 2015-16, an estimated impact of $231,524 based on the industry-accepted estimation of the value of a volunteer hour at $23.56/hour.
- From 2008 through 2014, thousands of students have applied their education through the Pioneer Academic Center for Community Engagement (PACCE) projects, engaging several hundred community partners.
- UW-Platteville supported Wisconsin Badger Camp, an area nonprofit serving individuals with developmental disabilities, with an annual telethon that earned a total of more than $1.2 million over its 41-year history.
University leaders serve as representatives of the university to local volunteer boards for groups such as Southwest Health Center, Platteville Chamber of Commerce, and Kiwanis.

1.D.2

UW-Platteville is a public, nonprofit institution with education as its primary purpose. As part of the UW System, the institution is governed by an 18-member Board of Regents (BOR) that provides oversight for the 13 universities in the system and ensures that they meet the educational needs of the public. The BOR establishes policies and rules for system governance, plans to meet future state needs for post-secondary education, sets admission standards and policies, reviews and approves university budgets, and establishes the regulatory framework for campuses.

Activities governed by the BOR and UW System Administration include: academic program planning; evaluation of existing academic programs; reporting on enrollment, graduation, and student persistence; reporting on external partnerships; budget development and financial reporting; and facilities planning and development.

UW-Platteville's success in fulfilling its educational responsibilities is reported annually to the citizens of Wisconsin through the UW System Accountability Dashboard, which replaced earlier annual reports in 2014.

1.D.3

As part of the university's commitment to the strategic priority of enriching the tri-states, UW-Platteville serves a number of external constituencies and plays a key role in fostering the vitality of the southwest Wisconsin region by responding to the needs of industry, lifelong learners, and the Platteville community.

Serving Industry and Employers

UW-Platteville has forged a strong relationship with businesses and industries in the tri-state area and beyond. Supporting this relationship not only upholds the university’s mission of preparing students for professional endeavors, but also demonstrates the institution’s responsiveness to the needs of employers that drive local economic growth.

The university keeps up with industry standards and meets employer demands through curriculum-based changes. Two examples of significant curriculum change are the creation of programs in microsystems and nanotechnology in 2007 and sustainable and renewable energy systems (SRES) in 2008. Despite efforts to be innovative in addressing changes in the field, the nanotechnology program was not sustainable, but the SRES major continues to attract students, and the first cohort of majors graduated in 2015. Most recently, UW System approved a new dairy science major, reflecting the tremendous growth in enrollment in the School of Agriculture and regional needs.

The university holds two career fairs each year. In the fall of 2015, the Academic and Career Advising Center enhanced the career fair to make it more effective for both employers and students. All four days were booked to capacity, with 351 companies attending, representing more than a 33% increase from 2014.

Additionally, the Pioneer Career Network is an online resource that links students and alumni with more than 8,500 active employers. During 2015-16, over 725 student-employer interviews were held on campus. According to the 2015 NSSE results, UW-Platteville students participate in internships,
co-ops, and experiential learning at a higher rate than students within the UW System and nationally. Of those students, 41% are now working for those employers.

UW-Platteville also partners with a variety of external constituents to foster growth and collaboration in the region.

- The chancellor and other members of the executive team serve on regional economic development groups, including the Platteville Regional Chamber of Commerce, the Southwest Wisconsin Workforce Development Board, and the Greater Dubuque Development Corporation.

- The chancellor regularly schedules visits to local communities, during which he meets with business leaders, alumni, and city officials in order to identify opportunities for mutually beneficial partnerships. The chancellor periodically attends Platteville City Council meetings to provide updates and discuss priorities in the community.

- UW-Platteville is a sponsor of the Community Leadership Alliance, a program that fosters leadership in the region by raising awareness of the dynamics of community issues.

**Serving a Community of Lifelong Learners**

UW-Platteville has a standing tradition of promoting lifelong learning in the community. This begins with programming for the K–12 population. College for Kids and Middle University has offered summer enrichment opportunities for area youth since 1982. Discipline-specific summer camps offer academic enrichment to area high school-aged students.

In 2013, the UW-Platteville Office of Continuing Education (OCE) responded to the needs of the community by offering the first Infant and Toddler Child Care Credential in Spanish, at the request of Wisconsin child care providers. As of 2016, 57 students have enrolled in the Spanish version of the Infant and Toddler Credential course. The OCE is currently working on offering both the Child Care Administrator Credential and Preschool Credential courses in Spanish, with a plan to have both fully translated by the end of 2017.

Recognizing and responding to changing needs of the constituents it serves, the OCE has increased online offerings to include a wide selection of career-focused online courses in topics such as real estate, legal studies, and accounting and finance.

UW-Platteville has a long history of adapting to the changing needs of lifelong learners. The institution's Distance Education program has offered print-based correspondence education for more than 35 years. UW-Platteville was the first public institution in Wisconsin to deliver an entire degree online in 1999 with its master's in project management. The Distance Education program currently offers seven degrees entirely online and has been nationally recognized for quality and service.

**Serving the greater Platteville area**

The university serves as a community partner of the Platteville Main Street Program, maintains an Adopt-a-Trail program, and offers a number of student service organizations.

In 2015, a city-university partnership resulted in the merging of the City of Platteville Shared-Ride Taxi and the UW-Platteville student shuttle. The merger helped the community triple the number of
bus routes offered through access to state and federal grants, benefiting both students and city residents. Additionally, funding from the university helped offset the costs of managing the city taxi program, which has allowed it to expand its hours. From May-December 2015, the bus served 22,147 riders, over 1,000 more than the taxi service during the same period, with non-student riders comprising 8% of those served.

The Pioneer Activity Center provides a variety of wellness resources to the general public at a minimal cost. The facility houses indoor and outdoor tracks; a swimming pool; a fitness center; basketball, volleyball, and tennis courts; and offers fitness classes, fitness training, and nutrition counseling.

UW-Platteville’s Children’s Center provides an option of affordable and quality care for the children of students, employees, and Platteville community members. It is nationally accredited and holds the highest rating through YoungStar, a Wisconsin Department of Children and Families program. During the 2015-16 academic year, the center enrolled 86 children.

In addition to serving the university, the UW-Platteville Police Department responds to needs of citizens in the surrounding areas through providing mutual aid assistance to Platteville City Police and the Grant County Sheriff's Office. Officers also participate in community outreach and fundraising events.

Sources

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- #ACAC - Graduate Placement Report - 2014-2015
- #ACAC - on-campus interviews - 2016
- #ACADAFFR - Request for New Major Authorization Dairy Science - 2016
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- #ALUMNI - Final Badger Camp Telethon - 2014
- #ATHLETICS - Kids Night Out Program - 2016
- #ATHLETICS - Pioneer Activity Center - 2016
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- #UWSYSTEM - Accountability Dashboard - 2016
1.S - Criterion 1 - Summary

The institution’s mission is clear and articulated publicly; it guides the institution’s operations.

Summary

After a collaborative process that included voices from all constituencies across the university, UW-Platteville’s current mission statement was approved by the Board of Regents in 2014 and guides the operations of the university, including academic programs, student support services, and budgetary decisions. The mission reflects the institution’s tradition of providing a personal, hand-on approach, and also recognizes the importance of preparing students for a diverse, global society.

The institution is committed to recruiting for and supporting a diverse community. Efforts have proved successful, as the racial and ethnic diversity of students more than doubled over a 10 year period, and that of faculty and staff continues to steadily climb. Support services to foster an inclusive environment have also grown over the past 10 years and include the opening of the Wright Center for Non-Traditional and Veteran Students, the growth of the Patricia A. Doyle Center for Gender and Sexuality, and the creation of the Office of Multicultural Student Affairs, which has been instrumental in closing the equity gap and retaining underrepresented students.

UW-Platteville places a priority on serving the public good, as demonstrated by one of the four institutional priorities in the strategic plan: enriching the tri-states. This is carried out in a number of ways including educational and entertainment programming, community outreach and volunteerism, services provided to the community, and partnerships with industry and employers.

Sources

There are no sources.
2 - Integrity: Ethical and Responsible Conduct

The institution acts with integrity; its conduct is ethical and responsible.

2.A - Core Component 2.A

The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows policies and processes for fair and ethical behavior on the part of its governing board, administration, faculty, and staff.

Argument

UW-Platteville is one of 13 public four-year institutions in the University of Wisconsin System, which is governed by the UW System Board of Regents (BOR). Chapter 36 in the Wisconsin State Statutes establishes the mission and purpose of the UW System, defines the responsibilities of the BOR, and describes additional aspects of administration. All policies and processes at UW-Platteville align with the code of ethics and policies for university employees as established by the BOR.

Financial Integrity

UW-Platteville is committed to integrity in all financial operations, which adhere to UW System policies and are transparent to the public as required under the Wisconsin Public Records Law. UW System publishes an Annual Financial Report containing statements prepared in accordance with accepted accounting principles. Additionally, as a member of the National Association of College and University Business Officers, UW System complies with its accounting standards and practices.

The Department of Financial Services in the Administrative Services division monitors UW-Platteville's financial integrity on a day-to-day basis for the entire university. Its Internal Control Plan, reviewed and updated every three years, documents its commitment to financial integrity. UW-Platteville's financial operations are audited and reviewed at multiple levels. The Legislative Audit Bureau (LAB) of the State of Wisconsin conducts an annual financial statement audit of the UW System, the federal A-133 Single Audit, and any other requests of the state legislature. Reports of UW System audits are available on the LAB website. The LAB also maintains a Fraud, Waste, and Mismanagement Hotline for anonymous reporting of allegations of fraud and other improper acts by state agencies, employees, and contractors. Between 2010 and 2015, one report regarding alleged waste at UW-Platteville was submitted to the hotline. Upon investigation, no action was required in response.

An internal audit department existed on campus until July 1, 2015, when the reporting structure moved to UW System Internal Audit to increase independence and oversight. The internal auditor conducts financial and compliance audits, makes recommendations for improvements, and performs follow-up audits to ensure that necessary changes are implemented. UW System Internal Audit also maintains a website where it posts final audit reports and management letters, including UW-Platteville's 2015 Internal Audit of NCAA III Athletics. As a result of this audit, the athletics department adopted the university-wide cash handling policy, took measures to safeguard assets, and implemented separation of duties, which ensures a checks-and-balances system and prevents
mishandling of funds.

In 2015, the UW System implemented its own waste, fraud, and abuse hotline. The hotline is linked in several locations on the UW-Platteville website and ongoing reminders are sent to faculty, staff, and students. UW System reviews all concerns and reaches out to the chief business officer for documentation or further information. As of July 2016, six concerns have been researched at UW-Platteville and responses sent to the UW System, with no significant changes to policy or procedures required. UW System Internal Audit periodically reports any incidents to the BOR.

Academic Integrity

The UW-Platteville Registrar’s Office follows the American Association of Collegiate Registrars and Admissions Officers ethical practice guidelines to protect the integrity of academic records. Students are notified annually to inform them of their rights under the Family Educational Rights and Privacy Act (FERPA). FERPA information is posted on the registrar’s website and shared at employee resource fairs and department chair meetings. The registrar provides additional training to faculty and staff, who are encouraged to demonstrate their understanding of the law by taking a quiz on applying FERPA. Since its inception in August 2012, 766 individuals have completed the quiz. In the past eight years, there have been no formal complaints regarding FERPA violations. Informal complaints have been handled internally at the college level.

Chapter UWS 14 defines academic misconduct for state institutions and emphasizes that academic honesty and integrity are fundamental to the UW System mission. The Dean of Students Office manages student conduct processes enforcing these statutes and provides the Academic Misconduct Guide for Instructors to all faculty and instructors. The guide defines academic misconduct and includes resources for maintaining academic integrity in the classroom. Faculty members include a statement in each course syllabus relating to academic integrity, as recommended by the Faculty Senate-approved syllabus guidelines. A Student Discipline Committee responds to student issues related to academic misconduct. The institution also has policies and procedures on misconduct in scholarly research, which are overseen by the provost’s office. There have been no reported incidents of misconduct in scholarly research over the past 10 years.

In addition, UW-Platteville's Institutional Review Board (IRB) for Human Subjects Research ensures that the research and scholarly practices of faculty, students, and staff are conducted ethically and in ways consistent with academic integrity. The IRB reviews applications to ensure that researchers are following legal, moral, and ethical practices and that research participants are protected in compliance with federal, state, and UW System guidelines. More information about services which support the integrity of research and scholarly practice is provided in 2.E.1.

The Pioneer Student Conduct Code outlines the potential sanctions students may receive if they are found responsible for academic misconduct. The Residence Life Handbook outlines policies regarding living on campus. The Student-Athlete Code of Conduct describes expectations for student-athlete academic performance, citizen/sportsmanship, and NCAA compliance responsibilities.

Integrity in Personnel Functions

UW-Platteville is committed to affirmative action and equal employment opportunity. The Human Resources Department monitors adherence to policy and regulations relating to recruitment, hiring, grievances, promotions, and terminations. The Employee Handbook describes the process for employees to file grievances. Faculty follow policies outlined in UWS 6 Complaints and Grievances and have a Complaints and Grievances Commission. Academic Staff follow processes outlined in
Chapter XII to file a grievance. University Staff follow the University Staff Grievance Policy and Procedures. In fall 2015, new leadership in the Human Resources Department improved the process for dealing with employee grievances. One change included better tracking of grievances and equal employment opportunity complaints. Formal logs have been created in order to facilitate tracking trends.

The Human Resources Department initiated a formalized training program in 2015 for supervisors and other employees on personnel topics that affect integrity. New Employee Orientation is now held twice each year to ensure that new employees are receiving information on UW-Platteville policies and procedures. Financial Services began conducting training in 2013 to update employees on changes in policy and provide information to individuals in new roles about maintaining integrity in operations.

In 2011, the State of Wisconsin authorized and directed UW System to develop a new personnel system, implemented July 1, 2015. UW-Platteville Chancellor Dennis J. Shields co-chaired the committee that developed this system, with new policies and procedures emphasizing a commitment to UW System’s ongoing goal of a diverse and highly qualified workforce.

**Integrity in Reporting Campus Safety Information**

All members of the UW-Platteville community share responsibility for creating safe learning and work environments and a positive campus climate. The dean of students now participates in the New Employee Orientations to educate employees on mandatory reporting obligations. The Dean of Students’ Office provides annual notification of this mandatory reporting, as well as a brochure to assist employees in handling situations related to sexual assault.

The Division of Administrative Services notifies the university community about the Annual Security and Fire Safety Report, compiled in compliance with federal law and the 2008 Revision to the Higher Education Opportunity Act, and posts it on the University Police website. This document provides information about institutional policies for campus security, including University Police law enforcement authority, crime reporting policies, alcohol and drug use, crime prevention, and sexual assault.

**Integrity in Auxiliary and Other Fee-Funded Functions**

A number of departments are funded through direct fees paid by students, including Residence Life, Dining Services, Student Health Services, University Counseling Services, Markee Pioneer Student Center, and Children's Center, among others. These units follow the same university policies and procedures as other departments. In an effort to control student expenses, there have been no increases in housing fees since 2015 and no increase in food service fees since 2014. In 2015-16, the university's Textbook Center decreased student rental fees due to some internally identified efficiencies.

These units uphold ethical integrity in all of their operating procedures, though their ethical obligations vary depending on the types of services they provide. Student Health Services (SHS), for example, complies with the Health Insurance Portability and Accountability Act (HIPAA). SHS makes students aware of HIPAA with an explicit statement regarding the integrity of their medical records on their website.

The Student Technology Fee is used to benefit students through improvements to campus resources, such as computer labs, printers, and overall access to technology. Students have a voice in deciding
the use of the fee by serving on the Student Technology Advisory Committee, which is charged with prioritizing and recommending projects for disbursement of the fee.

**Fair and Ethical Behavior**

UW-Platteville has policies and processes to ensure fair and ethical behavior on the part of administration, faculty, and staff, following established State of Wisconsin statutes and UW System Board of Regents policies. These include policies governing discrimination on the basis of race, gender, or disability; sexual harassment; accommodation of religious beliefs; and equal opportunities. Administrative Services, which includes several key departments that oversee university business and financial functions, incorporated an ethics training in a division meeting.

UW System General Counsel provides guidance on ethics through its website. Chapter 19 of the Wisconsin State Statutes provides a code of ethics for UW System employees who are state public officials, including guidance on open meeting requirements. In accordance with Open Meeting Law, university governance and sub-groups issue public notice of meetings prior to their occurrence and conduct official meetings in open session, except when they are restricted or closed according to provisions of the law.

The University Personnel System Operational Policy WE3 outlines workplace conduct guidelines for university employees, including expectations for fairness, respect, ethics, and integrity.

The unclassified staff code of ethics is established by Wisconsin State Statute, Chapter UWS 8. Following this statute, UW-Platteville has charged the Research and Ethics Committee with developing policies and procedures to implement UWS 8 and serve as a consultative body to unclassified employees. UWS 8 also ensures unclassified staff members’ outside activity does not conflict with responsibilities to the university by requiring an annual report on outside activities for which they receive remuneration, hold office, or hold ownership interest.

UW-Platteville policies ensure integrity in the handling of sensitive information. In 2015, security awareness training was offered to university constituencies with high information use areas; 217 employees completed the training. UW System also requires annual security training for employees with access to the Human Resource System. Employees who access social security number or date of birth fields in the student information system require two levels of approval and receive individual training with the information security officer on account handling and security awareness around sensitive information.

The university follows G34: Patent Policy and G10: Computer Software Ownership, established by UW System Administration, which ensure that policies with respect to the intellectual property rights of researchers are fair and ethical.

**Sources**

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- #ACADAFFR - Research and Ethics Committee Purpose & Duties - 2016
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- #ADMINSERV - UW SYSTEM WASTE FRAUD AND ABUSE HOTLINE REPORT - 2016
- #ADMISSION - Cost of Attendance - 2016
# ATHLETICS - NCAA System Audit - 2015
# ATHLETICS - Student Athlete Code of Conduct - 2015
# DEANSTDNT - Academic Misconduct Guide for Instructors - 2016
# DEANSTDNT - Academic Misconduct Guide for Instructors - 2016 (page number 4)
# DEANSTDNT - Annual Notification of Mandatory Reporting - 2014
# DEANSTDNT - New Employee Mandatory Reporting Training - 2016
# DEANSTDNT - Sexual Assault Brochure - 2014
# DEANSTDNT - UW-Platteville Pioneer Student Conduct Code -2016
# EXTERNAL - Wisconsin State Statute 19.31-19.39 - 2015
# EXTERNAL - Wisconsin State Statute 19.31-19.39 - 2015 (page number 5)
# EXTERNAL - Wisconsin State Statute 19.31-19.39 - 2015 (page number 26)
# FINANSERV - A-133 Single Audit Report - 2016 (page number 116)
# FINANSERV - A-133 Single Audit Report - 2016 (page number 122)
# FINANSERV - Cash Handling Policy - 2016
# FINANSERV - Completed Audits with 3 Reports - 2015
# FINANSERV - Ethics Presentation - 2016
# FINANSERV - Financial Statement Audit Report - 2015
# FINANSERV - Internal Control Plan - 2015
# FINANSERV - Internal Control Plan - 2015 (page number 4)
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# HUMANRES - Affirmative Action and Equal Opportunity Policy - 2016
# HUMANRES - Complaints and Grievances Commission - 2016
# HUMANRES - Complaints and Grievances Commission - 2016 (page number 6)
# HUMANRES - Grievance Policy for Academic Staff - 2016
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# HUMANRES - Human Resources employee training - 2016
# HUMANRES - Policy on Discrimination and Harrassment - 2016
# HUMANRES - Unclassified Staff Code of Ethics - 2007
# HUMANRES - UWS 6 Complaints and Grievances (Faculty process) - 2016
# INFORMCOMM - Textbook Rental Fee Decrease - 2015
# ITS - Student Technology Advisory Committee - 2016
# REGISTRARS - Ethical Practice Guidelines Recommended by AACRAO - 2016
# REGISTRARS - Faculty and Academic Staff Credentials - 2016
# REGISTRARS - FERPA Annual Notification - 2015
# REGISTRARS - FERPA Quiz - 2016
# REGISTRARS - FERPA Summary - 2014
# REGISTRARS - FERPA Training - 2016
# RESLIFE - Residence Hall Handbook - 2015-2016
# STUDAFF - Consumer Info Webpage - 2015
# STUDEALTH - HIPPA Policy - 2016
# TEACHCTR - UW-Platteville Syllabus Checksheat - 2016
# UNIVGOVERN - Student Discipline Committee - 2016
# UNIVGOVERN - Student Discipline Committee - 2016 (page number 3)
# UWSYSTEM - BOR Policy on Ethics (PD 20-22) - 2016
# UWSYSTEM - Computer Software Ownership - 2016
# UWSYSTEM - Internal Audit Report Website - 2016
# UWSYSTEM - Patent Policy - 2016
• #UWSYSTEM - University Personnel System - 2015
• #UWSYSTEM - UWS Chapter 14 Student Academic Disciplinary Procedures - 2007
• #UWSYSTEM - Waste, Fraud, and Mismanagement Hotline - 2015
• #UWSYSTEM - Workplace Expectations - 2015
• #UWSYSTEM - Report on Waste Fraud and Abuse Hotline - 2015
2.B - Core Component 2.B

The institution presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.

Argument

The primary venue for communicating with students, parents, and the public is UW-Platteville’s website, with links to pages for targeted audiences to access information about the university, including admission, enrollment, academic programs, and support services. In addition to the website, UW-Platteville is accountable to its students and the public by participating in a voluntary system of accountability through the College Portrait Program, which allows comparisons with national public four-year institutions. Students and the public can access comparative information for University of Wisconsin System schools through the UW System Accountability Dashboard, which replaced individual campus annual accountability reports in 2014. This database provides key performance indicators on access, progress and completion, faculty and staff, cost and efficiency, and economic development. As part of the UW System and a public institution of higher education, UW-Platteville is subject to the policies, requirements, and laws of the Board of Regents (BOR), State of Wisconsin, and the federal government.

Prospective and Incoming Students

The Office of Admission and Enrollment Services’ website provides links with information for all incoming students. Transfer students can access the UW System Transfer Wizards to determine how coursework from other UW System institutions and Wisconsin technical colleges will be credited. This office communicates institutional expectations for academic preparedness for college, which are also provided in hard copy to prospective students in the Intro Book. The Intro Book also includes a list of all academic programs including majors, minors, and emphases. Admission standards for freshmen and transfer students are established by UW System policies, university policies, and expectations set forth by the BOR and are available on the website.

Information about graduate programs can be accessed from the Graduate Studies webpage. The admission process for graduate students is overseen by two different units, depending on the delivery method of the program. The School of Graduate Studies admission policies are posted on its website. The Distance Learning Center website provides information about online or print based courses, including program availability, admission/program requirements, and registration instructions.

Information about costs to students is available through the UW-Platteville College Portrait website, the UW System Accountability Dashboard, and UW-Platteville’s Consumer Information page. This page has extensive resources that communicate a wide variety of information for students and the general public, including links to a net price calculator and a financial aid timeline. The Financial Aid webpage provides information about grants, loans, scholarships, and student employment, as well as additional benefits available to specific student populations, such as veterans. Tuition and fees are clearly provided online and in materials for prospective and current students. Residence Life also maintains a current webpage with more detailed information about on-campus housing policies and costs. To help students in their awareness of financial responsibilities related to college costs, the Financial Aid Office hosts a link to the GradReady program, an interactive financial literacy website.
that provides resources and tools to improve student decision-making.

Current Students

The web-based undergraduate and graduate catalogs communicate academic policies, program requirements, and course descriptions for current students. Both are linked through the Registrar’s Office website, the Distance Learning Center website, and the A-Z Index. The Academics homepage provides a link to all academic programs. Accreditation relationships are listed in the undergraduate and graduate catalogs, as well as on the institutional website and webpages for those programs with specialized accreditations and approvals.

Information on UW-Platteville’s faculty and staff is available in the undergraduate and graduate catalogs. Aggregate data about faculty employment, compensation, and length of service are available through the UW System Accountability Dashboard.

Accountability to University and Public Communities

University Information and Communications (UIC) is a key resource for information about the university and houses the Public Information Officer (PIO) team, which strives to create an environment of transparency. UIC works with the Registrar’s Office in maintaining the university catalogs as public documents. The PIO team responds to open record requests pursuant to UW System administration and Wisconsin statutes, fulfilling 48 open records requests in the past two years. The PIO team also notifies the university community in the event of an emergency, 24 hours a day, through PioneerAlerts, email, the university website, and social media. The PIO sends university-wide emails and coordinates the online university events calendar, ensuring that notices and public meetings are well publicized to the appropriate constituencies. As the university’s news outlet, UIC manages archives for news stories, videos and photos, and maintains relationships with external media outlets so that university news can be distributed to the public. UIC also hosts the university’s social media activities.

Sources

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- #ADMISSION - Admissions Guidelines for New Freshman - 2016
- #ADMISSION - Cost of Attendance - 2016
- #ADMISSION - Publication for Prospective Students - 2016
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- #ADMISSIONS - List of Majors and Minors - 2016
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- #DLC - Online Degree Programs - 2016
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- #EXTERNAL - College Portrait Program - 2015
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- #INFORMCOMM - June 16 Tornado Communication Log - 2016
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- #REGISTRARS - Catalog Webpage - 2016
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- #UWSYSTEM - Accountability Dashboard - 2016
- #UWSYSTEM - Accountability Dashboard Faculty and Staff - 2016
2.C - Core Component 2.C

The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity.

1. The governing board’s deliberations reflect priorities to preserve and enhance the institution.
2. The governing board reviews and considers the reasonable and relevant interests of the institution’s internal and external constituencies during its decision-making deliberations.
3. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties when such influence would not be in the best interest of the institution.
4. The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.

Argument

2.C.1-2

UW-Platteville is governed by the UW System Board of Regents (BOR), further described in 5.B.1, which is responsible for governance of the UW System as established by Wisconsin Statute s. 36.09(1). The BOR follows a Statement of Expectations that delineates the level of commitment required of board members. Members of the board are expected to be well-informed about the UW System and issues in higher education, actively contribute to the board, adhere to high standards of ethical conduct, and participate in effective and efficient governance of the UW System in the public interest. BOR meetings are open to UW-Platteville’s constituencies and the general public; recordings of webcasts, PowerPoint presentations, agendas, and minutes of the meetings are available online.

Each UW school is paired with a designated liaison from the BOR to specifically represent the university to the BOR. The BOR considers the interests of UW-Platteville’s constituencies, as demonstrated by its actions in recent years.

- The Tri-State Initiative (TSI) began in 2005 as a pilot program attracting students from Iowa and Illinois to enroll in majors that addressed workforce needs of Wisconsin businesses. From its inception with approximately 170 students, the program has expanded and now enrolls over 1,600 undergraduate students from Iowa and Illinois. TSI also supports the institution, generating approximately $16,000,000 of tuition revenue, supporting 187 faculty and staff positions. The program has graduated 1,534 students over the last nine years. Based on the success of the initiative, the BOR approved its continuation in 2009.

- The differential tuition program provides services promoting academic success and employability through Academic Support Programs, University Counseling Services, and the Academic and Career Advising Center. The support from differential tuition has allowed these services to meet increased student demand.

- The BOR approved the renovation of Dobson and Melcher residence halls, which received improvements to the electrical, plumbing, lighting, and telecommunications systems, as well as sprinkler systems and accessibility upgrades. Renovations to Dobson Hall were completed in 2015 and to Melcher Hall in 2016.
2.C.3

Each regent makes a strong and sustained personal commitment to the role of a regent. This includes a requirement to avoid any conflict of interest and provide timely filing of annual financial disclosure statements. The regents are not remunerated from the state, UW System, or other entity for their service. Regents are also subject to State Statute Chapter 19, which outlines general duties of public officials and includes a code of ethics.

2.C.4

The BOR delegates authority to the UW System president for personnel actions through Regent Policy 6-3 and Regent Policy 6-6. The UW System president further delegates authority to the chancellor of each institution. Nonresident tuition remission is an example of an item that is delegated to the chancellor.

Wisconsin State Statute s 36.09(3)(a) designates that chancellors are the executive head of their respective faculties and institutions and are vested with administering board policies. Section 36.09(4) and the faculty constitution and bylaws demonstrate that faculty have primary responsibility for advising the chancellor regarding academic and educational activities and faculty personnel matters. Through the action of Faculty Senate and standing committees, the faculty determine their own organizational structure and select representatives to participate in institution governance. The faculty must adhere to Regent Policy 20-2 in using student evaluations to improve instruction or make retention, promotion, tenure, and merit decisions.

Sources

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- #ACADAFFR - Faculty Handbook - 2016 (page number 14)
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- #EXTERNAL - Wisconsin State Statute Chapter 19 Duties of Public Officials - 2016
- #STUDAFF - Programs supported through differential tuition - 2016
- #UWSYSTEM - April 2008 BOR - Differential Tuition Approval - 2008
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- #UWSYSTEM - Authorization to Establish Advisory Councils - 2014
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- #UWSYSTEM - Delegation of Authority To President for Personnel Actions - 2014
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- #UWSYSTEM - Nonresident Tuition Remission Delegated to Chancellors Policy - 2015
- #UWSYSTEM - Regent Meeting Materials - 2016
- #UWSYSTEM - Statement of Expectations of Board Members - 2015
- #UWSYSTEM - Student Evaluation of Instruction Policy - 2015
- #VICECHAN - List of Committees - 2016
2.D - Core Component 2.D

The institution is committed to freedom of expression and the pursuit of truth in teaching and learning.

Argument

The statutory mission of the UW System specifically recognizes that the search for truth is foundational to each institution’s purpose. The university encourages free expression of ideas in search for the truth. The UW System follows the tradition of academic freedom first articulated by the Board of Regents (BOR) for the University of Wisconsin in 1894 when it refused to censure a faculty member accused of socialist ideas, stating: “Whatever may be the limitations which trammel inquiry elsewhere, we believe that the great State University of Wisconsin should ever encourage that continual and fearless sifting and winnowing by which alone the truth may be found.” This tradition infuses the entire UW System values and beliefs.

The traditional hallmark of academic freedom for faculty has been recognition of the principles of tenure as articulated in the American Association of University Professors in the 1940 Statement of Principles on Academic Freedom and Tenure. Academic freedom and tenure has been historically recognized in Wisconsin State Statute Chapter 36.13. In December 2015, the BOR adopted a statement on academic freedom and freedom of expression.

Also in 2015, the state legislature removed statutory recognition of tenure and gave authority to the BOR to establish future policy. The Regent Tenure Policy Task Force proposed new policies in 2015. The Education Committee approved the Regent Policy Documents on tenure, post-tenure review, and faculty layoff in February 2016 and the full board approved the documents in March 2016.

At UW-Platteville, students’ rights and responsibilities with respect to freedom of expression are explicitly outlined in the Student Bill of Rights and Responsibilities. The university facilitates students' free expression through the Exponent, the oldest continuously published student newspaper in Wisconsin. This award-winning publication is published weekly in print and online. Students, faculty, and staff may submit letters to the editor commenting on issues of public concern. The university also sponsors a student-run radio station, WSUP. The university fosters truthful learning by teaching students the meaning of plagiarism and the consequences of academic dishonesty, as described further in 2.A.

As a state institution, university actions are subject to constitutional limitations on the infringement of free speech under the 1st and 14th Amendments to the United States Constitution as well as Article I, Section 3 of the Wisconsin Constitution. In accordance with UW System policy, the institution does not designate specific free speech zones on campus.

Sources

- #EXTERNAL - AAUP Statement on Tenure - 2016
• #EXTERNAL - Wisconsin State Statute 18.11 - 2016
• #EXTERNAL - Wisconsin State Statute 18.11 - 2016 (page number 6)
• #EXTERNAL - Wisconsin State Statute 36.01 (2) - 2015
• #EXTERNAL - Wisconsin State Statute 36.13 - 2015
• #STUDAFF - Student Bill of Rights and Responsibilities - 2014-2015
• #UWSYSTEM - BOR Tenure Policies - 2016
• #UWSYSTEM - Statement on Academic Freedom - 2015
The institution’s policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, students and staff.

1. The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.
2. Students are offered guidance in the ethical use of information resources.
3. The institution has and enforces policies on academic honesty and integrity.

Argument

2.E.1

UW-Platteville provides a variety of oversight and support services to faculty, students, and staff in order to ensure the integrity of research and scholarly practices. The institution has a long held Policy on Misconduct and Scholarly Research holding faculty and staff accountable for professional expectations regarding academic honesty and integrity. This policy delineates the process for responding to allegations of misconduct, how investigations should be conducted, and possible repercussions if the allegations are substantiated.

The Institutional Research Board (IRB) ensures that legal, moral, and ethical practices are being followed in research involving human subjects and that research participants are protected in compliance with federal, state, and UW System guidelines.

The Office of Research and Sponsored Programs (ORSP) works with faculty to identify appropriate funding opportunities. It provides assistance with grant writing and ensures that proposals follow ethical practices. ORSP also helps ensure that faculty and staff comply with a variety of federal, state, and institution regulations governing research with human subjects/animals, conflict of interest, and responsible conduct of research. This includes access to the Collaborative Institutional Training Initiative (CITI) online training modules.

The Animal Care and Use Committee (ACUC) is responsible for assuring compliance with state and federal regulations regarding the use and care of animals. The committee recently transitioned from a paper-based training system to adopt the CITI Program’s animal care and use training. The use of the new online system began in September 2015 and as of August 2016, 114 individuals have completed the training. Currently, the training is required for all animal users involved with research, but beginning in January 2017 it will also be required for all instructors who use animals in any teaching demonstrations. The ACUC regularly audits academic departments’ practice of animal use and care. Since the fall of 2015, the School of Agriculture and the Biology Department have required all students working with animals in research or outreach to the community complete the CITI Program training.

2.E.2

Academic departments provide guidance on the ethical use of information and resources to students, faculty, and staff. Karrmann Library provides access to plagiarism prevention web resources, as does the Writing Center. The Karrmann Library website also provides extensive online guides dealing with
When requested by instructors, staff in the Academic Success Programs are available to visit classrooms to discuss plagiarism. All students are also required to complete College Writing II, a course focusing on research-based writing. As identified in the course outcomes, instructors teach students how to find reliable information sources and use/cite them appropriately.

2.E.3

The Dean of Students (DoS) office enforces the academic Code of Conduct and provides assistance and training to students, faculty, and staff. Resources are provided in a first year experience course to help students become familiar with their expected code of conduct. DoS provides faculty a guide on Academic Misconduct, which describes policies and processes to identify and report issues and/or concerns. In 2015-16, DoS heard 51 academic misconduct cases, 22% of their overall case load. The Student Discipline Committee is in place to clarify and develop procedure to implement Board of Regent policy about conduct of students. All faculty and staff are governed by policies and procedures set forth in the Employee Handbook.

Sources

- #ACADAFFR - Animal Care and Use Committee - 2016
- #ACADAFFR - Policies and Procedures on Misconduct in Scholarly Research - 2016
- #DEANSTDNT - Academic Misconduct Guide for Instructors - 2016
- #DEANSTDNT - UW-Platteville Pioneer Student Conduct Code -2016
- #ENGLISH - English 1230 Course Outline - 2016
- #EXTERNAL - CITI Training Program - 2016
- #FINAID - Financial Aid Webpages - 2016
- #LIBRARY - Copyright Information - 2016
- #LIBRARY - Karrmann Library- Plagiarism -2016
- #SPONPROG - ORSP Compliance - 2016
- #SPONPROG - ORSP Website proposal assistance - 2016
- #UNIVGOVERN - Student Discipline Committee - 2016
- #UNIVGOVERN - Student Discipline Committee - 2016 (page number 3)
2.S - Criterion 2 - Summary

The institution acts with integrity; its conduct is ethical and responsible.

Summary

UW-Platteville’s commitment to integrity is rooted in its mission, which empowers each student to become ethically more responsible. A number of federal laws, state statutes, and UW System policies establish and ensure compliance with ethical standards, as well as provide outlets for anonymous reporting of any perceived breach in these standards.

The university emphasizes transparency and is accountable to its students and the public in a variety of ways, including its voluntary participation in the College Portrait Program; publishing information on requirements, costs, and faculty and staff on its website and catalog; and responding to open records requests pursuant to UW System administration and Wisconsin state statutes.

The institution’s governing board, the UW System Board of Regents, is bound by a code of ethics as prescribed by State Statute Chapter 19, and has proved its ability to make decisions that reflect the interests of the university, including its approval of the continuation of the Tri-State Initiative program and the differential tuition program.

UW-Platteville is committed to freedom of expression and the pursuit of truth in learning—ideas that are foundational to the institution’s mission and ingrained in the values of the Board of Regents, which passed a resolution reaffirming its commitment to freedom of speech. A variety of support services, policies, and committees provide guidance and oversight to ensure integrity of research and scholarly practices for faculty, students, and staff.

Sources

*There are no sources.*
3 - Teaching and Learning: Quality, Resources, and Support

The institution provides high quality education, wherever and however its offerings are delivered.

3.A - Core Component 3.A

The institution’s degree programs are appropriate to higher education.

1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.
2. The institution articulates and differentiates learning goals for undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.
3. The institution’s program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

Argument

3.A.1

Currency of Courses and Programs

UW-Platteville ensures currency of courses and programs by regularly reviewing that they serve the educational needs of students, align with student interest, meet regional employer needs, and support the mission. Processes for this oversight are administered by university entities as appropriate to course or program scope.

Faculty propose new courses, revise existing courses, and maintain program curricula based on their disciplinary knowledge. Currency of new and substantially changed courses undergoes review at multiple levels within the institution as described in 4.A.2. Once undergraduate courses are approved by the academic department, they are evaluated by the curriculum committee of the appropriate college prior to advancing to the University Undergraduate Curriculum Commission (UUCC). The provost or her designee serves the UUCC in an advisory role and ultimately approves all undergraduate courses. Course currency is reviewed as part of the six-year program review process overseen by the Academic Planning Council (APC). This process, explained in 4.B.1, requires each program to articulate how it ensures that courses, majors, and minors are current and relevant.

Review and approval of new and substantially revised graduate courses follow similar protocols. Courses are submitted to the Graduate Council for review and approval. The provost or her designee provides input to ensure quality and rigor and retains ultimate authority for approval. Graduate programs go through the same APC program review process as undergraduate programs. All distance education courses, most of which are at the graduate level, are revised by a subject matter expert on a three-year cycle to ensure currency.

New programs go through a campus review process in which the need for a proposed program is justified prior to review by UW System Administration. Eight new programs at UW-Platteville have
been approved by UW System since 2005, keeping the institution’s academic array current, appropriate to UW-Platteville’s mission, and relevant to regional demands. These include five bachelor’s degree programs (Dairy Science, Forensic Investigation, Sustainable and Renewable Energy Systems, Microsystems/Nanotechnology, and STEM-focused Teacher Education) and three master’s degree programs (Distance Education Leadership, Integrated Supply Chain Management, and Organizational Change Leadership).

Many academic programs and all graduate programs ensure currency and relevancy by soliciting input from advisory councils that include alumni and employers. The councils contribute to continued program improvement by supporting new majors, providing feedback on curriculum requirements, and identifying trends that could impact higher education.

UW-Platteville also monitors programs to determine if they are no longer viable. A recent example is the Microsystems/Nanotechnology program. Implemented after approval in 2005, it failed to attract a sufficient number of students despite evidence of regional demand by employers. In 2016, the decision was made to suspend the program. Another example is suspension of the graduate Counseling Psychology program due to a decrease in enrollment.

Levels of Performance Appropriate to Degree

Appropriate levels of performance are determined by faculty as courses are developed and updated over time. Using disciplinary expertise, faculty establish and vet appropriate learning outcomes for courses and programs. Additional levels of review occur through department and college curriculum committees. The UUCC provides institutional review and approval for programs and curricular revisions. To assist the UUCC in ensuring consistent expectations for student performance, the Improvement of Learning Committee proposed definitions of course levels in 2016.

Programs are responsible for assessing program-level learning outcomes on an ongoing basis to verify that students are achieving appropriate levels of performance. This information is reported to the Assessment Oversight Commission (AOC) as part of the six-year, in-depth program review process described in 4.A.1.

Specific examples of how levels of student performance are determined or maintained include:

- Student performance on national exams in content areas is often higher than national averages. Engineering students consistently outperform the national average on the Fundamental of Engineering and Principles and Practice of Engineering exam, as is also the case for education students’ performance on the PRAXIS II.

- 68% of undergraduate programs require students to complete a capstone course, many of which include a senior project or portfolio demonstrating mastery of skills and/or content.

- 73% of undergraduate programs require or recommend students complete an internship, co-op, experiential learning, and/or student teaching, providing hands-on, immersive learning opportunities in the field. According to 2014 NSSE results, 69% of seniors report participation in one of these experiences, higher than a peer-comparison group that reported average participation of 42%.

- Ten academic programs hold specialized accreditations. The rigorous criteria and review cycles for maintaining accreditation relationships ensure the currency and appropriateness of student learning.
Students must accumulate credits in compliance with assumed practices and maintain at least a 2.0 grade point average to fulfill degree requirements for graduation. For associate and baccalaureate degrees, students take 39-50 credits to fulfill requirements for general education, depending on whether they earn a Bachelor of Arts or Bachelor of Science degree.

3.A.2

UW-Platteville has put sustained effort into establishing clearly articulated learning goals for its students, from the institutional level to individual academic and co-curricular programs. Every undergraduate major on campus has learning goals appropriate to the discipline and degree. In 2012, the faculty voted to adopt new general education learning outcomes for the core undergraduate liberal arts curriculum. A multidisciplinary committee developed the outcomes to align with the Essential Learning Outcomes of the Association of American Colleges & Universities’ Liberal Education and America’s Promise (LEAP) initiative and the UW System Shared Learning Goals for Baccalaureate Students.

An emphasis on practitioner-oriented graduate programs is central to the mission of the School of Graduate Studies. Differentiation of undergraduate and graduate-level coursework is described in the Graduate Catalog. Learning outcomes for graduate programs are informed by external authorities, including the State of Wisconsin for teacher credentialing programs, the Project Management Institute for project management, and the Accreditation Board for Engineering and Technology (ABET) for engineering.

UW-Platteville also offers undergraduate and graduate certificates composed of courses included in degree programs. An opportunity exists for improvement in oversight of certificate programs, as they currently do not receive the same level of scrutiny and ongoing review as degree programs. A proposal to include certificate programs as part of the regular cycle of program reviews is being developed.

3.A.3

Ensuring Quality and Consistency Across Modalities

UW-Platteville offers undergraduate and graduate degrees that can be completed via on-campus coursework, online programs, and print-based correspondence. Currently, one course is offered in a dual credit format, with a UW-Platteville faculty member providing high school students access to an on-campus course through telepresence technology. Processes for program and course approval are consistent with those described in 3.A.1, with additional oversight and approval for courses offered on a compressed timeline or through distance delivery. Learning outcomes for undergraduate students enrolled in distance courses are equivalent to those on campus. Online courses are developed using a process that includes a list of standard course content that is verified by the appropriate college. Additionally, as described in 3.C.2, expectations for faculty and instructor credentials are the same for all locations and modalities.

Ensuring Quality In All Locations

UW-Platteville is committed to engineering education throughout the state by serving students at multiple, HLC-approved locations. A program for a bachelor’s degree in mechanical engineering was developed in collaboration with UW-Fox Valley in 2002, expanding to UW-Rock County and adding an electrical engineering bachelor’s degree in 2006. This program serves primarily place-bound, non-traditional students who can earn an engineering degree without having to relocate. Students enroll in
general education and pre-engineering courses at the UW-Colleges, completing UW-Platteville engineering requirements through a combination of face-to-face and streaming video instruction. UW-Platteville faculty in the electrical and mechanical engineering programs and on location at other campuses participate in curriculum development, assessment and ABET accreditation processes, and instruction in the program. Feedback for program improvement is solicited from students, advisory boards, and other constituents.

UW-Platteville has additional HLC-approved locations which have processes in place to maintain quality. For example, a UW-Platteville faculty member serves as the program coordinator for the Master of Science in English Education at UW-Platteville's additional location in Wuhan, China. The coordinator regularly travels to Wuhan and is responsible for admitting students, selecting faculty, setting program student learning outcomes, and ensuring course rigor.

UW-Platteville has a contractual relationship with the Spanish-American Institute of International Education (SAIIE) located in Seville, Spain, pending HLC approval. The Office of International Programs will maintain oversight of this program's quality and consistency of learning goals through documentation submitted by SAIIE at the end of each term, including information about course instruction and scheduling, student accommodations, student support services, academic advising, and record maintenance.

Credit courses delivered through the Office of Continuing Education follow the same state agency guidelines as those delivered at other higher education institutions. These include childcare, K-12 re-certification, and technical school continuing education.

Sources

- #ACAC - Graduate Placement Report - 2014-2015
- #ACADAFFR - All Academic Program Learning Outcomes - 2015
- #ACADAFFR - College Curriculum Committees - 2016
- #ACADAFFR - Course Instructional Mode Policy - 2016
- #ACADAFFR - General Education B.A. and B.S. Checksheets - 2016
- #ACADAFFR - General Education Learning Outcomes - 2014
- #ACADAFFR - New Degree Program Proposal Path - 2016
- #ACADAFFR - Request for New Major Authorization Dairy Science - 2016
- #ACADAFFR - Request for New Major Authorization SRES - 2011
- #ACADAFFR - Request for New Program Master's ISCM - 2011
- #ACADAFFR - Sample On-Campus and On-Line Syllabi - 2016
- #AGRICULTR - Advisory Council Letter of Support - 2015
- #DLC - Course Content Standards Checksheet - 2016
- #DLC- Online Course Development Verification - 2016
- #EDUCATION - Student PRAXIS II Results - 2016
- #EMS - Advisory Board Meeting Presentation - 2015
- #EMS - FE Exam Results - 2016
- #EMS - SRES Advisory Board Agenda - 2016
- #EXTERNAL - AAC&U LEAP Learning Outcomes - 2016
- #EXTERNAL - HLC Multiple Location Review - CEP - 2015
- #GRADUATE - Criteria for Graduate Level Work - 2016
- #GRADUATE - Graduate Course Approval Form - 2016
- #GRADUATE - Graduate Studies Mission -2016
- #GRADUATE - Strategic Plan, Values, and Vision - 2016
- #REGISTRARS - Accreditation Relationships in Undergraduate Catalog - 2016
- #UNIVGOVERN - APC Handbook - 2014
- #UNIVGOVERN - APC Handbook - 2014 (page number 22)
- #UNIVGOVERN - Faculty Senate Minutes - January 26 - 2016
- #UNIVGOVERN - ILC Proposal for Definitions of Course Levels - 2016
- #UNIVGOVERN - UUCC Course Proposal Forms - 2016
- #UNIVGOVERN - UUCC Course Proposal Forms - 2016 (page number 2)
- #UNIVGOVERN - UUCC Course Proposal Forms - 2016 (page number 4)
- #UNIVGOVERN - UUCC Description - 2016
- #UWSYSTEM - Academic Planning and Program Review (ACIS 1.0) - 2016
- #UWSYSTEM - Academic Planning and Program Review (ACIS 1.0) - 2016 (page number 11)
- #UWSYSTEM - Shared Learning Goals for Undergraduates - 2009

The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.

1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.
2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
3. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.
4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.
5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution’s mission.

Argument

3.B.1, 3.B.2

UW-Platteville is a STEAM-focused institution, with undergraduate programs leading to a diverse array of professional careers. The four goals of UW-Platteville's General Education program directly align with the university’s recently revised mission. The curriculum provides a broad foundation of knowledge and skills for all baccalaureate programs and promotes an outstanding education with a strong liberal arts core.

General education content requires students to complete a minimum of 33 credits in essential competencies and liberal arts areas. The competencies develop student skills in written and oral communication, quantitative literacy, foreign languages, and wellness. Liberal arts areas impart broad knowledge and intellectual concepts in the humanities, social sciences, natural sciences, and human/cultural diversity, including a course focused on racial and ethnic diversity in the United States. Based on internal evidence that a first-year college skills course improved student retention and success, all incoming first-year students enroll in a course focused on navigating the transition to college. A requirement for writing emphasis courses was included in the curriculum implemented in 2014, but was suspended in 2015 pending faculty review of logistics and available resources.

UW-Platteville's General Education curriculum articulates 24 student learning outcomes that expand on the Association of American Colleges & Universities’ Liberal Education and America’s Promise (LEAP) Essential Learning Outcomes and align with UW System's Shared Learning Goals for baccalaureate students, as described in 4.B.1. Student achievement of knowledge, skills, and attitudes is assessed by both direct and indirect measures, further described in 4.B.2.

In 2006, the HLC review team noted a lack of student support for the General Education program and recommended institutional efforts to address this. In one facet of institutional response to this
suggestion, former provost Dr. Carol Sue Butts established a faculty committee to review the program and recommend improvements to its structure and offerings. With input from the university community, a revised curriculum was approved in 2012 and implemented in 2014. To help students understand the purpose and intended outcomes of the program, instructors in general education courses are required to include related institutional learning outcomes in syllabi. General education courses are also linked in each student's academic requirements report in the Pioneer Administration Software System (PASS), making their progress through the requirements more transparent.

3.B.3

Core competencies of the General Education curriculum ensure that all students are engaged in developing the following skill sets:

- **Collecting, analyzing, and communicating information:** Courses in the liberal arts areas broaden students' abilities in collecting and analyzing information across an array of academic disciplines. Students are also required to take one semester of mathematics, where they learn to analyze data and report results. Students are required to take two semesters of College Writing and a semester of Public Speaking to develop skills in communicating information.

- **Practicing modes of inquiry or creative work:** There are many opportunities for students to practice modes of inquiry and pursue creative work in the array of courses offered in the General Education curriculum.

- **Developing skills adaptable to changing environments:** The required first-year experience course is designed to help students navigate the transition to college life. The course learning outcomes specifically identify development of life and study habits supporting academic success and wellness as crucial to adapting to their changing environment. Several general education learning outcomes and associated courses help students develop cultural awareness, in alignment with the institution's mission to prepare students to contribute to a "diverse global community."

Likewise, every academic program offered at UW-Platteville engages students in learning as appropriate to each discipline.

- More than 90% of programs have learning outcomes related to students acquiring skills in collecting, analyzing, and communicating information. Additionally, although the general education requirement for writing-intensive courses is currently suspended, many programs have writing requirements for their majors.

- Academic programs use many approaches to ensure that students master modes of inquiry and creative work in their disciplines.
  - More than 25% include a research methods course and more than 50% either recommend or require that their majors participate in an internship. In National Survey of Student Engagement (NSSE) results over the past decade, more than 70% of seniors consistently report participating or planning to participate in an internship or field experience.
  - More than a third include a senior capstone course or experience for their students, providing an opportunity for students to synthesize and apply disciplinary knowledge and skills. This is an area of significant improvement over the past decade; in the 2014 NSSE results, 45% of seniors reported participating in a culminating senior experience, compared to 1% in 2006.
Academic programs offer a wide variety of experiences to support students in developing skills adaptable to changing environments. More than 40% of programs explicitly include student learning goals that encourage lifelong learning (environmental horticulture, all ABET-accredited engineering programs), professional development (agribusiness, psychology), quality assurance (animal science, industrial technology), teamwork (biology, business administration) and ability to embrace new technologies (media studies, education, soil and crop science).

3.B.4

In alignment with UW-Platteville's mission, students become broader in perspective and develop as professionals and citizens in the global community through opportunities to learn about and experience human and cultural diversity. In 2013, the university adopted a strategic plan that prioritizes providing an outstanding education, including cultivating a global perspective.

**Institutional Context**

In UW-Platteville’s 2006 comprehensive review, HLC reviewers strongly recommended that the institution direct attention toward issues of diversity in its General Education program. In the revised curriculum implemented in 2014, 25% of the learning objectives relate to helping students develop international and cultural awareness. More than 60% of UW-Platteville’s academic programs offer courses that address one or more of these objectives. In the Post-Graduate Placement Survey for 2015-16, students believe that at the time of graduation they have made the most gains in the areas of "Knowledge of the Arts and Sciences," "International Awareness," and "Cultural Awareness."

Analysis of past trends in NSSE results highlights a critical need for continued institutional efforts to deepen student understanding of cultural diversity. Over the past decade, student perception of institutional contribution to their knowledge, skills, and personal development in the areas of understanding people of other backgrounds has remained around 40% for seniors, while first-year students showed a decline from 53% in 2011 to 34% in 2014. These results may reflect the impact of bias incidents which occurred on campus in 2012. Partially in response to these incidents, UW-Platteville established the Division of Diversity and Inclusion in 2012 to foster an inclusive campus culture and climate. The chief diversity officer oversees a number of campus resources, including International Programs, the Office of Multicultural Student Affairs, and the Doyle Center for Gender and Sexuality.

**Curricular and Co-Curricular Initiatives**

UW-Platteville recognizes the unique needs of students from diverse and historically underrepresented backgrounds.

- The Office of Multicultural Student Affairs implemented targeted outreach, successfully narrowing many of the university's historic equity gaps for students of color. These initiatives included the SUCCEED Summer Bridge Program, First Year Interest Groups, the DRIVEN Scholars Program, and intrusive advising through the Academic Enrichment Program.

- The Division of Diversity and Inclusion has brought in over $4 million in grants since 2012, including a new federal TRIO grant, renewal of an existing TRIO grant, National Science Foundation (NSF) funding, state grants, and private support. Additionally, Distance Learning recently received an NSF grant to recruit and retain underrepresented minority students in STEM graduate majors.
In 2014, the Patricia A. Doyle Center for Gender and Sexuality was launched to provide a supportive, equitable, and safe environment for all persons on campus in relation to gender and sexuality. The Doyle Center offers resources and programs on issues and challenges facing women, men, and the LGBTQ community at UW-Platteville. Overall attendance at the Doyle Center and at Doyle Center programming increased 141% from fall 2014 to fall 2015.

Many initiatives are aimed at increasing awareness and knowledge of cultural diversity, including:

- The Midwest Culturally Inclusive Conference was hosted on campus 2011 through 2014 and will be returning in 2017 after a brief hiatus due to budgetary restrictions. Students, educators, administrators, and business and community participants worked collaboratively on issues related to equity, diversity, and inclusion. Attendance increased each year of the conference, culminating with nearly 1,200 participants in 2014, of whom 85% were students.

- The Global Living and Learning Community provides first-year students with an opportunity to focus on the world at large through a common course and globally-oriented events and activities outside of the classroom.

- As part of the strategic priority to provide an outstanding education, there are ongoing efforts to internationalize the student experience, resulting in a 77% increase in student participation in education abroad over the last five years. This is due to the addition of more short-term, faculty-led programs, as well as requirements for students in several majors to participate in an international experience. Funding is available for faculty and program development through internal grants for international education. The chancellor's leadership has also resulted in expansion of programs in Brazil, China, and Scotland.

3.B.5

Faculty and students contribute to the creation of knowledge and creative works as appropriate to UW-Platteville's mission and scope as a Carnegie master's level, non-research institution.

**Faculty Scholarship and Creative Works**

The majority of faculty at UW-Platteville hold 100% teaching appointments and focus their professional efforts on student learning, rather than research. In addition to their teaching focus, however, faculty remain active in scholarly and creative activity. Over the past three years, UW-Platteville’s faculty have:

- published more than 500 articles, book chapters, and other professional publications;
- given more than 400 presentations at academic and professional conferences; and
- submitted 140 major grant proposals, resulting in $5.87 million in funding.

The Office of Research and Sponsored Programs (ORSP) holds an annual Faculty and Staff Research Day for faculty and staff to share their scholarship with a university-wide audience.

**Student Scholarship and Creative Works**

Specific to the mission and STEAM-focus of the university is the idea that students are involved in hands-on application of knowledge to real-world problems. Opportunities for student scholarship exist in alignment with program and faculty priorities. Programs incorporate scholarly opportunities into their courses as well as provide individualized research experiences through independent studies and senior capstones. Faculty engage in this high-impact process by mentoring students through the
research and creative process in ways appropriate for their disciplines.

Founded in 2012, UW-Platteville’s Office of Undergraduate and Creative Endeavors (URCE) served as a resource for faculty and students pursuing research and creative activities. In 2016, it was subsumed under ORSP. Working in conjunction with the Wisconsin Council on Undergraduate Research, this office supported efforts to advance, enhance, and expand undergraduate research, scholarship, and creative activities across the UW System. In keeping with the strategic priority of increasing participation in high impact practices, ORSP will be working to improve tracking of student research.

Some example of student scholarship and creative works include:

- Students in the College of Engineering, Mathematics and Science have the opportunity to compete in four SAE student design competitions: the Aero Design Series, the Clean Snowmobile Challenge, the Formula SAE Series, and the Baja SAE Series. Students apply concepts they learn in the classroom to real life problems in these design series competitions. Students can also apply for NSF STEM Talent Expansion Program grants for application of STEM concepts in field research, travel, and networking.

- Students in the School of Agriculture can join the award winning Soils Team and learn to describe, classify, and make appropriate land-use recommendations for soils in their natural state. The team annually competes in state, regional, and national contests giving students the opportunity to learn about soils in a variety of regions and landscapes.

- In the College of Liberal Arts and Education, students present their work to the general public during the annual Thomas Hickey Creative Writing Festival. In addition, students design, direct, and produce short plays in the One Act Festival each spring.

Student undergraduate research and creative endeavors are also supported by internal and external funding sources, with more than $165,000 distributed in the last two years. The Pioneer Undergraduate Research Fellowship (PURF) supports undergraduate student research and scholarly activities under the direction of a faculty research advisor, annually funding up to six students with individual awards ranging from $500 to $2,500. As of 2016, each college also has dedicated funds to support undergraduate research.

Student research is highlighted annually in the Pioneer Journal, an online publication that showcases academic achievements by UW-Platteville undergraduate students from all disciplines. Other activities include Posters in the Rotunda, held annually at the Wisconsin State Capitol to inform legislators and promote innovation in the UW System, and the URCE Symposium, where students presented evidence of their accomplishments across the disciplines.

Sources

- #ACAC - AMA Reverse Career Fair -2016
- #ACAC - Student Perception of General Education Learning Outcomes - 2016
- #ACADAFFR - General Education Course Listing by SLO - 2016
- #ACADAFFR - General Education Learning Outcomes - 2014
- #ACADAFFR - General Education Program - 2016
- #ACADAFFR - General Education Program - 2016 (page number 4)
- #ACADAFFR - General Education Program - 2016 (page number 5)
3.C - Core Component 3.C

The institution has the faculty and staff needed for effective, high-quality programs and student services.

1. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.
2. All instructors are appropriately qualified, including those in dual credit, contractual, and consortial programs.
3. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
4. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.
5. Instructors are accessible for student inquiry.
6. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.

Argument

3.C.1

As the administration has worked to address budgetary issues, maintaining academic positions and retaining qualified faculty remains an emphasis. Student population has grown 37% since 2005 and the number of instructors on campus has increased by 27%. In fall 2015, UW-Platteville had 246 tenured and tenure-track faculty and 158 academic instructional staff. Faculty and academic staff teach 100% of all course sections on campus, maintaining a student-to-instructor ratio of 21:1. College deans are encouraged to regularly update the provost and chancellor of specific instances where more faculty support is needed.

Recent budget reductions have resulted in significant impacts on services, courses, expertise, hiring opportunities, and the student experience. In 2015-16, 28% of budget cuts was taken from instructional activities, resulting in 42 positions lost in academic programs, larger class sizes, fewer available seats for required courses, and reduced faculty time for advising. In addition, whereas the faculty turnover rate in the UW System overall has hovered around 6% from 2011-2015, the rate at UW-Platteville has increased from 5% to almost 10%.

Recognizing that keeping quality instructors, particularly faculty members, at the university is paramount, the institution has focused efforts on responding to these issues:

- Faculty turnover and positions lost:
  - In 2013, the provost led the university in joining Harvard's Collaborative on Academic Careers in Higher Education (COACHE) to assess and respond to the faculty's satisfaction at the university, and to begin to address faculty retention. A faculty working group was created to develop a comprehensive, realistic response to the results. Increasing faculty salary was among the recommended responses and there has been a
sustained institutional investment in faculty salaries despite reductions in other areas.

- In early 2015, the university instituted a policy for the provost to review all vacated instructional position lines. Decisions on filling those positions are now made centrally, which has enabled leadership to think strategically while keeping institutional mission and use of shrinking resources in mind.

- **Class sizes:**
  - While increasing class size is one way to stretch limited financial resources, the College of Liberal Arts and Education decided to maintain enrollment caps in College Writing I and II and work to reduce those caps in coming semesters. This maintains instructors’ ability to provide students personalized, individualized attention and feedback and the institution's commitment to providing “a personal, hands-on approach to empower each student.”

- **Course availability:**
  - As enrollment continues to increase and the number of instructors does not keep pace, managing course availability, particularly for upperclassmen, is an ongoing topic of discussion and planning. Departments look at enrollment trends, including the number of students in prerequisite classes and typical pass/repeat rates to attempt to estimate how many seats will be needed. Then, once registration for the upcoming semester begins, departments manage individual student need through a variety of methods including waiting lists and day-by-day oversight of availability as registration progresses. Particularly in high-volume majors, there is no feasible way to accommodate all students who want a particular class; as such, priority is given to students requiring the class to stay on track for timely graduation.

- **Faculty time for advising:**
  - The College of Engineering, Mathematics and Science has implemented new processes to address student and faculty needs, including group advising sessions with peer advisors and college professional staff to prepare first- and second-year students for advising sessions with faculty. With greater student knowledge about tools and processes, appointments with faculty are more efficient and focused on career advising.

As established in [Wisconsin state statutes](https://www.legis.wisconsin.gov/statutes), faculty have primary responsibility for advising the chancellor regarding academic and educational activities, including setting expectations for student performance. These activities occur in the context of faculty governance, with approximately 24% of faculty serving on elected committees each year. Faculty develop curriculum proposals, which are evaluated and approved by college curriculum committees. Final approvals are given by the University Undergraduate Curriculum Commission and the provost. Additional information on these processes is provided in the [Faculty Handbook](https://www.uw-platteville.edu/faculty-handbook) and in 4.A.

Faculty and staff are engaged in assessment of curricular and co-curricular student learning, as described in 4.B. At the institutional level, the Academic Standards Committee assesses student learning of general education outcomes. The Assessment Oversight Committee reviews department and program assessment plans. Programs provide annual planning reports and full program reviews on a six-year cycle to the Academic Planning Council.

### 3.C.2

Faculty Senate approved a new policy for [Faculty and Instructional Staff Qualifications](https://www.uw-platteville.edu/faculty-handbook) in 2016, which provides minimum expectations for the credentials of all instructors at UW-Platteville.
Departments are responsible for assuring they have credentialed faculty. As described in the Faculty Handbook, full departmental membership, or appropriate members of the discipline/program, determine by majority vote the responsibilities and competencies required for a person filling an instructional vacancy. Distance Learning instructors are recruited and hired by departments offering online courses, following the same requirements established for on-campus instructors. Instructors teaching credit-bearing courses through Continuing Education are reviewed and approved by the School of Education for undergraduate courses and the Graduate Council for graduate courses. Credentials of current faculty and staff are provided in the undergraduate, graduate, and distance learning catalogs.

For graduate course offerings at UW-Platteville's additional location in Wuhan, China, all instruction is provided by UW-Platteville instructors and faculty who travel to China. Instructors are selected by the program's coordinator and must be approved by the Graduate Council. The institution also has a contractual agreement with the Spanish-American Institute of International Education currently pending with HLC. Information about oversight of instructors in this program is provided in 3.A.3.

UW-Platteville offers one dual credit enrollment option, a telepresence course offered to regional high schools. The instructor is a tenure-track professor in the English program who provides the same quality of instruction as that offered to students on campus.

3.C.3

Faculty governance plays a vital role in establishing policies and procedures for faculty evaluation at UW-Platteville. The University Rank, Salary, and Tenure Policy Commission (URSTPC) sets university policy, following the criteria for evaluating faculty established in Chapter 6 of the Faculty Handbook. Each department has developed its own Rank, Salary, and Tenure (RST) plan that provides details of evaluation criteria, updated and approved annually by the URSTPC. UW-Platteville follows the student evaluation of instruction policy established by the UW System Board of Regents. Student evaluations provide valuable feedback to support improvement in pedagogical practices and are incorporated into final evaluation of a faculty member's performance for tenure and promotion.

Faculty are evaluated in three areas: teaching, professional development, and service to the university and community. All faculty members are evaluated yearly to determine merit standing. Probationary faculty members undergo an annual in-depth review to determine retention and tenure status. Retention and tenure decisions are separate from salary decisions; academic departments and the chancellor are responsible for retention and tenure, while departments, colleges, and the chancellor are responsible for salary decisions.

As established in the Faculty Handbook, all tenured faculty are reviewed every five years through a post-tenure review process. The purpose of the review is to encourage and support continued growth and development of faculty. Academic Staff Senate oversees the processes of evaluation of instructional academic staff, while department chairs actually conduct the evaluations. Instructional academic staff are evaluated on their effectiveness in performing their assigned duties, their scholarly and professional activity, professional university service, and community service.

3.C.4

Annual faculty evaluation through the RST peer review process includes documentation of research and creative endeavors as well as teaching and maintaining accountability for disciplinary and pedagogical currency. The weight given to scholarly activity in retention and tenure decisions varies
by department, ranging from 10% to 40% of the total evaluation.

UW-Platteville supports continued professional development of faculty and staff instructors in a variety of ways.

- The Teaching and Technology Center (TTC) supports improvement in teaching through multiple approaches, including discussion series, mentoring resources, an online course for teaching professional development, and technology training and workshops. The TTC collaborates with Information Technology Services to organize an annual Tech Mashup, featuring concurrent tracks of workshops facilitated by faculty and staff who share their experience in using innovative pedagogical approaches and technology in the classroom.

- Financial assistance to support professional development activities is available through the colleges, departments, and other sources on campus. Over the past five years, the Provost's Office awarded more than $161,000 in faculty professional development funds to 122 faculty members. Faculty and staff also can take courses through a tuition assistance program. The university's sabbatical program supports up to six faculty each year, allowing them to engage in intensive study, research, or other professional activity to become more effective teachers and scholars.

- UW System supports improved faculty performance through its Wisconsin Teaching Fellows and Scholars Program. The Improvement of Learning Committee selects two people annually from seven to 10 faculty recommended by members of the university for these programs.

3.C.5

UW-Platteville instructors are accessible to all students, whether on campus or in distance education programs. By university policy, all full-time instructional faculty and staff on campus are available to students for 10 hours each week outside of the classroom. In 2014, the Faculty Senate modified existing policy to allow five of the required office hours to occur in activities with students outside of class time (e.g., undergraduate research, service-learning, or mentoring student academic organizations and competitive teams). Instructors must maintain the remaining five hours to be available at publicized times in their offices. Part-time instructors hold office hours based on the percentage of their appointments.

To allow the flexibility to address the needs of non-traditional students in multiple geographic locations, instructors in distance education courses are required to be available to students at established times for at least three hours per week and respond to student homework questions within 48 hours. Instructors are required to access the online classroom five days per week and respond to general student questions when they are in class. Students can talk with instructors by phone or web conferencing as needed by appointment.

Information on office hours and how to contact instructors is required in course syllabi. Students can set up appointments with instructors and advisors through the university's Outlook calendar. Many instructors interact with students through Desire2Learn, UW-Platteville’s learning management system, which has tools for both synchronous and asynchronous interactions, including online discussions, chats, and blogs.

Many faculty and staff members serve as advisors of student organizations and actively engage students in research and other creative works. Results of the National Survey of Student Engagement (NSSE) over the past decade indicate that more than 25% of seniors either planned to or had worked
with faculty outside of program or course requirements, which is comparable to peer institutions. Senior student responses to the 2014 NSSE suggest that other interactions with faculty outside of class, such as working on committees or discussing course topics or ideas, occur more often at UW-Platteville than at peer institutions, which aligns with the institution's mission of providing a personal approach to each student's education.

3.C.6

Detailed job descriptions for each student support position on campus outline required qualifications, work experience, duties, and certifications or licensures. Position qualifications and related classifications are standardized across the UW System. The Human Resources Department manages the recruitment and hiring process, ensuring compliance with qualifications, guidelines, and expectations. Prior to engaging in the hiring process, the Human Resources Department reviews job descriptions and hiring criteria to ensure appropriateness to the role. Each search committee takes responsibility for evaluating applicants based on the approved criteria established as minimum or preferred qualifications for a position.

Staff members are supported in their professional development within the scope of their job functions. New Employee Orientation is provided to all staff in January and August. Orientation for individual positions is managed through department directors and program managers based on need. Financial assistance to support attendance at local, state, or national conferences is available through departments, deans, and the Academic Staff Professional Development Committee, which has distributed $162,493 in professional development funding from 2010-2016.

The institution maintains active memberships in the American College Personnel Association and the National Association of Student Personnel Administrators, umbrella professional organizations that provide resources and webinars for support staff. Some departments also maintain memberships with organizations pertinent to their specific functional areas (e.g., National Association of Colleges and Employers membership for the Academic and Career Advising Center).

Staff are also provided with other formal and informal development opportunities.

- UW-Platteville piloted a Leadership Academy in 2015-16 to develop the next generation of university leaders. The academy provides extended, year-long professional development for a cohort of staff and faculty, including monthly workshops, service projects for the institution, and mentoring. In its first year, 20 staff and faculty completed the program. The second cohort begins in fall 2016.

- The Financial Aid Office assigns mentors who provide support and supervision to new hires. Job-specific training is available through the Wisconsin Association of Student Financial Aid Administration's “boot camp,” which provides training for entry-level positions. The Federal Handbook for Student Financial Aid and webinars offered through Great Lakes Higher Education offer resources for ongoing education and support of staff.

- As a provider of many direct student services, including the Writing Center, tutoring services, first-year experience, and academic coaching, Academic Support Programs staff engage in annual conferences and meetings at national and regional levels to stay current in their respective fields. Staff also participate in targeted development opportunities specific to the needs of the program.

- Staff providing support services to students through Services for Students with Disabilities and
TRIO use digital resources offered through the Association on Higher Education and Disability and the Council for Opportunities in Education.

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3.D - Core Component 3.D

The institution provides support for student learning and effective teaching.

1. The institution provides student support services suited to the needs of its student populations.
2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.
3. The institution provides academic advising suited to its programs and the needs of its students.
4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the institution’s offerings).
5. The institution provides to students guidance in the effective use of research and information resources.

Argument

3.D.1

Support services offered at UW-Platteville highlight not only specialized student needs, but also more traditional facets of college readiness, preparation, and success. Services have expanded over the past decade in response to increased student population, as well as need, usage, and retention.

The newly founded Academic Support Programs (ASP) consolidates key resources that serve the entire student population, including first-year and transfer-year experience programs, academic coaching, academic intervention, tutoring services, Writing Center, Peer Assisted Learning program, and the Testing Center. One of the signature programs offered by this office is the first-year experience course, UWPStudy 1010: Intro to College Life. All students are required to complete this course or a program-specific equivalent (e.g., Biology 1020: Bioquest; Engineering 1000: Engineering Success Skills).

In addition to resources of the Academic and Career Advising Center and Math Learning Center, other support services available to all students include:

- Information literacy classes are offered at Karrmann Library to assist students in learning to effectively search for information. An information literacy librarian was hired in 2016 to lead in these efforts.

- Multiple Living Learning Communities (LLC) and Interest Communities are designed to enhance the overall undergraduate student experience, as well as fulfill strategic priorities for providing an outstanding education, enriching the tri-states, and fostering communities of achievement and respect. Retention of students participating in LLCs has consistently been higher than for the overall student population, suggesting that these programs are fulfilling the needs of these students.

Programs and services that target the needs of specific and diverse populations include:
• An academic advising position for international students was created in direct response to a 38% increase in the international student population from 2011 to 2015.

• Programs such as the SUCCEED Summer Bridge program highlight preparation for the college experience and resources that aid in student retention. SUCCEED offers an on-campus preparatory residential experience, including required coursework and workshops on math and writing skills, with a focus on transitional adjustment.

• The Office of Multicultural Student Affairs supports retention and academic attainment for African-American, Native American, Latino/a, and Asian students.

• In response to the growing number of veterans attending UW-Platteville, the Wright Center for Non-Traditional and Veteran Students was established to enhance the educational and interpersonal experiences of these students. The center also supports and promotes degree attainment by providing for the unique experiences both student groups bring to campus. The institution has earned continuing recognition for outstanding service to veterans.

• Student Support Services, a federally funded TRIO program, provides a variety of resources for first generation, income-eligible, or students with documented disabilities. Learning specialists are available to students to provide advising assistance and academic support. Of the 300 students served during the 2013-14 academic year, 84% were retained from first to second year, with 88% of those students in good academic standing with the university.

• During 2015-16, Services for Students with Disabilities assisted approximately 350 students in obtaining reasonable academic and non-academic accommodations as well as auxiliary aids.

• The College of Engineering, Mathematics and Science's Center for Projects, Opportunities, Instruction, Networking and Teamwork (CenterPOINT) offers students a space to study, work on group projects, or meet with a student or professor. It includes computer stations with standard engineering software, rolling whiteboards, and tools available to check out, such as laptops and graphing calculators. In 2015-16, more than 1,000 unique visitors used CenterPOINT, which is nearly one-third of the students in the College of EMS.

3.D.2

As described in 3.D.1, support for student learning that addresses student needs is provided through multiple resources on campus. To ensure that incoming students enroll in coursework appropriate to their preparation, UW System requires them to take placement tests in English and mathematics, with the option for taking a placement test in a foreign language (French, German, Spanish). First-year students submit ACT scores for admission and complete placement tests at least three weeks prior to new student registration. Test scores are provided to faculty, department chairs, and advisors to facilitate academic advising and enrollment in appropriate courses.

As a STEAM-focused institution, minimum entrance requirements for math are rigorous, with 37% of incoming students placed into remedial math in 2015. In response to concerns that students were not progressing through remedial coursework, a policy was instituted in 2014 requiring completion of remedial courses within their first 30 credits. Students unable to meet this are capped at a 12 credit course load until they fulfill the requirement. In the past three years, more than 80% of students enrolled in remedial math and more than 90% of students in remedial English successfully completed these courses.
The English Language Program (ELP) offers year-round English immersion courses to English language learners in order to help them continue their education in their academic field of choice. Launched in summer 2014, the ELP serves both degree- and non-degree-seeking students from around the world. The ELP also offers customized summer intensive English and teacher training programs.

3.D.3

Advisors provide students with information about university, college, and departmental requirements and associated timelines for satisfactory academic progress. Undeclared students are advised through the Academic and Career Advising Center (ACAC). Academic programs provide advisors to their majors; faculty and professional advisors help students develop academic plans appropriate to their goals. The ACAC promotes best practices by providing resources and workshops for advisors and students and maintaining information about degree and program requirements. An ad hoc advising group was formed in spring 2015 to provide a venue for professional advisors to share best practices and coordinate advising efforts. This group continues to meet on a monthly basis.

Professional staff support the work of academic advisors by providing additional guidance for students who are at-risk, transferring, or considering changing their major. Students enrolled under programs such as the College of EMS Student Success Programs, SUCCEED, or Student Success Services also receive advising specific to their needs. Special advisors are assigned to readmitted students through the Academic Appeals and Admissions Committee. Academic coaches reinforce the work of academic advisors by connecting with students who struggle academically, developing an action plan and referring students to academic success services across the campus.

UW-Platteville formally recognized excellence in advising with an annual award for faculty and staff from 2000-2014. Since 2000, four UW-Platteville advisors have received the Outstanding Academic Advising Award from NACADA, and an additional nine have received a NACADA Certificate of Merit.

3.D.4

The Karrmann Library and its resources support student learning by providing access to an extensive array of physical and digital information resources as well as the scholarly expertise of library scientists.

- Elton S. Karrmann Library is the information focal point for the UW-Platteville campus. The library collections are supplemented by UW System campus libraries, shared online resources, and inter-library loan. The library is a vibrant hub of intellectual activity on campus, with 443,544 visitors in 2013 making use of group study spaces, quiet and group computer labs, media-enhanced study areas, classrooms, access to the Information Technology Services help desk, and reference librarian support. In 2014, students and faculty carried out 1,228,410 successful full text article requests, borrowed 23,185 materials, borrowed 2,168 inter-library loans, and attended 241 instruction sessions.

- The Southwest Wisconsin Room provides faculty and students with access to primary sources documenting the history of UW-Platteville and the surrounding counties dating back to 1839. The collections contain historical items—including property tax rolls, circuit court papers, road surveys, business ledgers from stores, and diaries and letters—that are part of the Wisconsin Historical Society Area Research Center (ARC), the only archival network in the United States to physically loan artifacts to other participating archives statewide. Students from introductory
research courses to upper-level history classes conduct research using archival materials every semester.

- The Instructional Materials Laboratory (IML) supports the School of Education with loans of pedagogical materials for education students or professionals in the community for pre-K through 12th grade classrooms. The IML houses over 25,000 items and supplies resources for student-teacher preparation classes, including lesson plans, children’s textbooks, tests, children's and young adult literature, and teacher edition classroom materials. Alumni of the School of Education have continuing access to support their professional roles in the classroom.

The university’s technological infrastructure is a vital component of 21st century teaching and learning.

- All courses, including those offered through Distance Education, are provided a course shell in the campus learning management system, Desire2Learn (D2L). Course content, quizzes, virtual classrooms, discussions, and grades are some of the most frequently accessed tools. Access to a robust learning management system enriches student engagement outside of the classroom through online discussion boards, and by allowing faculty to share online resources, PowerPoint presentations, and other materials without violating copyright laws. D2L’s online submission tools reduce student and campus printing costs and provide greater flexibility for faculty to access and give feedback on student work.

- The Teaching and Technology Center (TTC) provides pedagogical resources and programming in pursuit of effective and innovative teaching. It also supports faculty and staff use of D2L and other learning technologies. Information Technology Services (ITS), in partnership with the TTC, organizes a biannual on-campus workshop, the Tech Mash-Up, which provides two days of sessions showcasing good practice and practical use of technology in the classroom.

- Campus email and calendaring systems, managed through Microsoft Office365, provide mechanisms for faculty and staff to communicate with all students, whether on or off campus. These communication systems, along with Skype for Business, play an increasingly important role in faculty/student interactions as students expect more flexibility and responsiveness.

- Technological infrastructure on campus includes more than 3,400 computer systems. Approximately 88 computer labs house a total of approximately 1,400 computers, accessible to students. While most of these labs are department-specific computer labs, there are two general access areas on campus, inside the student center and the library, which are accessible to all students. Together, those two general access labs house 192 computer systems. In addition to the physical computer labs, UW-Platteville also has a “virtual” lab environment for student and faculty use. The virtual lab grants distance students the same access to technological resources as they would have if they were on campus.

- ITS supports campus technological infrastructure through a variety of services and outreach. The ITS Help Desk is the first point of contact for technological assistance on campus, serving 20,613 requests in 2015-16. The Help Desk also provides faculty and students with access to equipment (e.g., laptops, iPads, microphones, cameras, and recording studios) frequently used for classroom assignments. For place-bound students, Distance Learning, along with ITS, provides additional technical support with extended hours. All students have access to five free Microsoft Office licenses for personal use and are eligible for reduced priced software through the Wisconsin Integrated Software Catalog, which gives students the opportunity to learn and use professional technology.
As a STEAM-focused campus, academic laboratories providing opportunities for practical application of knowledge are critical to the educational experience.

- Laboratory spaces are a top priority in campus planning. In fall 2016, the university has 138 laboratories for course-based labs, and 46 laboratories with open access for student work. Boebel Hall underwent a first phase of renovation in 2010, replacing ten small capacity classrooms on the first floor with four laboratories and lab support spaces for biology. UW System has recently identified completion of this renovation as a funding priority in its upcoming budget. This second phase of renovation has been approved by the Board of Regents (BOR), to begin in 2019, pending approval by the legislature.

- An additional funding priority for UW System is the building of Sesquicentennial Hall, a second engineering facility with a data center. This new facility is critical to continuing to provide students with hands-on, practical application of engineering theories, better equipment storage, and flexible spaces for collaborative learning. The BOR has approved this project, which is now under review for the 2017-19 state budget.

- Engineering Hall includes dedicated space for large-scale design projects as well as state-of-the-art labs that are used not only by students across the various engineering programs, but also by students in other disciplines. Spaces include a Circuits Lab, Power and Drives Lab, Controls Lab, and the Material Fabrication and Nano Characterization Lab, which provides students with access to a nuclear magnetic resonance spectrometer, atomic force microscope, scanning electron microscopes, and a scanning tunneling microscope.

- The Tree-Ring, Earth, and Environmental Sciences Laboratory is a teaching and research laboratory with interests and activities that fall across the broad realm of physical geography. Not only do students actively participate in hands-on research, but they also learn practical skills in providing services to academic laboratories, private businesses, and interested individuals.

- The Cadaver Lab is used by students in the biology department's human gross anatomy class. While other UW institutions offer experiences with cadavers to undergraduate students, UW-Platteville is unique in providing a hands-on, dissection-based course to undergraduates.

Applied learning spaces also support the institutional mission of “promoting excellence by using a personal, hands-on approach.” These spaces provide unique, focused learning opportunities that enhance teaching and learning in specific academic programs.

- The Forensic Investigation Crime Scene House is one of only three such facilities in the United States and the only one specific to forensic investigation in the Midwest. The house is wired for recording and monitoring, allowing instructors to provide feedback on student performance. One-way mirrors allow for non-intrusive observation of training, such as simulated interrogations. The property also includes the Forensic Investigation Research Facility, where students practice crime scene techniques, including search methods and clandestine gravesite excavation. The first of its kind in the northern United States, the facility provides hands-on opportunities for ongoing research into climate-related effects on body decomposition.

- Students in the Department of Industrial Studies have the opportunity to use state-of-the-art facilities and equipment, including three new laboratory spaces that have been added since 2015. In many of the labs, partnerships with industry ensure students have access to the most
Pioneer Farm is a 430-acre working facility that provides hands-on farm experiences for students and involves them in applied research. The facility includes tillable acreage; swine, dairy, and beef production enterprises; and feed centers. Additional resources at the farm include:

- The Ag Tech Center, which serves as the communication hub of the farm and provides space for classes, workshops, and other events
- The Ag Education Pavilion, used for demonstrations and class laboratory activities
- The Cooper Living and Learning Center, which is home to the Agricultural Living Learning Community.

Pioneer Greenhouse is a 6,500-square-foot facility used by faculty and students in ornamental horticulture, biology, and soil and crop science programs. The facility houses plants and affords students opportunities to learn greenhouse management and practical horticulture techniques.

Campus performance spaces provide venues for the practice and demonstration of student achievement in the fine arts.

- Nohr Gallery is a 5,000-square-foot space that provides cultural and educational opportunities for the visual arts free of charge. The gallery hosts a rotating display of student artwork throughout the year. One of the annual highlights is the Senior Show, which provides art majors with experience in planning, editing, preparing, and mounting a gallery exhibit.

- The Center for the Arts (CFA) is home to two performance spaces, the 565-seat Richard and Helen Brodbeck Concert Hall and a 200-seat, flexible theater. The Pioneer Players and the theatre program hold up to six performances in the CFA each year. Additionally, student performances, including annual programs and individual recitals, are held in the CFA.

3.D.5

As part of its mission, UW-Platteville strives to produce intellectually astute, ethically responsible students who can contribute wisely to their communities as accomplished professionals. To accomplish these goals, faculty and staff in both academic and non-academic settings teach skills for effective use of research and information resources.

As described in 3.B.3, one of UW-Platteville’s general education requirements is a two-semester sequence of College Writing, housed within the Department of Humanities. This program, headed by a director of composition, partners with the Writing Center to find outstanding examples of UW-Platteville student essays for *Stylus: Anthology of College Writing*, a required text in the College Writing sequence. Although some students test out of the first semester, almost every incoming first-year student is required to take the second course in the sequence, which focuses on guiding students in the effective use of research and information resources. Emphasis is placed on ethical and efficient research tactics and analysis of research materials through self-directed critical reading, drafting, and revision strategies, with additional practice in rhetorical skills necessary for generating persuasive research-supported essays. Advanced research methods courses in the disciplines further develop students' skills.

Librarians at the Karrmann Library reinforce this instruction by providing Library Research Drop-in Sessions for composition students and other interested students. This keeps students apprised of the newest resources and assists them in the research processes. Librarians also visit classrooms on
request and provide instructional sessions on conducting research as well as on project-specific topics. Reference librarians assist students in identifying and locating scholarly materials, including using the library’s reference collection and Search@UW for books, journals, audio/visual materials, and microforms. The library also has an Ask a Librarian online resource, with a live chat feature allowing students at a distance to interact with staff.

The Karrmann Library has reaffirmed its commitment to information literacy by hiring an information literacy librarian in 2016. With this new staff member, the library seeks to implement campus-wide information literacy instruction using the Information Literacy Competency Standards for Higher Education and the Association of College and Research Libraries’ Framework for Information Literacy for Higher Education. The library’s goal is to instill in students the confidence and competence to be critical consumers and creators of information. The Karrmann Library staff is currently planning for expansion of these efforts, including actively partnering with faculty to include information literacy in first-year experience courses. Librarians are also creating online library instruction tutorials to better reach distance students and students unable to attend in-person sessions.

Students and staff conducting research must comply with federal, state, and university regulations governing research ethics, protection of human subjects and animals, conflict of interest, and responsible conduct of research. The Office of Research and Sponsored Programs manages a range of compliance efforts and provides support and services to facilitate compliance. A series of training modules provided by the Collaborative Institutional Training Initiative designed for educational institutions helps facilitate responsible and ethical conduct for research. These provide the university community with peer-reviewed, web-based, research education materials to enhance the integrity and professionalism of faculty, staff, and students.

University research compliance committees that oversee university research and review research protocols include the Institutional Review Board for Human Subject Research and the Animal Care and Use Committee.

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3.E - Core Component 3.E

The institution fulfills the claims it makes for an enriched educational environment.

1. Co-curricular programs are suited to the institution’s mission and contribute to the educational experience of its students.
2. The institution demonstrates any claims it makes about contributions to its students’ educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.

Argument

3.E.1.

UW-Platteville fosters lifelong development and well-being of students through a wide variety of co-curricular programming that engages students in transformative learning opportunities and advances the university mission. The Columns of Learning and Development form the framework in which students advance their academic and professional development, pursue leadership opportunities, engage in service, and explore cultural diversity and life interests in 185 different student organizations.

Two of the most common ways students engage in the co-curriculum is through involvement in student organizations or engaging in opportunities offered by specific departments. In 2015-16, 2,793 students (approximately 37% of the fall 2015 undergraduate population) participated in one or more student organizations, with 194 faculty and staff (approximately 20% of eligible employees) serving as advisors to these student organizations.

Advancing Academic and Professional Development

Many students engage in student organizations with close ties to their academic or professional aspirations.

- The College of Business, Industry, Life Science and Agriculture has 29 student organizations that help students develop leadership skills and apply the knowledge they've gained from their coursework. One example of these organizations is the Society of Human Resource Management, which provides opportunities for community fundraising activities and building connections with businesses in the Platteville area.

- The College of Engineering, Mathematics and Science has 26 student organizations related to the degrees they offer and potential career paths for their students. For example, the Society of Physics Students provides students opportunities to explore multiple facets of physics, ranging from the multi-rotor team, rocketry, and 3D printing to research and development.

- The College of Liberal Arts and Education has 20 student organizations that explore a variety professional interests. One example is the Criminal Justice Association which connects students with professionals in criminal justice, including organizing a Criminal Justice Career Fair each year.
Pursuing Leadership Opportunities

Students have many opportunities to enhance their leadership skills through meaningful engagement opportunities. In 2015-16 alone, 773 students held some kind of leadership position within student organizations. While leadership comes in many forms, below are just a few of the student leadership opportunities that have a profound impact on the university.

- **Peer-to-peer mentorship** opportunities are offered through several departments, including the Office of Multicultural Student Affairs, Biology, and EMS Student Success Programs. These programs provide enriching opportunities for both the mentor and the mentees. Mentors in particular have the opportunity to practice interpersonal communication skills and gain experience with other soft skills important in leadership.

- In keeping with principles outlined in the Wisconsin Idea and longstanding belief in shared governance, **student governance** at UW-Platteville is divided among five groups designed to represent the interests and views of students on campus. Each of these groups has an important role to play in helping inform the student experience and sharing student perspectives with university leadership.

- **Peer-to-peer education** happens in many formal and informal ways. Some departments have institutionalized use of peer educators as an important part of their educational model. Peer-to-peer education is critical because it not only helps students develop leadership, communication, and other skills, but it also provides information to other students in an authentic format. Examples include Pioneers Educating and Empowering Responsible Students (PEERS; bystander intervention and sexual misconduct education), academic and career peer educators, Student Academic Success presenters, and Peer-Assisted Learning leaders.

- The Student Ambassador Corps fosters and promotes the development of the university by assisting in student recruitment, alumni relations, chancellor events, community relations, and other internal and external public relations functions.

- **Fraternity and sorority life** on campus helps students develop their leadership potential. In addition to many philanthropic efforts around campus and in the community, students in the 15 fraternities and sororities at UW-Platteville are held to a high standard for academic performance and social interaction.

Engaging in Service

Service is a core value of the institution as can be seen through the university's mission statement and the strategic priority of "enriching the tri-states." In 2015-16, over 9,827 hours of community service were recorded by students, an estimated impact of $231,524 based on the industry-accepted estimation of the value of a volunteer hour at $23.56/hour. This figure merely scratches the surface of the true impact of student service, as it includes only those hours registered with the Pioneer Involvement Center. The following list highlights a few of the many opportunities which are available to students.

- The **Pioneer Academic Center for Community Engagement** (PACCE) is a transformative initiative for the coordination, integration, and leadership of community-based scholarship of engagement at UW-Platteville. Since 2008, thousands of students have applied their education through a PACCE project, more than 100 faculty partners have incorporated a PACCE project into their classes, and several hundred community partners have engaged with UW-Platteville
faculty and students to complete a project.

- Each fall, new students participate in Pioneers Pay It Forward, a traditional Welcome Weekend event allowing new students to engage in local community service projects with peer mentors.

- For the last two years, the Leadership Living and Learning Community has participated in alternative spring breaks with the Salvation Army, Boys and Girls Club of America, and at California's Huntington Beach State Park.

- There were nine active service-oriented student organizations with over 400 members in 2015-16.

Exploring Cultural Diversity and Life Interests

As a regional institution that pulls largely from the surrounding communities for its student population, UW-Platteville plays a critical role in broadening the horizons of students and the community in alignment with its mission to prepare "knowledgeable citizen[s] in a diverse global community." In addition to institutional resources described in 1.C, the following are examples of programs, services, and initiatives that encourage students to explore cultural diversity and life interests through co-curricular engagement.

- There are 22 student organizations that focus on human and cultural diversity as part of their core purpose. Several of these groups hold annual events such as Ebony Weekend, Rainbow Rave Conference, International Night, and Hmong Thanksgiving.

- Stop the Hate is an educational initiative of Campus Pride and supports colleges and universities in preventing and combating hate on campus as well as fostering the development of community. UW-Platteville participates in this effort by holding sessions on campus during the academic year.

- Every two years, Residence Life holds its Boxes and Walls program, an interactive installation that educates students on the powerful impact of oppression. This program is important both to the university's and Residence Life's missions as it gives students an opportunity to gain insight into the experiences of others different from themselves.

- The annual Women's Wellness Conference, sponsored by Student Senate, is intended to empower women and provide resources and education to assist with the advancement of all women at the university. In addition, the conference provides networking opportunities for students and faculty to build safe, interpersonal relationships with one another.

- UW-Platteville has a strong, well-supported athletics program, with 14 sports that compete in the NCAA Division III and the Wisconsin Intercollegiate Athletic Conference. In addition, UW-Platteville offers many sport clubs, with approximately 2,000 students participating in intramural sports in 2014-15. Student-athletes can be involved in the Pioneer Student-Athlete Advisory Committee, which provides feedback to the athletic director and other campus constituencies on the student-athlete experience and has partnered with the Special Olympics to provide community service.

3.E.2.

One of the frequently cited claims made by UW-Platteville's mission is that the educational experience relies on a "personal, hands-on approach to empower students." While the university has
experienced significant growth over the last several years, this hands-on approach is still highly valued and evidenced through key student-centered programs.

- As described in 3.E.1, PACCE has funded hundreds of community engagement projects since its founding in 2008. In its spring 2014 survey, 44% of students strongly agreed that “My PACCE project allowed me to make a difference by enhancing my ability to pursue solutions in my professional, social, and/or community worlds.”

- The Pioneer Undergraduate Research Fellowship (PURF) supports meaningful undergraduate student research and scholarly activities under the direction of a faculty research advisor. In the last two years, over $165,000 has been distributed to support more than 100 undergraduates in their research activities. PURF Award recipients are required to participate in the annual Undergraduate Research and Creative Endeavors Symposium and publish their manuscripts in the online Pioneer Journal, with 84 student papers published since 2005. The colleges also distribute funds to support undergraduate research.

While not specifically articulated in the mission, UW-Platteville takes its role as a regionally-focused institution very seriously, particularly with respect to its impact on the local economy. The Executive Summary of the 2013 Economic Impact Study estimated that the university's economic impact in 2011-12 was $275 million in Southwest Wisconsin and $394 million across the state of Wisconsin, leading to an additional 4,300 jobs in the region and 5,900 jobs statewide.

Sources

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- #BUDGET - Economic Impact Study - 2013
- #INTERNATPRG - Overview of International Programs - 2016
- #PIC - Academic and Professional Student Organizations - 2016
- #PIC - Fraternity and Sorority Life - 2016
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- #PIC - Leadership LLC Descriptions and LO's - 2016
- #PIC - Service-Oriented Student Organizations - 2016
- #PIC - Stop the Hate Sessions - 2016
- #PIC - Women's Wellness Conference - 2016
- #RESLIFE - Boxes and Walls Program - 2016
- #STUDAFF - Selection of Peer Educator Programs - 2016
- #UNIVGOVERN - Student Governance Groups - 2016
- #URCE - Pioneer Journal - 2016
- #URCE - PURF Call for Proposals - 2016
- #VETNONTRAD - Wright Center - 2016
- #WOMENCTR - Doyle Center Introduction - 2016
3.S - Criterion 3 - Summary

The institution provides high quality education, wherever and however its offerings are delivered.

Summary

UW-Platteville ensures the currency of its courses and programs through an established course proposal and review process and input from advisory councils. This guarantees that programs are relevant to student interests and regional industry needs, as demonstrated by the establishment of eight new programs since 2005.

UW-Platteville ensures the quality and consistency of courses that are offered through alternate modalities. Many of these courses are taught by UW-Platteville faculty and all follow institutionally-established processes for program and course approval.

The goals of the university’s general education program align with the institutional mission, unify all baccalaureate programs, and provide students a broad foundation of knowledge and skills. UW-Platteville has been increasingly focused on attention to diversity issues—both in academics and co-curricular programs. Central to UW-Platteville’s mission is a rich tradition of providing a hands-on approach to learning.

While budget reductions have recently affected hiring and retention of faculty and staff, the university has responded to these issues in a variety of ways to mitigate the impact on students’ educational experience, including addressing faculty compensation, class sizes and course availability, and advising.

Support services respond to specialized needs of students, as well as highlight college readiness, preparation, and success. The institution’s academic programs are enriched by a large and diverse offering of co-curricular programs. More than one-third of students are involved in student organizations, providing them with the chance to advance their academic and professional development, engage in leadership and service opportunities, and participate in cultural diversity experiences.

Sources

There are no sources.
4 - Teaching and Learning: Evaluation and Improvement

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

4.A - Core Component 4.A

The institution demonstrates responsibility for the quality of its educational programs.

1. The institution maintains a practice of regular program reviews.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that assure the quality of the credit it accepts in transfer.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
6. The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and Americorps).

Argument

4.A.1

Undergraduate and Graduate Program Review

As a member of the UW System, UW-Platteville follows Board of Regents policy for program review and reporting. In keeping with the institutional mission of promoting excellence, all undergraduate programs undergo an in-depth review every six years through a process overseen by the Academic Planning Council (APC), which reports annually to Faculty Senate. Over the last five years, the APC has revised this review process in collaboration with the Provost’s Office, faculty, and academic staff to ensure continued improvement in the quality of teaching and learning. APC's program review, as outlined in the APC Handbook, integrates oversight by multiple governance bodies to provide both an annual snapshot for institutional planning and regular comprehensive reviews of program performance for quality assurance. The university's successful Quality Initiative provided oversight of the initial implementation of these new policies and procedures, as well as feedback for its improvement.
Graduate programs participate in the same in-depth program review every six years through the APC. The only difference between undergraduate and graduate reviews is that the Grad Council also reviews the Academic Standards Committee (ASC) and Assessment Oversight Commission (AOC) summaries in advance of the APC review. Grad Council is included in this process to promote consistency among the graduate programs and rigor at the graduate level.

Co-curricular Program Review

UW-Platteville also reviews non-academic programs to ensure quality, effectiveness, and alignment with institutional mission. Non-academic program reviews can be conducted through the AOC, the Division of Student Affairs’ program review process, and/or on an ad hoc basis.

- Since 2006, the AOC has reviewed 15 non-academic departments. In addition, the divisions of Academic Affairs, Student Affairs, and Diversity and Inclusion have internally reviewed their educational and support programs to ensure quality and effectiveness.

- The Council for the Advancement of Standards (CAS) publishes a nationally-recognized set of standards for co-curricular program reviews. Beginning in fall 2015, the Division of Student Affairs implemented a regular cycle of program reviews based on the CAS standards. The first department to participate was the Academic and Career Advising Center in 2015-16; University Counseling Services will be conducting a program review in 2016-17. In 2016, the Division of Student Affairs merged with other units to form the new Division of Enrollment and Student Success. Student Affairs' regular cycle of program reviews will expand to include the other units of this new division.

- University Counseling Services conducted a review based on the CAS standards in 2007-08 and implemented the recommendations over the next several years.

- The chancellor requested an internal review of the Multicultural Education Resource Center (MERC) in 2010-11 based on lack of effectiveness. This led the university to substantially reorganize the structure and approach to diversity efforts. The new Division of Diversity and Inclusion integrated five existing areas, including the Office of Multicultural Student Affairs (OMSA) which replaced the MERC. OMSA focuses primarily on academic success of underrepresented minority students. As a result of this change, access and achievement gaps have substantially diminished, as described in 4.C.

4.A.2

All credit transcripted by UW-Platteville undergoes multiple levels of evaluation. Review of credit transcripted for ongoing courses is included in the six-year in-depth program review conducted by APC, as described in 4.A.1. For new or substantially revised courses, this process starts at the department or program level, proceeds through school and college curriculum committees before review by the University Undergraduate Curriculum Commission (UUCC); final approval is given by the Provost's Office. Other committees or university offices provide input to this process when appropriate (e.g., Office of International Programs for faculty-led study abroad courses).

The UUCC and the Graduate Council are responsible for curricular review and oversight. Proposals for undergraduate courses must provide a rationale, justification as a general education course (if applicable), and potential impact on institutional resources. Prior to any proposal for a new course going forward, departments must consult with and obtain approval from other departments or
programs that will be affected by the course. The approval of new and substantially revised courses is also discussed in 3.A.1.

Evaluation of credit for independent and directed studies is an area that faculty recognized needed improvement, resulting in the development of institutional definitions for directed and independent study, approved by Faculty Senate in 2016.

UW-Platteville faculty also take responsibility for evaluating credit awarded for internship experiences. Programs set academic expectations for fulfillment of the internship experience and many communicate these with detailed internship handbooks. The example from the School of Education articulates expectations for student effort and achievement in earning internship credit.

UW-Platteville evaluates and awards college-level credit earned by examination. These include:

- Scores on national exams, such as Advanced Placement, the College Level Examination Program, and International Baccalaureate Program. Programs have identified scores appropriate to their student learning outcomes for transcripted credit.

- Military credit is transcripted for specific courses in appropriate curricula following recommendations by the American Council on Education and UW System standards.

- Departments offer numerous internally developed assessment methods for awarding or waiving credit. UW System and department examinations, test-outs, and waivers are the most common forms of establishing proficiency. Individual departments administer the process, evaluate tests for credit in a variety of ways, and may charge for the evaluation. From 2010 to 2015, 19% of incoming students earned a score high enough on the Wisconsin English Placement Test to become eligible for the UW-Platteville English Program’s Test-Out; of those test takers, 37% placed out of the first course in the sequence and into the second course.

Students in some of UW-Platteville's Distance Education programs can be granted credits for life experiences, including, but not limited to, work experience, participation in workshops/seminars, volunteer activities, non-transferable course work, and self-help materials. Credit is approved through department curriculum processes or by the department chair and dean.

4.A.3

UW-Platteville follows UW System undergraduate transfer policy which establishes transfer procedures and guidelines for all UW institutions. This policy was based on those developed by the American Association of Collegiate Registrars and Admissions Officers, the American Council for Higher Education, and the Council for Higher Education Accreditation. UW-Platteville evaluates and awards transfer credit based on “quality, comparability, and applicability of the sending institution’s academic program.”

When a transfer student is admitted, the Office of Admission performs a transcript evaluation using information in the university’s Pioneer Administrative Software System (PASS), UW System’s Transfer Information System electronic database, and the Transfer Evaluation System, a searchable digital database maintained by CollegeSource. In Spring 2016, a new policy for evaluating courses not previously equated was implemented in order to improve and standardize the evaluation process.

Along with credit transfer among UW System universities, UW System maintains policies.
and articulation guidelines for transfers from two-year colleges and technical colleges in the UW System.

Any course that is not already accounted for in the Transfer Information System, existing articulation agreements, or from a previous review is sent by the Office of Admissions to the appropriate academic department to make the determination of whether credit should be awarded. Having faculty participate in the review as disciplinary experts ensures continued quality of transcripted credit. In their determination, faculty typically review course descriptions and request syllabi/textbooks if needed. Students are directed to make any appeals for credit reconsideration to the program or department that would offer equivalent coursework; however, there have been no student complaints/issues of note regarding this process in the past 10 years.

4.A.4

Curricular Oversight and Expectations for Student Learning

As established by the UW System Board of Regents in 2016, faculty serve in an advisory capacity to the chancellor with respect to curricular rigor, expectations, and standards. These responsibilities are upheld by departments, programs, and committees as established in the Faculty Constitution and Faculty Senate Bylaws, described in 4.A.1. This includes responsibility for maintaining and approving general education learning outcomes and disciplinary learning outcomes. Rigor of programs and expectations for student learning at the program level are evaluated through in-depth program reviews.

Course prerequisites, rigor, and expectations for student learning are proposed by faculty in each academic unit. Department, college, and university curriculum committees review and approve prerequisites, rigor, and student learning outcomes for all new and substantially revised courses, as described in 4.A.1. Prerequisites are enforced through student course registration in PASS. If students have not completed appropriate prerequisite requirements, they cannot enroll in the course. Exceptions to prerequisites are determined by qualified personnel on a case-by-case basis.

Expectations for overall levels of student achievement are enforced through monitoring of satisfactory academic progress, as defined by federal requirements and minimum GPA requirements to remain in good academic standing and identified in the undergraduate and graduate catalogs.

Access to Learning Resources

The institution maintains authority over access to learning resources by assigning a unique identifier to all students, faculty, and staff. The unique identifier ensures that those who access campus and learning resources are active members of the university and receive access appropriate to their role. These resources include the Karrmann Library, Textbook Center, Student Health Services, and the course management system Desire2Learn, among others.

Faculty Qualifications

Faculty qualifications are ensured through a policy established by the Faculty Senate and Graduate Council and through hiring processes managed by the Human Resources Department. In alignment with 2016 HLC guidelines, the policy requires a faculty member to have a terminal degree relevant to content he or she is teaching, with a minimum of a master's degree. Instructional academic staff are required to have a terminal degree or a degree at least one level higher than the coursework they are teaching. Faculty teaching graduate coursework should hold a doctorate.
In 2006, the HLC peer review team noted that more than one-third of instructors at UW-Platteville were academic instructional staff, rather than tenured or tenure-track faculty. While the university hoped to improve that ratio, a combination of state budget cuts and a structural budget deficit necessitated an increase in the proportion of academic staff to 42% of instructors, as of fall 2015.

**Dual Credit Courses**

UW-Platteville currently offers a single dual credit, telepresence course taught by a tenure-track professor in the English program. The rigor of the course is maintained through the standard processes that oversee all courses and programs on campus.

4.A.5

Nine undergraduate programs and two graduate programs maintain accreditation relationships with specialized accrediting bodies and undergo rigorous comprehensive reviews appropriate to their disciplines. Specialized accreditations for engineering programs and Industrial Studies are pertinent to UW-Platteville's STEAM focus and ensure that they maintain professional standards of quality and effectiveness.

Three additional programs offer degrees that have been approved or certified by an outside organization with varying levels of oversight: Chemistry (American Chemical Society), Industrial Studies for metal casting (Foundry Education Foundation), and Education (Wisconsin Department of Public Instruction).

Undergraduate and graduate programs in the School of Education are approved by the Wisconsin Department of Public Instruction. The School of Education participates in a yearly Continuous Program Review process. The School of Education maintained specialized accreditation with NCATE/CAEP until 2014 when it withdrew, citing the lack of benefits in maintaining the relationship to justify the time and resources required.

4.A.6

At the institutional level, evaluation of graduate success is based on employment indicators, such as job placement and salary. The Academic Career and Advising Center (ACAC) administers the Post-Graduation Placement Survey to gather data on the first destination of graduates. The 2014-15 Graduate Placement Report shows that 78% of responding graduates were employed, continuing their education, or had another post-graduation placement. Of these, 93% reported that their employment was related to their major. To improve institutional data collection, ACAC is evaluating new ways to increase response rate, track students for a longer period after graduation, and gather information about students' perceptions of their UW-Platteville education.

Another indication of success is the ability to pay back student loans. Graduates and former students from UW-Platteville are able to repay student loans at a much greater rate than both the national and state averages. The U.S. Department of Education reports that UW-Platteville's cohort default rate was only 4% for fiscal year 2012, compared to the national cohort default rate of 11.8% and the Wisconsin rate of 9.2%.

Reflecting the institutional priority of enriching the tri-states, over 80% of UW-Platteville graduates remain in the region, and in Wisconsin in particular. As of 2016, 67% of almost 47,000 graduates reside in Wisconsin, 9% in Illinois, and 5% in Iowa. This commitment to the region aids in economic development.
Many academic programs at UW-Platteville conduct exit surveys of their graduates and report using survey results for reevaluation of curriculum or evaluation of current program procedures. Those programs with advisory councils obtain feedback on graduate success from the members of those councils. Individual faculty also maintain contact with alumni and track student success through informal reports and social media; these data are shared at the program level.

Development and Alumni Engagement highlights the successes of UW-Platteville graduates through features in Alumni Today magazine and alumni awards. Award nominees are recommended by faculty and evaluated by a committee who base their selection on evidence of significant contribution to their community and profession, community or workplace awards and recognitions, and engagement with the university. Each of the three college newsletters features a variety of highlights of the accomplishments and engagement of alumni both with UW-Platteville and in their own communities.

Programs in the Distance Learning Center stay connected to graduates through active online communication and social media. In the Alumni Connection Online, past and prospective students can view biographical profiles of successful students within each of the online programs offered. The Distance Education Alumni Board serves as the “voice of the distance alumni” in reviewing policies, plans, and new initiatives for distance education.

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- #PSYCHOLOGY - Department Report to AOC of Senior Assessments - 2012
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- #UWSYSTEM - Transfer Information System - 2016
- #UWSYSTEM - Transfer Policy Website - 2016
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- #UWSYSTEM - Undergraduate Transfer Policy (ACIS - 6.0) - 2011
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The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.
2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.
3. The institution uses the information gained from assessment to improve student learning.
4. The institution’s processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

Argument

4.B.1

In alignment with UW-Platteville's mission, faculty and staff have worked together to envision and shape the educational experience of students through development of general education and co-curricular learning outcomes, in addition to disciplinary and program-level learning outcomes. Processes supporting student learning continue to evolve as the institution identifies best practices for embedding the use of assessment data in institutional decision-making. While this is a work in progress, effective use of program and general education assessment has come a long way since the 2006 HLC Assurance Report indicated room for improvement. Institutional response has been multifaceted, including a more focused and strategic approach to identification, assessment, and use of student learning outcomes.

Learning Goals

In 2012, the university adopted new general education learning outcomes that align with the Liberal Education and America's Promise (LEAP) outcomes of the Association of American Colleges and Universities and UW System's Shared Learning Goals, as well as UW-Platteville's mission as described and supported in 3.A.2 and 3.A.3. All undergraduate students are expected to achieve these learning outcomes through their experiences in general education courses, disciplinary major and elective courses, and co-curricular activities. Undergraduate and graduate programs have autonomy to establish learning outcomes that reflect disciplinary expectations for student achievement. These outcomes are revised on an as-needed basis.

Non-academic units that focus on student learning can be found across the university; each approaches the assessment of student learning as appropriate to its mission. One common thread found in most is alignment with the Columns of Learning and Development, a framework for co-curricular learning created by a committee of faculty and academic staff in 2010. The Columns were loosely based on and designed to complement the goals of general education. In addition, the Columns align with the UW System Shared Learning Goals. Departments and programs also develop learning outcomes appropriate to their academic support and/or co-curricular mission.

General Education Assessment Processes
In the 2012-13 academic year, the University Undergraduate Curriculum Commission (UUCC) began a review process to explicitly connect the 24 general education outcomes with general education courses. As part of the UUCC process, programs identified four general education learning outcomes per course that they were prepared to assess.

UW-Platteville has two primary processes that support general education assessment at the program level.

- Course assessment conducted by academic programs and reported to the Academic Standards Committee (ASC): When the revised General Education curriculum was implemented in 2014, ASC established a four-year cycle in which it will review three learning outcomes each semester such that all 24 outcomes will be evaluated by the end of a cycle. Each program is responsible for reporting assessment results for student learning outcomes based on this cycle. In order to keep the process manageable, programs were requested to report on the scheduled outcomes for a single course each semester during its initial implementation. As of summer 2016, one semester of outcomes assessment for the revised General Education curriculum has been reported and reviewed by the ASC. Given the difficulty of implementing a new process, the ASC has only been able to evaluate whether programs have completed appropriate assessment(s); it has not been able to make any recommendations on curriculum or pedagogy.

- Academic programs' six-year program review: As part of the in-depth program review process described in 4.A.1, programs report their general education assessment to the Assessment Oversight Commission (AOC). The AOC provides feedback on the assessment process, data collection, and use of results.

Given ASC's other governance responsibilities, its role in general education was an interim solution until a more long-term, sustainable process for supporting general education assessment was approved by Faculty Senate. In 2015, Faculty Senate established an ad hoc General Education Task Force to develop a statement of mission and duties for a new university General Education Committee, which will work with the UUCC to monitor and make recommendations on the General Education curriculum. The membership of the General Education Committee will be elected during fall 2016.

*Academic Program Assessment Processes*

Prior to 2014, the AOC was responsible for reviewing all academic assessment. While AOC continues to provide oversight for academic assessment through the program review process, it was apparent that a committee could not provide sufficient coordination and support for this important function. As a result, UW-Platteville established the Office of Institutional Effectiveness and Assessment (OIEA) in 2014 under the Provost's Office. OIEA combined both assessment and institutional research functions within its mission. In 2016, however, it was determined that this office was not able to sufficiently support both assessment and institutional research functions. As a result, the Provost's Office has absorbed the responsibility for supporting and coordinating academic assessment. Going forward, analysis of institutional data and administration of institution-wide assessments will be the responsibility of the new Office of Institutional Research.

As part of the six-year in-depth program review described in 4.A.1, all academic programs establish a plan for assessing program learning outcomes, including collection of both direct and indirect data, reporting findings, and using results. The AOC has also implemented a requirement for programs to provide curriculum maps as part of the review process.

Since 2014-15, all academic programs have been required to report their missions, student learning
outcomes, and assessment methods and results in a university-wide electronic reporting system. The centralized reporting is intended to encourage regular review of results and data-informed decision-making. To facilitate this reporting, OIEA created standardized templates, held instructional workshops, one-on-one trainings, and developed supporting documentation. Two cycles worth of assessment results have been reported, academic years 2014-15 and 2015-16. The institution is in the process of identifying a process for using this electronic reporting system to generate content for the in-depth program reviews described in 4.A.1.

In addition to reporting assessment information in the electronic reporting system, the School of Graduate Studies has additional processes in place to support assessment of student learning. Beginning in 2006, the Graduate Council implemented a consistent policy and process of annually reviewing every graduate program’s assessment results and response to those results. This occurred in addition to regular institutional review of assessment plans and results conducted every five years by the AOC. In 2012-13, the Graduate Council changed the annual requirement to every two years. Most recently in 2015-16, the council approved an improved process requiring more detailed reports that accommodate a comprehensive review of every graduate program’s assessment plans. The new process is intended to provide time, support, information, and guidance to programs, leading to improved student learning.

**Co-curricular Assessment Processes**

Processes that support the assessment of student learning outside of the classroom vary by area. Many areas also report their assessment results through the university-wide reporting system. Processes supporting assessment in co-curricular areas include:

- Departments in the Division of Student Affairs developed program-specific learning outcomes following the launch of the Columns of Learning and Development. With the hiring of a coordinator for co-curricular assessment and program review in fall 2014, the Division of Student Affairs developed a formalized process for planning and reporting co-curricular learning information. As part of this new process, departments were intentional about mapping their co-curricular learning objectives to their department goals and the Columns of Learning and Development and identifying annual priorities that support student learning. In 2016, the Division of Student Affairs merged with other units to form the new Division of Enrollment and Student Success. Student Affairs' assessment framework will be implemented with the other units of this new division.

- The Office of Multicultural Student Affairs (OMSA) operates within a model of continual assessment and improvement for all of its programs. OMSA requires every student event to support exposure to and development of one or more educational outcomes within the framework of the Columns of Learning and Development.

- In 2014 the Division of Administrative Services initiated a Student Employee Learning Outcome (SELO) program based on the Columns of Learning and Development. The SELO program uses a committee and frequent training to support the assessment work done by its members.

4.B.2

The processes described in 4.B.1 facilitate the collection of assessment data on the achievement of student learning across the Institution. Assessment is conducted in curricular and co-curricular programs with an eye toward balancing the use of direct and indirect assessment methods.
Institutional Assessment

UW-Platteville conducts several institutional assessments of student achievement of learning outcomes.

- UW System pays for UW-Platteville to administer the National Survey of Student Engagement (NSSE) every three years; UW-Platteville has voluntarily participated in additional administrations in recent years in order to better gauge the student experience.

- The Post-Graduation Placement Survey was revised in summer of 2014 to align with national standards for first destination surveys, as described in 4.A.6. This instrument gathers data on students' placement including employment, continuing education, military service, etc.

General Education Assessment

As described in 4.B.1, the current general education curriculum was implemented in 2014. Given the recent implementation of this curriculum, those programs with the strongest assessment practices have made the most progress at incorporating substantial faculty and instructional staff participation and are serving as examples to other programs.

Highlighted below are examples of general education assessment from the academic programs for a few of the competency areas.

Core Competencies:

- Writing: All UW-Platteville students are required to complete a two-course sequence of college writing. Since 2014 student writing in these courses has been assessed using a series of rubrics grounded in national disciplinary standards. The results indicated that, while students were proficient in summarizing texts, their interpretive and analytical writing showed room for improvement. In response, College Writing instructors are being provided with additional pedagogical support to place an increased emphasis on student interpretation, analysis, and engagement with texts.

- Mathematics: All UW-Platteville students are required to pass a three-credit mathematics course. Every three years, math faculty assess math competency with a locally-developed Basic Math Skills test, given to approximately 250 students in seven different math courses. The questions address the general education mathematics learning outcomes. Taking variations in class sizes into account, the results are consistent across multiple administrations of the exam, documenting that, even though enrollment has increased rapidly over the years, the overall level of students' mathematics competency has not decreased.

Humanities:

- English: All courses in the English program that fulfill a general education humanities requirement are assessed on a two-year rotation. A team of three faculty members in English use a rubric to evaluate student assignments/exams, and the English assessment committee use these data to make improvements in the program. For example in 2016-17, faculty are creating a bank of shared course materials that have consistently resulted in improving student achievement of general education student learning outcomes.

Social Sciences:
The Psychology Department assesses its general education courses on a regular basis to determine whether students are achieving expected learning goals. For example, student writing in an upper-level course is evaluated using a rubric to determine whether or not students can distinguish between invalid and valid reasoning. Nearly a third of students did not meet this student learning outcome; as a result, the professor will spend more time addressing expectations for the writing assignment in class, share examples of well-written papers from prior semesters, and require a rough draft of the assignment.

In addition to the assessments conducted at the program level, there are several overall assessments of general education.

- **Annual General Education Exposure Audit**: This annual audit shows the percentage of graduating students that have been exposed to each of the general education learning outcomes. The audit is compiled by pairing information about student participation in general education courses with the learning outcomes associated with each course.

- **Student Perception of General Education Learning Outcomes**: Beginning in 2015-16, the Post-Graduation Placement Survey now also assesses students' perceived achievement related to the general education learning outcomes. Moving forward this will be an annual report.

- **ETS Proficiency Profile Exam**: The ETS Proficiency Profile Exam was administered to a sample of students during academic years 2009-10 and 2014-15. The sub-scores (reading, critical thinking, writing, mathematics, humanities, social sciences, and natural sciences) of the proficiency profile serve as one measure to assess the general education program. In the past ten years, the ETS Proficiency Profile has been administered twice. Results in 2015 document that UW-Platteville students show improvement overall, but need additional work in the areas of critical thinking and advanced writing.

- **Annual Senior Exit Survey**: Since 2005, the Senior Exit Survey asks students to evaluate the effectiveness of the general education courses in achieving the stated outcomes; however, this information has not been used in any systematic way.

### Undergraduate Program-level Assessment

Undergraduate and graduate programs assess student learning on an annual basis. This information is reported annually in the university's electronic reporting system, as described in 4.B.1, and to the AOC as part of the six-year in-depth program review process, as described in 4.A.1. Most program assessment plans incorporate a multidimensional approach by using a variety of methods, including exit surveys or interviews, comprehensive proficiency tests, licensing/certification tests, employer and internship supervisor surveys, and portfolio/capstone project evaluations, among others.

During the program review process, AOC reviews the implementation of programs' assessment plans for comprehensiveness and appropriateness. Programs receive a report with feedback at the conclusion of their AOC review. Programs that do not meet expectations are asked to return the following year for a reevaluation. This process is in place to encourage good assessment practice.

### Graduate Program-level Assessment

Assessment of graduate student learning happens at the program level. As was shared above in 4.B.1, this information is reported every two years to the Graduate Council and every six years to AOC as part of the in-depth program review process. Programs report on their assessment results, achievement
of their learning outcomes, and their intended or planned use of results.

Co-curricular Assessment

Co-curricular departments assess achievement of student learning through a variety of methods aligned with the Columns of Learning and Development. The measurements are generally focused on indirect assessment of learning although recent efforts have been made to incorporate more direct assessment.

- Since 2005, University Counseling Services has used client surveys to gauge the effectiveness of individual counseling sessions at imparting key learning outcomes. The current instrument is used across the UW System.

- In fall 2015, the NASPA/NACA Consortium Campus Activities survey was administered. This survey assesses several learning outcomes that have been mapped to the Columns of Learning and Development.

- In 2013-14, the Division of Administrative Services undertook an initiative to assess the learning that occurs as a result of student employment experiences. The pilot group for the Student Employee Learning Outcomes (SELO) program assessed and reported on its initial data collection in spring 2015.

- As of 2015-16, Student Success Programs in the College of Engineering, Mathematics and Science assesses student employee learning outcomes.

- In an effort to understand its history of assessment, the Division of Student Affairs compiled a 10-Year Assessment Inventory which it has used to inform ongoing assessment efforts.

4.B.3

In 2006, the HLC review team indicated that documentation of changes arising from assessment was an area that needed improvement at UW-Platteville; additionally, there appeared to be little connection between curricular change, teaching practice, and student learning.

Institutional use of results

There are several institution-wide assessments for which the university can demonstrate use of assessment results.

- In response to the results of the 2013 administration of the NSSE, the Improvement of Learning Committee (ILC) identified five areas of focus for improvement: writing skills, higher order learning, academic challenge, diversity and inclusion, and transfer student experience. The strategic priority team for "providing an outstanding education" also took an interest in the findings. Some changes in the revised general education program, implemented in 2014, relate to these findings, including incorporating a writing emphasis.

- In 2014, the institution participated in the Collaborative on Academic Careers in Higher Education (COACHE), a Harvard-based study that examines the faculty experience. The provost at that time prioritized the use of these results by charging a small faculty work group with identifying recommendations based on the findings. Several initiatives were based upon these recommendations, the most tangible included adjusting the amount of time between classes, and eliminating the use of classrooms not conducive to learning.
In spring 2015, the institution administered the Educational Advisory Board's sexual harassment/violence campus climate survey. This survey was administered to measure the university-wide impact of educational programming aimed at teaching bystander intervention and healthy relationship behaviors. Results of this survey, in conjunction with the results of another study done by an external group, were used to inform a variety of systemic and educational initiatives aimed at improving the campus climate.

**General Education Use of Results**

Several institutional assessments were used to inform elements of the current general education curriculum. As described in 4.B.2, UW-Platteville has administered the ETS Proficiency Profile and NSSE as mechanisms for assessing general education learning outcomes including reading, writing, and critical thinking skills. Based in part on student results in the 2008 NSSE and 2009-10 ETS Proficiency Profile, the revised General Education curriculum adopted by the faculty in 2012 included the requirement that students take six credits of writing intensive coursework, including one class in their disciplinary major. Faculty interested in offering writing intensive courses were required to participate in a multi-week workshop offered through the Teaching and Learning Center (now the Teaching and Technology Center). Although the revised curriculum was implemented in 2014, too few courses were developed to fulfill this requirement by spring 2016. The Faculty Senate has currently suspended this requirement pending review of faculty commitment and resources; however, several departments have retained a disciplinary writing requirement in their programs.

In 2010, an assessment was conducted looking at fall-to-fall retention rates for new freshmen who had participated in the university's first-year experience courses versus those who had not. Recent results showed that the retention rate for those who participated was at least 4% higher than the rate for those who did not participate. These results were promising enough that the institution made the decision to make first-year experience courses mandatory for all new freshmen.

Given the recent implementation of the revised general education curriculum and its assessment cycle described in 4.B.1 and 4.B.2, there is no comprehensive use of results to date. Prior to 2014, assessment of the general education curriculum was considered to be the responsibility of individual departments; consequently, there was no comprehensive process or oversight for documenting the use of results.

**Undergraduate program-level use of results**

As described in 4.A.1, the Academic Planning Council (APC) revised the academic program review process, collecting information about how programs use assessment results to improve student learning. After completing these reports, many academic programs used their assessment results to make specific decisions to sustain, modify, or substantially revise curriculum or instruction. The following are examples from programs across the three colleges.

- **Agribusiness**: Based on results of its internship supervisor and senior exit and internship surveys, the program used suggestions by supervisors and students to streamline courses to avoid overlap in content and provide for content development in discipline-related technologies. In addition, a course on price forecasting was completely restructured and modeled after the curriculum of the National Futures Association, the self-regulatory organization for the U.S. derivatives industry. This enables students to take the commodity brokerage exam upon completion of this emphasis area and obtain national certification.
• **Biology:** In 2013, the program revised its learning goals to align with Vision and Change, a national effort to improve undergraduate life sciences education, and has begun to implement a new program assessment plan. Results of an initial assessment of student quantitative literacy in a general education class have led to incorporation of additional student practice in creating visual representations of quantitative data and interpreting what those data mean. Additionally, in response to the results of assessment of students' ability to evaluate scientific claims, instructors in General Biology have begun to include more opportunities for students to develop and practice this skill.

• **Civil Engineering:** After assessing student learning of contemporary issues and global and societal contexts, the program found that all students were able to explain a contemporary issue, but struggled to adequately address global and societal issues, one of the Accreditation Board for Engineering and Technology's student outcomes. Actions taken to address this issue were twofold: attendance at a city council or planning meeting was added as a requirement to the curriculum, and the senior design assessment rubric was modified to be more explicit in its directions regarding global and societal issues.

• **Health and Human Performance:** As part of their for-credit internships, health promotion majors submit two portfolios, Level I and Level II, that demonstrate their competency in the eight standards that graduates of the program are expected to be able to perform. The program recently implemented an electronic portfolio system. They used the assessment results from the first year of implementing this new system to create a new process for data collection and feedback to promote consistency between evaluations and provide better, more direct feedback to students.

**Graduate Program-level Use of Results**

Because assessment of graduate student learning happens at the program level, this is also how use of results is implemented. Some examples include:

• The Project Management program implemented several changes in order to address the need to more effectively teach techniques for complex project management. Faculty implemented the use of two new textbook resources, a new practice standard manual focusing on project complexity, and other content updates related to critical chain methods and earned value management.

• In response to its student and external evaluations, the Counselor Education program added several elements to improve the rigor and scope of its program, including having additional requirements for school counselors, offering more elective choices, developing a differentiated curriculum for students in the student services in higher education track prior to their clinical courses, and specifying meaningful electives for each track (school counseling, mental health counseling, and student services in higher education). The name of the program was also changed to reflect national current practice in counselor training.

**Co-Curricular Improvement of Student Learning**

Co-curricular programs active in assessment have used the information gathered to improve student learning.

• Evaluations of the Bystander Intervention programming offered by the Dean of Students Office showed that after participating in the training, students are more likely to use the skills taught,
such as noticing problem situations, investigating ambiguity, and intervening as appropriate. The staff increased the number of sessions and refocused them on the most commonly cited dangerous situations at UW-Platteville.

- The Pioneer Academic and Transitional Help (PATH) office shared individual results from the Pioneer Success Survey with approximately 300 new students to recommend personalized steps they can take to be successful.

- In 2008-09, the Pioneer Involvement Center found that students participating in a program focused on high risk drinking behaviors did not take away key learning outcomes. The planning committee developed a more focused program to help students identify what high risk drinking meant to them.

- Using the results of the 2015 NASPA Consortium Study on Campus Activities, the Markee Pioneer Student Center staff identified several priorities to improve student learning. Beginning in fall 2016, the Markee will engage in increased collaborations with Development and Alumni Engagement to connect current students and alumni and explore opportunities to engage students through passive programming.

4.B.4

Faculty engagement in assessment comes through participation in institutional committees, including 22 faculty and staff who serve on the APC, AOC, and ASC. Program chairs have to be conversant in assessment as part of leading their departments through the APC process. All programs have either an assessment committee or a designated assessment coordinator. Reflecting an increased awareness in the importance of assessment, several programs include faculty participation in assessment of student learning in their Retention, Salary and Tenure evaluations.

The Teaching and Technology Center (TTC) provides faculty support services, programming, and resources in the pursuit of effective and innovative teaching that enhances learning, including professional development modules in Desire2Learn specifically focused on assessment. Additionally, UW-Platteville faculty participate in UW System opportunities for professional development, including Faculty College, a three-day intensive workshop offered every summer focused on improving teaching and learning.

Prior to 2016, faculty and staff interested in funding specific research, scholarly activity, projects, or other initiatives could apply for funding from the internal Assessment Activity Fund. Recipients submitted brief summaries of funded activities to the provost, the Office of Research and Sponsored Programs, and the AOC outlining the results of the assessment project. In addition, funded applicants shared results of their projects with university colleagues in the form of workshops, seminars, or other campus presentations, including Faculty and Staff Research Day. This fund was eliminated in 2015.

**Co-Curricular Best Practices**

As discussed in section 4.B.1, the initiative to develop a co-curricular learning outcome framework represents a best practice for assessing student learning outside the classroom. In alignment with foundational works such as Learning Reconsidered and the research surrounding the Documenting Effective Educational Practices (Project: DEEP) initiative, a co-curricular learning outcome framework reflects an institution’s missions and values and allows co-curricular departments to better articulate how they contribute to the larger learning environment of the institution.
The Columns of Learning and Development are aligned with several learning outcome frameworks used throughout higher education, such as the Learning Reconsidered framework, Council for the Advancement of Standards in Higher Education's (CAS) Learning and Development Outcome Domains, and the LEAP Essential Learning Outcomes.

The staff in the Division of Student Affairs have been engaged with both internal and external experts to develop their knowledge and skills in establishing and assessing student learning outcomes. Since 2014, staff have participated in 12 development workshops, including opportunities provided by nationally known experts. The division often invites campus partners, such as the Division of Diversity and Inclusion and academic support service departments, to engage in these workshops.

Several co-curricular departments participate in nationally standardized studies to gather data on both student learning and program effectiveness. Examples include using Educational Benchmarking, Inc. in Residence Life and the Student Center, the National College Health Assessment, the NASPA Consortium/NACA Study on Campus Activities, the Student Success Inventory through Campus Labs, and the Educational Advisory Board’s Campus Climate Study.

Sources

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- #BIOLOGY - Evaluating Scientific Claims - 2015
- #BIOLOGY - General Education Assessment (SLO 1.2)
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- #COUNSERV - Evolution of Student Learning Assessment - 2005-2015
- #DEANSTDNTS - Sexual Harassment Campus Climate Reporting - 2016
- #EMSSUCCESS - Student Employee Learning Assessment - 2015-2016
- #ENGLISH - Rubrics for Assessing Writing - 2016
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- #ENGLISH - Support for Composition Instructors - 2016
- #EXTERNAL - AAC&U LEAP Learning Outcomes - 2016
- #EXTERNAL - ETS Proficiency Profile Results 2010-2014
- #EXTERNAL - Learning Reconsidered - 2004
- #EXTERNAL - NSSE DEEP Initiative - 2016
- #EXTERNAL - NSSE Snapshot and Full Results - 2014
- #GRADUATE - Graduate Council Assessment Reporting Policy and Procedures - 2016
- #GRADUATE - Graduate Program Annual Assessment Reporting - 2014
- #HHP - Portfolio I and II Assessment Results - 2016
4.C - Core Component 4.C

The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.

1. The institution has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.
2. The institution collects and analyzes information on student retention, persistence, and completion of its programs.
3. The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.
4. The institution’s processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

Argument

4.C.1

The UW System Growth Agenda 2010-2025 established a specific institution target for student enrollment of 8,600 by 2015. UW-Platteville exceeded the target with a student enrollment of 8,945 in fall 2015, which represents a 31% increase since 2006. In fall 2016, although student enrollment has slightly decreased to an enrollment of 8,740, it is the third largest enrollment in the university's history.

Supporting the UW System Growth Agenda and encouraging UW-Platteville to reach further, the university identified a set of ambitious targets as part of the 2013-2018 Strategic Plan. The target for first- to second-year retention is 80%, which is ambitious but achievable. Over the past ten years, fall retention rates for first-time, full-time students have ranged between 74% and 78%. Another institutional goal is to reduce the achievement gap of underrepresented minority (URM) students; those retention rates increased from 42% in 2004 to 72% in 2013.

A second goal established in the Strategic Plan is to achieve a six-year graduation rate of 66% by 2018. For first-time, full-time students who began between 2005 and 2009, the six-year graduation rate has ranged from 52% to 54%.

4.C.2

Most institutional data on student retention, persistence, and completion were collected and analyzed by the Office of Institutional Effectiveness and Assessment (OIEA) in collaboration with UW System’s Office of Policy Analysis and Research. As referenced in 4.B.1, the institutional data work that fell under OIEA will now be managed by the new Office of Institutional Research. With its single focus on institutional data, the Office of Institutional Research will expedite report delivery, and better oversee data collection and analysis informing institutional knowledge and strategies. It will still work collaboratively with UW System. Data will continue to be communicated to the university
community and the public through the campus [Fact Book](#) and the [UW System Accountability Dashboard](#).

Student data are collected, analyzed, and reported in compliance with standard requirements including IPEDS, NCAA, the Voluntary System of Accountability, National Student Clearinghouse, and the Student Achievement Measure. UW-Platteville also participates in the Common Data Set Initiative, with reports available on the university website. Additionally, the university collaborates with the UW System to analyze and report student demographic and academic information for an annual informational memorandum that compares retention and graduation at the Wisconsin public four-year institutions. This information is shared to provide comparative data to peers and ensure that retention and completion data are available beyond the institution’s website.

UW-Platteville is one of eight institutions that participated in a pilot initiative for the John Gardner Institute’s (JNGI) Retention Performance Management (RPM) program. The RPM program assisted the institution in creating a structure to coordinate, assess, and focus existing retention and graduation efforts. In preparation for participating in the program, OIEA spent a year working with JNGI to analyze and prepare retention and persistence data. In August 2014, these data were shared with a cross-section of faculty and staff at a retreat where key retention projects were identified, projects described in more detail in 4.C.3.

4.C.3

Retention, persistence, and completion data are used to inform new strategies and goals and assess progress of curricular and co-curricular programs. The examples below highlight how institutional data have impacted student experiences and continue to improve retention initiatives.

- UW-Platteville’s First Year Experience courses began in 1999 with an introductory course for engineering majors. The success of students in this course led to the development of new elective college success skills courses for incoming first-year students from 2002 through 2007. Data analysis documented that students in these courses were retained at higher rates than those who did not take the courses. As a result, first-year success courses were made more widely available as electives in 2009 and ultimately were included as a requirement in the revision of the General Education curriculum implemented in 2014. This requirement was debated in recent budget discussions, and retention data were essential for supporting the continuation of this high-impact practice.

- In response to evidence that students placed on probation were not aware of their at-risk status, the First-Year Experience Office (now Academic Support Programs) created college-level GPA Recovery Teams in 2008 to review transcripts of students placed on probation. Based on these reviews, the teams sent individualized letters to students recommending changes to course schedules and providing information on campus resources. Evaluation of these efforts in 2013 showed that there was no significant improvement in student outcomes. Based on these data, the GPA Recovery Teams were discontinued and replaced by the practice of more intrusive advising for students designated as at-risk.

- In response to evidence that the efforts of an institutional office for URM students were not resulting in improved student retention, persistence, and completion, the institution re-organized its resources and created a Division of Diversity and Inclusion and the Office of Multicultural Student Affairs (OMSA). Institutional data informed this change and the impact of this decision can be seen in resulting improved student success. As the number of students of color (SOC) has dramatically increased on campus, several metrics demonstrate gains made...
within the URM population in recent years. Dismissal and first probation rates have significantly declined in new freshman cohorts after one term at UW-Platteville. In 2014, 90% of SOC were in good standing after one term, compared to 60% in 2009; only 6% were dismissed, compared to 21% in 2009. The percentage of new freshman SOC who fail at least one course or withdraw from one course has significantly decreased, from 26% in 2009 to 10% or lower in the last three years. Average GPA equity gap and average cumulative credit equity gap after two terms have significantly decreased for new SOC freshman. In 2007 through 2009, the average GPA equity gap was 0.50; in the past two years, this has declined to 0.18. At that same time, the cumulative credit equity gap was over eight credits; it now trends below one credit over the past two years. OMSA continues to focus on closing equity gaps for URM students through a variety of initiatives including summer bridge programs and first-year interest groups.

- Since 2012, Academic Support Programs has been using the results of the Student Strengths Inventory to improve early identification of students who may face challenges in succeeding in college. This includes individual advising sessions in which first-year students receive their results as well as personalized recommendations for how they can be successful.

- In 2015, as part of the institution’s participation in a pilot of the John N. Gardner Insititute’s (JNGI) Retention Performance Management (RPM) program, OIEA and the Provost’s Office coordinated an institutional analysis and audit of all retention efforts on campus. These data were shared with JNGI for further analysis. After identifying key issues at a campus retreat, two working groups were formed that are addressing substantive revision of the first-year experience courses and improvements to new student registration.

- The flexibility associated with the online programs is a very attractive and necessary feature for non-traditional students; however, it also makes it easier to “stop out” and never complete a program. Distance Learning Center advisors work with students individually to determine plans for the upcoming semester and provide advice on courses in which to enroll. Advisors maintain communication until the student re-enrolls in classes or makes the determination to discontinue the program.

4.C.4

The primary methodology for calculating retention, persistence, and completion data follows UW System’s Central Data Request (CDR) specifications. The data definitions for CDR data are consistent across UW institutions, allowing for comparison. The PeopleSoft-based student information system (PASS) is the source of student and institutional information that the institution reports to CDR. The university also uses the system Business Intelligence to facilitate some reporting.

CDR data fields align with IPEDS reporting guidelines, allowing the university to use the database for IPEDS and institutional reporting. Data disseminated on the university website include a variety of institutional reports (e.g., NSSE, ETS Proficiency Profile, Common Data Set) and an institutional Fact Book containing enrollment, retention, and graduation information.

During the past two years there has been considerable progress in articulating written definitions of data used within the university. Definitions have been gathered from various functional areas, reviewed, and then placed in shared files that are available to various areas of campus. While progress has been made, there is much yet to be done in clarifying data definitions.

Recognizing the need to further improve data oversight and access, a data governance initiative has
been created that includes a [Data Governance Steering Committee and the Data Stewardship Council](#). The senior leadership serves on the Steering Committee. Directors from various functional areas serve on the council, including the registrar, chief diversity officer, information security officer, provost's designee, the director of information systems and reporting, and the director of institutional research. While the institution is working on improving its data governance, UW-Platteville is the first UW institution to implement Business Intelligence, a data analysis and visualization system. As a result, UW-Platteville is leading the way in integrating the student information system into a tool that will also integrate data from the Human Resources Department and the controller's office. These two groups will oversee a focused effort to improve the definition and acquisition of data, the quality of data, access to data, and ongoing stewardship of data.

UW-Platteville also collects assessment information—related to retention, persistence, and completion metrics—that provides a more well-rounded picture for why students may or may not be successful. These assessments are conducted across the university, but there are ongoing attempts to improve [cross-functional reporting](#) to better inform institutional decision-making.

UW-Platteville participates in the [Student Achievement Measure](#) (SAM) with other four-year UW System institutions, which provides an alternative practice for comparing student progress and completion across institutions and state boundaries. The methods used are the same as those used for the Voluntary System of Accountability (VSA) [College Portrait](#) website.

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4.S - Criterion 4 - Summary

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

Summary

The Higher Learning Commission’s 2006 review indicated room for improvement in the processes for assessment of student learning and achievement of learning goals. While additional work still remains, UW-Platteville has significantly increased its focus on effective use of program and general education assessment.

In 2012, the university adopted new general education learning outcomes that align with the Liberal Education and America’s Promise (LEAP) outcomes. The University Undergraduate Curriculum Commission undertook an effort to explicitly connect the university’s general education courses with the 24 general education outcomes. Assessment of the general education learning outcomes is still in its infancy; however, the institution utilizes a variety of university-wide and course-specific assessments to determine the efficacy of this program. Faculty Senate recently accepted a recommendation to establish a new General Education Committee that will monitor and make recommendations on the general education curriculum.

In 2014, the university implemented a centralized reporting system and required all academic programs to report their missions, student learning outcomes, and assessment methods and results. This centralized reporting encourages regular review of results and supports data-informed decision-making. Several co-curricular and administrative units also report assessment results through this centralized system. Faculty and staff are supported in their assessment work through a variety of resources such as the Teaching and Technology Center, full-time staff positions focused on assessment, committees, and ad hoc educational workshops.

Institutional data on student retention, persistence, and completion are collected and analyzed by the university in collaboration with UW System’s Office of Policy Analysis and Research and communicated to the university community and the public through the campus Fact Book and the UW System Accountability dashboard.

Sources

There are no sources.
5 - Resources, Planning, and Institutional Effectiveness

The institution’s resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

5.A - Core Component 5.A

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

1. The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The institution’s resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.
3. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution’s organization, resources, and opportunities.
4. The institution’s staff in all areas are appropriately qualified and trained.
5. The institution has a well-developed process in place for budgeting and for monitoring expense.

Argument

5.A.1

Fiscal Resources

As part of the UW System, UW-Platteville receives a portion of its funding from the State of Wisconsin's general purpose revenue (GPR) allocation to UW System. GPR is the predominant source of funding received from the state. GPR is allocated to each UW institution via incremental-based practices and adjustments for specific purposes, as determined by the Board of Regents (BOR) when it approves annual operating budgets. UW-Platteville's all-funds budget in 2015-16, including federal aid, was $187 million, with state GPR support of $24.4 million representing roughly 13% of the total. State GPR is comprised of discretionary funds ($12.7 million) and specific support for debt service and energy costs ($11.7 million). Tuition and auxiliary operations make up a combined 56% of the all-funds budget. UW System produces an annual financial report that summarizes the financial standing of each of the UW System campuses.

A UW System analysis shows that UW-Platteville received $1,753 per student FTE in GPR support from the BOR in 2015-16, excluding state funding for debt service and energy costs. This was the third lowest among the eleven UW System comprehensive institutions. The average was $2,137. The maximum was $6,772 and the minimum was $962. UW-Platteville's core expenses per FTE enrollment, as reported to IPEDS for 2013-14 was $14,426 (aggregated from IPEDS data in Figure 16). For the institution's selected comparison group, the 2013-14 group median was $15,919.

With consistent student headcount growth over the last 10 years in on-campus and online programs,
the institution is proud to be working to take control of its own destiny while providing an affordable education to its students. The university has been innovative in meeting the resource needs of a growing student body during times of decreased state allocations and tuition freezes, as shown in the following examples:

- In 2010, the UW-Platteville Foundation created a subsidiary, the UW-Platteville Real Estate Foundation (UWPREF), to hold, manage, and develop real estate for the purpose of providing student housing and to generate revenue. Through unique public-private partnerships, the UWPREF has built two residence halls that provide housing for almost 1,000 additional students. Besides being constructed faster than a state-managed building would be, these halls also cost less, with a cost per bed of $27,000 for Rountree Commons, and $56,000 for Bridgeway Commons. Based on the revenues from these two buildings, the UWPREF will provide funding annually to the UW-Platteville Foundation to support the mission of the university.

- The Tri-State Initiative (TSI) program, which began in 2005, has opened doors for Illinois and Iowa students to attend UW-Platteville at a premium over resident undergraduate tuition while still being lower than traditional non-resident tuition. In 2015-16, the TSI program generated $16 million dollars for the university, which provided funding for 187 faculty and staff positions and additional supply dollars for many areas on campus.

- As a cost-recovery unit, the Distance Learning Center (DLC), which houses all of the university's online programs, works closely with the Central Budget Office to maintain five-year budget models that are consistent and integrated with the program’s goals for growth and development of new and existing programs. The DLC generated $7.05 million in revenue in 2015-16, contributing $1.35 million back to the campus to support operations and high-importance initiatives.

- The Office of International Programs supports cost recovery/revenue generating operations. Education abroad programs have been cost recovery since the 1980s and the English Language Program will become cost recovery beginning in fiscal year 2018 after receiving five years of start-up funds. A funding model for campus internationalization provides a portion of new first-year international student tuition to help fund strategic initiatives for promoting comprehensive campus internationalization.

- In 2015-16, the Instructional Center for Educational Technology and the Teaching and Learning Center were combined to form the Teaching and Technology Center (TTC). This merger saves the institution approximately $120,000 a year by combining functions and finding efficiencies.

- As an example of the institution's efforts to more closely manage fiscal resources over the last four years, three budget analyst positions have been added to provide increased services to programs. These services include providing five-year budget models and one-on-one support to budget managers.

UW-Platteville recognizes that continued monitoring of costs and revenues will be essential to supporting institutional operations. While the funding reductions of 2015-17 are ongoing base reductions to the university's revenues, the university ended fiscal year 2015-16 with an increase in closing balances as budget reductions took effect and the UW System provided additional one-time funds, restoring a portion of the reductions. Fiscal years 2016-17 through 2020-21 are forecast to have positive closing balances based on the budget reductions implemented and assuming reduced state
funding, flat enrollments, and a tuition freeze in 2017-19.

**Human Resources**

As described in 3.C.1, recent budget reductions have resulted in significant impacts on services, courses, expertise, hiring opportunities, and the student experience. In order to inform decisions as part of the budget reduction process in 2015-16, a detailed analysis of human resources was generated at the request of the University Budget Committee. This analysis showed that student to staff ratios have remained relatively consistent from 2007 to 2015. The total instructional staff to student ratio was 20:1 in 2007, increasing to 21:1 in 2015. The total non-instructional staff to student ratio decreased from 15:1 in 2007 to 14:1 in 2015.

As identified in the human resource analysis, an ongoing area of concern is the decrease in faculty FTE as a percentage of total instructional staff. This ratio has decreased from 71% in 2007 to 66% in 2015. Positions budgeted as faculty have been filled as teaching academic staff in order to save payroll dollars or because the faculty search failed; in 2015 there were 29 FTE budgeted as faculty and filled with instructional academic staff.

**Physical Infrastructure**

Integrated space planning is important at UW-Platteville. All space planning and physical plan project requests are managed by Facilities Management to ensure that physical resources are allocated according to the core mission of the university. These planning efforts are built over time, with vital engagement and collaboration with faculty/staff and students, including university committees and governance bodies, UW System, and the Wisconsin Department of Administration’s Division of Facilities Development. As an example of a body of integrated space planning work, the following series of formal planning efforts are strategic, each critically informing physical planning and resource allocation in greater detail: [Campus Space Utilization Study](#) (2010), [Comprehensive Campus Master Plan](#) (2011), [Academic Buildings Feasibility Study](#) (2015), and [Chemistry Laboratories Renovation Feasibility Study](#) (2016).

The university is currently undergoing a transition to a new budget model, as described in 5.A.2. In this new model, a committee will be established to prioritize deferred maintenance and space management. The membership of the committee will contain the director of facilities, three college representatives, and one representative each from faculty, academic staff, administration, student, and university staff.

**Technological Infrastructure**

As detailed in 3.D.4, the campus technological infrastructure is vital to teaching and learning and has been integrated into multiple aspects of the student experience, including the institution's learning management system, labs, and the communication/calendaring platform. An example of planning around technological infrastructure can be found in the proposed Sesquicentennial Hall, which will include a new data center as an upgrade from the current data center in Gardner Hall.

Given institutional growth and heightened project demand related to an evolving technology landscape, the IT Prioritization Committee ensures that IT resources are appropriately aligned with broader institutional strategy and delivered in an efficient and effective manner. The ITP Committee recommends projects twice a year to the chancellor. Some recent examples include:

- Implementing a multi-factor authentication system to increase security;
Finding a solution for sensitive data training for all campus users; 
Developing and implementing the technology infrastructure to support the replacement of campus ID cards with newer technology cards that enable more secure access for students; and 
Converting paper forms to electronic forms to streamline workflow.

Additionally, the Student Technology Advisory Committee is charged with prioritizing and recommending projects for disbursement of the student technology fee. The purpose of the student technology fee is to visibly benefit students through improvements to campus resources, such as computer labs, printers, and overall access to technology. This fee has recently been used to fund the addition of outdoor wireless networks, small group collaboration stations, and wireless device charging stations throughout campus, among other improvements.

The campus also uses a variety of third-party platforms which complement the university's technological needs, including: Qualtrics (for conducting surveys); Campus Labs' products Baseline (for conducting assessment), Compliance Assist (to facilitate planning and reporting), and Beacon (early-alert system); StudioAbroad (for managing delivery of study abroad programs); and GradLeaders (to host the career network/job board).

5.A.2

In recent years, the UW System has undergone significant reductions in state funding. While posing significant challenges, UW-Platteville has managed these reductions and lapses in funding in a thoughtful, systematic way. In fiscal year 2013-14, the campus budget was cut by more than $1.7 million late in the budget development cycle. This reduction was managed by allocating a percentage of the total budget cut to each division on campus. In alignment with the institutional emphasis on teaching and learning, budgets for non-academic areas were reduced by 7%, while those for academic areas were reduced by 5%.

The state funding reductions of 2015-17 were proposed by the Governor in late January 2015. In September 2014, the university had already identified a structural deficit in its core financial model. Planning began later that fall to present options to the university community to address a projected $5 million annual imbalance. These options were outlined in mid-January 2015 and included the planning assumption of a resident undergraduate tuition freeze for 2015-17 and flat state funding. They were presented as part of a multi-phase process to make decisions to reduce expenditures, invest in key priorities, and identify opportunities for targeted revenue increases. Phase 1 decisions were announced in April 2015 and focused on non-academic program reductions due to timing and the desire to limit impacts on the core mission of the university. These started the process of addressing the state funding reductions and the structural deficit. Final decisions, announced in February 2016, did include reductions in academic areas as outlined in budget materials.

The final plan aimed to increase the financial stability of the institution, plan for the next round of state budget reductions, and envision the future of the institution. During these deliberations, the university’s strategic priorities were used as the guiding framework by which all proposals were evaluated. A webpage updated the university and community members on the process, and university and community members had the opportunity to provide input through open forums and a dedicated email address. This process informed the final decisions made which have successfully removed the structural deficit and addressed the past and current GPR reductions.

Also important to note, prior to fiscal year 2016-17, the university's budget allocation method was based on an incremental model that allocated the previous year budget, plus or minus incremental amounts based on decisions made in the previous budget cycle. With the help of a steering committee
and Huron Consulting, the institution is implementing a Responsibility Centered Management (RCM) budget model, which has been rolled out as a shadow system in fiscal year 2016-17 to be fully implemented in 2017-18. While the implementation of a new budget model was not a result of the budget reductions that began in 2014-15, the continued reduction of state funding highlights the crucial need for the institution to have a model that allows for more strategic and flexible allocation of funds. The new RCM model will allow for this increased flexibility due to its decentralized decision-making processes and emphasis on providing more resource control to the academic colleges.

5.A.3

The goals in the 2013-2018 Strategic Plan are stretch goals that were deliberately established as realistic, but require collaborative effort to achieve. These include:

- Raising the first to second year retention rate to 80%. UW-Platteville’s retention rate has hovered around 75%-78% for more than a decade; reaching 80% retention as an open-access, STEM institution will not be easy, but it is possible. Resources directed toward this goal include creating a new position of director of retention initiatives and academic success to oversee and coordinate institutional efforts and initiatives, implementation of the Beacon early-alert system, and participation in the John N. Gardner Institute's Retention Performance Management program.

- Reaching a four-year graduation rate of 25%. From 2005 to 2010, the four-year graduation rate increased from 15.4% to 19.4%, as student population increased by 21%. Efforts to continue this improvement include a number of initiatives, including implementing high-impact practices, such as a required first-year experience course, and an improved General Education curriculum, which are described in 3.B.1 and 3.B.2.

- Achieving cost savings of $1–$3 million per year. In pursuit of this goal, the university has worked to prioritize budget reductions as described in 5.A.2. Unfortunately, the realized reductions have coincided with state budget cuts, so it has not resulted in more discretionary resources for the university.

5.A.4

UW-Platteville follows the title and compensation structure established for all UW System institutions, which specifies minimum requirements for each staff position. All job descriptions must be reviewed prior to being posted. Applicants are required to go through an extensive resume review process and an interview customized to each individual search. The Human Resources Department (HR) has procedures in place to guide the hiring process.

When new employees arrive on campus, many opportunities exist for professional development and training. HR recently implemented a more robust new employee orientation program that is required for all new employees. This program orients new employees to the institution and provides important information related to the mission of the institution and their responsibilities as employees. HR also offers other professional development opportunities, such as the Supervisor Boot Camp and the Leadership Academy, among others. Job-specific training is either provided by the unit or through professional development opportunities. More information about professional development and its funding is provided in 3.C.4.

Additionally, there are other development opportunities available on campus, such as:
The Teaching and Technology Center provides resources for instructional staff and faculty members to improve their teaching practice, both through traditional methods and through the use of technology in the classroom.

Information Technology Services (ITS) offers popular Technology Mash-up workshops, which cover a variety of topics related to teaching and technology.

Faculty mentoring programs are managed through each of the colleges and provide one-on-one mentors relevant to each new faculty member's field.

5.A.5

The UW-Platteville Central Budget Office maintains a list of budget management principles that guide budgeting processes at UW-Platteville. Budgets for the upcoming year must be entered into the UW System budget system by early April each year. The current basis for budgeting is incremental for TSI and GPR funds, and cash basis for all others. The budget office works with department managers to establish the budget for the upcoming year.

The switch to the RCM model in fiscal year 2017-18 will impact the way the budget office and department managers plan and implement budgets. The implementation in July 2017 will include establishing four new committees of faculty, staff, students, and administrators to participate in developing annual budget recommendations for submission to the chancellor and the BOR. This will expand engagement at the university in the review and approval of annual operating budgets. The proposed governance structure seeks to engage all classifications of employees as well as students in the financial resource allocation process.

Once budgets are loaded for the fiscal year, a representative from the Central Budget Office meets with division leaders monthly to discuss spending trends, expectations, goals, and issues based on regularly generated reports. Departments that have complex budgets, such as Residence Life, may also meet regularly with the Central Budget Office. The chief business officer reviews expenditures with Central Budget Office staff monthly. The Central Budget Office prepares quarterly memoranda to the chancellor reporting on any financial concerns about the divisions and balances are subsequently reported to the BOR.

Sources

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- #BUDGET - Budget Management Principles - 2015
- #BUDGET - Budget Memo to UW System - 2013
- #BUDGET - Budget Reduction Webpage - 2016
- #BUDGET - Planning Allocations to UW-Platteville - 2016
- #BUDGET - Sample Monthly Report - 2016
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- #CAMPUSPLN - Campus Master Plan - 2011
- #CAMPUSPLN - Campus Space Utilization Study - 2010
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- #DLC - Budget FY16 Closing - 2016
● #EXTERNAL - UW-Platteville IPEDS Feedback Report - 2015
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● #INTERNATPRG - Overview of International Programs - 2016
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● #ITS - IT Project Prioritization - 2016
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● #TEACHCTR - Annual Report - 2016
● #TEACHCTR - Teaching and Technology Center Overview - 2016
● #UWSYSTEM - Accountability Dashboard 4 and 6 Yr Graduation Rate - 2016
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● #UWSYSTEM - GPR Fee Budget Distribution - 2016
The institution’s governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.

1. The governing board is knowledgeable about the institution; it provides oversight of the institution’s financial and academic policies and practices and meets its legal and fiduciary responsibilities.
2. The institution has and employs policies and procedures to engage its internal constituencies—including its governing board, administration, faculty, staff, and students—in the institution’s governance.
3. Administration, faculty, staff, and students are involved in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

**Argument**

5.B.1

The Board of Regents (BOR) is the governing board for UW-Platteville and the other UW institutions. The BOR consists of 18 members, 16 of whom are appointed by the governor and confirmed by the Wisconsin State Senate. Of these, 14 serve staggered, seven-year terms and two are UW System students who serve two-year terms. The president of the Wisconsin Technical College System Board and the state superintendent of public instruction serve as *ex officio* members. The BOR holds eight meetings per year, four of which are hosted by UW institutions on a rotating basis, with special meetings called as needed. Regents stay informed about UW-Platteville through periodic visits, interactions with the chancellor, faculty, staff, students, and reports by UW System staff. Each UW school is also paired with a designated liaison from the BOR to specifically represent that campus to the BOR. UW-Platteville's 2016-17 BOR liaisons are Regent José Delgado and Regent Andrew Petersen.

As established in [Wisconsin State Statute 36.09](https://law.wisconsin.gov/statutes/36.09), the BOR sets policies and rules for governance, plans for meeting future state needs for higher education, establishes admission standards and policies, reviews and approves budgets, and creates the policy framework within which individual institutions operate. It also establishes salaries for faculty and staff, grants tenure appointments to faculty, and approves sabbatical leave. The BOR appoints the leadership team of the UW System and chancellors of the 13 universities, UW-Extension, and UW Colleges.

The BOR provides oversight of UW-Platteville's financial, physical, and academic policies and practices through eight standing committees, with membership designated by the regent president. Some board committees are noted below, with recent examples of actions related to UW-Platteville.

- The Education Committee has charge of the consideration of all matters of an educational nature related to the instruction, research, and public service functions of the University System; the academic personnel; and to student services and welfare. It approved the revised [UW-Platteville mission statement](https://www.uw-platteville.edu/about/mission) in 2014, recommended granting permission to implement new majors in Sustainable and Renewable Energy Systems (2011), STEM focused Middle Education (2016), and Dairy Science (2016). This committee also oversaw revision of [UW System tenure regulations](https://www.wisc.edu/hr/hrdocs/Tenure/Calendar.pdf) in 2015-16.
• The Business and Finance Committee oversees matters related to the operating budget, finances, trust funds, business operations, and non-academic personnel. In April 2016, this committee approved UW-Platteville’s request to change tuition structure for nonresident and graduate students.

• The Capital Planning and Budget Committee oversees matters related to the physical environment of UW System institutions and approved the new Engineering Hall built in 2008, as well as renovations to several academic buildings in the past five years, and the building of the new Sesquicentennial Hall.

• The Audit Committee has charge of the oversight of all audit-related matters, internal and external; compliance with laws and regulations; internal controls; enterprise risk management; and ethics. The committee has reviewed several recent audits of UW-Platteville, including ones related to international programs, cash handling, and grading data security, by the Office of Internal Audit and has addressed questions to the UW-Platteville chancellor and vice chancellor for Administrative Services.

The BOR also sponsors awards honoring the excellence of UW System staff and programs, including several programs at UW-Platteville. In 2009, the Graduate Adult Education Program received the inaugural BOR Diversity Award. In 2010, the Department of Biology received the Regents Teaching Excellence Award. The UW-Platteville Writing Center (2012) and the Distance Learning Center (2013) each have received the Regents Academic Staff Award for Excellence. Dr. Matthew Roberts received the 2014 Regents Teaching Excellence Award.

5.B.2

Revisions to Wisconsin state statutes in 2015 established that the faculty have primary responsibility for advising the chancellor regarding academic and educational activities, subject to the responsibilities and powers of the BOR, UW System president, and the chancellor of the university. This is a significant change from faculty having primary responsibility for determination and implementation of these activities. The chancellor, provost, faculty, staff, and students at UW-Platteville value participation in shared governance and believe that decisions should be made through open dialogue and collaboration between university administration, faculty, staff, and students. UW-Platteville policies establish four governance bodies to ensure this dialogue and collaboration: Faculty Senate, Academic Staff Senate, University Staff Senate, and Student Senate.

The senates are the principal bodies that advise the chancellor on university policy matters and concerns, including but not limited to education, budget, personnel, university-community, long range planning, facilities, and faculty, staff, and student affairs.

• The Faculty Senate represents the general faculty and serves as the highest university forum in which faculty can participate in the formulation of institutional policies. Composition of membership of the Senate ensures elected representation of tenured and tenure-track faculty and academic instructional staff from each of the three colleges, as well as the library. Faculty members are encouraged to engage in institutional governance through participation in the 34 committees, councils, and commissions that ensure the functioning of the university.

• The Academic Staff Senate represents the general academic staff and serves as the highest university forum for communication of academic staff views concerning the university administrative, fiscal, and academic staff matters. Members of the academic staff are asked to
contribute on numerous committees that provide service across the institution.

- The **University Staff Senate** was established as a way for all university staff, including permanent and limited term employees, to engage with university planning, support professional development, and advise university leadership.

- The **Student Senate** is the elected representative group for all students and is responsible for formulating and reviewing policies concerning student life, services, and interests. Members ensure that student voices are included in institutional considerations by serving on numerous campus committees.

The chancellor addresses the campus community at convocation ceremonies and the general faculty meeting each fall semester. As UW-Platteville has addressed the challenges of recent budget reductions, both he and the chief business officer have held several open forums and encouraged university constituencies to engage in conversations that have shaped financial decisions. More information about the budget reduction process is included in 5.A.2.

As the new RCM budget model is implemented, there is a **proposed plan** to oversee the allocation of resources that includes input from multiple constituencies from across campus, as described in 5.A.5.

5.B.3

A new, revised organizational structure was established in July 2016 in order to align the organization with the university's commitment to student success, invest in university strengths, and serve students and employees. The chancellor’s **executive team** now includes the provost and vice chancellor for Academic Affairs, vice chancellor for Administrative Services, vice chancellor for University Relations, vice chancellor for Enrollment and Student Success, chief diversity officer, and the director of Athletics.

While all four senates are actively involved in institutional decision-making, the majority of responsibility for setting academic requirements, policy, and processes lies with the Faculty Senate. In 2016-17, approximately 150 faculty will serve on the councils, commissions, and standing committees that make recommendations to senior administration. Specifically, the five bodies charged with oversight of curriculum and academic policy report to the Faculty Senate: **Academic Planning Council, Graduate Council, University Undergraduate Curriculum Commission, Academic Standards Committee**, and the **Assessment Oversight Commission**. Information on committees is available through a comprehensive website, as well as on each committee’s homepage. Committees communicate with university constituencies by maintaining membership information, agendas, and minutes on their websites. In 2013 the Office of University Governance was established to support these governance committee processes and logistics.

In addition, the Faculty Senate may nominate or appoint members for **ad hoc** committees to address specific issues as they arise. In recent years, this has included a General Education Committee Task Force charged in 2015 with developing the **framework for a new General Education Committee** to oversee curriculum, assessment, and student learning in the General Education program. In 2013, the Faculty Senate created an **ad hoc University Internationalization Committee** to assess, recommend, and provide strategic guidance to the comprehensive internationalization of our university.
Sources

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- #UNIVGOVERN - University Staff Senate Bylaws - 2016
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- #UWSYSTEM - BOR Tenure Policies - 2016
- #UWSYSTEM - Capital Planning and Budget Committee Minutes - 2014
- #UWSYSTEM - Internal Audit International Education Office - 2016
- #UWSYSTEM - Internal Audit of Cash Handling - 2015
5.C - Core Component 5.C

The institution engages in systematic and integrated planning.

1. The institution allocates its resources in alignment with its mission and priorities.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
4. The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution’s sources of revenue, such as enrollment, the economy, and state support.
5. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

Argument

5.C.1

UW-Platteville allocates its resources to align with its institutional mission of providing an excellent education in a broad spectrum of disciplines that serve Wisconsin and the tri-state region. The Budget Office regularly communicates with university stakeholders about the current status of the budget and allocation of resources. The allocation of these resources shows a prioritization of the academic mission of the institution.

Board of Regents (BOR) policy and state statutes define allowable uses for financial resources. The 2011-13 state budget eliminated a number of statutory restrictions on the use of funds, including earmarks of state revenues and some limitations on auxiliary revenues. BOR policy continues to limit the uses of auxiliary revenues. State statute specifies the uses of segregated fee and differential tuition revenues. The university uses five-year financial planning for all major funds to align resources and priorities within the framework of BOR and state statute.

In parallel with the implementation of 2015-17 state funding reductions, UW-Platteville proceeded with an important element of its 2013-2018 Strategic Plan, which emphasizes controlling its own destiny by creating, managing, and investing in the financial, human, and physical resources essential to the mission of the university. A major step in this process was the assessment of the current incremental budget model and the decision to adopt a new Responsibility Centered Management (RCM) budget model. One of the guiding principles articulated in this new model is to encourage integrated planning that aligns resource allocation with the university’s mission, values, and strategic priorities.

Additional initiatives that demonstrate alignment of resources, mission, and institutional priorities include a comprehensive campus master plan, campus physical development plan for 2017-2023, an academic building feasibility studies project, an environmental sustainability plan, and an IT governance model. Also, in 2014-16, $233,000 of base compensation adjustments for faculty were dispersed to correct salary inequities and inversions.

In 2016-17 the university will be taking steps to restructure the strategic planning processes that
support institutional planning. The current strategic plan has a timeline of 2013-2018. The academic structure was assessed in 2015-16 with the colleges evaluating their operational and strategic plans. Based on this review, the impending end of the current strategic plan, and the coming implementation of the RCM budget model, integration of the processes will begin in 2016-17.

5.C.2

Processes for assessment of student learning are linked with operations, planning, and budgeting primarily through the cycle of academic program review overseen by the Academic Planning Council (APC). On an annual basis, academic programs report to the APC on their basic performance metrics and also provide brief descriptions of short-term plans. Each academic program also goes through an in-depth program review every six years which integrates feedback from multiple governance bodies on campus. As described in more detail in 4.A.1, all of that information provides a snapshot of how the academic programs are performing, allowing APC and others to provide recommendations on continuing, strengthening, consolidating, or phasing out the program. The administration uses these evaluations to determine appropriate academic plans for the institution.

UW-Platteville also has formal processes for assessment of student learning in co-curricular experiences, described in detail in 4.B. As part of the annual planning process, departments identify annual priorities, which describe key projects or initiatives that align with institutional needs.

Moving forward, the RCM budget model will include processes for allocating resources to both academic and non-academic units based on student credit hours (academic units) and approved expense budgets (central units). Central units will be developing assessments and service-level agreements over the next several years to improve operations and budget development.

5.C.3

The university believes that planning must involve as many internal and external constituents as possible. There are several standing committees in the governance structure with primary responsibility for planning including the Campus Planning Commission, the Academic Planning Council, and the University Budget Commission. While these groups focus individually on facilities, academics, and budget, respectively, they interact and report to the Faculty Senate. The colleges and departments also involve external advisory boards with membership that includes alumni, employers, and community members. For example, in the College of Engineering, Mathematics and Science, more than 130 people, representing more than 80 companies, organizations, and agencies, serve on 13 advisory boards for the college’s various academic programs.

In addition, the campus periodically forms ad hoc groups to lead the campus through strategic planning. These ad hoc groups focus on getting varied campus and community constituents involved in developing the strategic plan. In 2011-12 when Chancellor Shields initiated the development of a strategic plan, the strategic planning steering committee consisted of 16 nominated and appointed members from across the university. The process kicked off with a planning retreat with 90 attendees in January 2012, campus forums with 200 participants in April 2012, and presentations to approximately 500 people through departmental and divisional meetings in August 2012.

The town-gown relationship is critically important in a community like Platteville, where the university is the largest employer and the campus population is close to the size of the city population. The long-range master planning process was deliberate about getting local citizens and officials to participate in providing input. For example, specific input was solicited from Platteville’s Main Street Program, a nonprofit organization. The university's master plan, in turn influenced the City of
Platteville’s Downtown Revitalization Plan. Other examples of engagement with the community are included in 1.D.

Consideration of external perspectives are also evident in the two significant collaborative projects between UW-Platteville and the City of Platteville: the construction of the Rountree Commons residence hall and the receipt of a federal grant for broadband access for members of the Platteville community area network (PCAN). Rountree Commons required significant discussion with the city and neighbors of the project to identify solutions to concerns raised, such as parking. As part of the approval of the Rountree Commons project, the university committed to providing monthly updates to the Platteville Common Council on transportation and parking-related matters. The PCAN, comprised originally of the university, school district, and city, secured a grant in collaboration with UW Extension to enhance network connectivity in the area. Membership in PCAN has increased to include Southwest Health Center (the local hospital), Southwest Regional Planning, and the UW-Platteville Real Estate Foundation.

5.C.4

The three key variables in the annual budget model are state funding (operational and capital), tuition changes, and enrollment. Projections of these variables, and the effects of changes to any of them, are reviewed to understand the multi-year impacts and to establish planning assumptions. Additional variables considered include, but are not limited to, auxiliary service demands, with a focus on residence halls and dining services, and likely cost drivers, such as state-approved compensation plans, deferred liabilities such as accrued leave, contractual obligations, approved and planned capital project expenses, and planned staffing changes. One example of how these are considered is that comparison studies are done annually to determine if UW-Platteville's room and board rates are competitive and appropriate.

Additional considerations in the budget are taken into account to ensure that the budget aligns with the capacity of the institution. In 2015-16, a $3 million reserve was established to address unexpected revenue declines and to provide time to revise approved budgets. Additionally, the budget is built to add instructional staff as course enrollment occurs each spring and summer. Resources are set aside to add sections of those courses that become filled but are necessary for other students as well. Funding is also included in the annual budget for some classroom renovations each year, in addition to funding requests submitted to UW System for other classroom renovations. These requests are in the context of the annual review of classroom utilization by campus planning, academic areas, and by UW System to identify capacity constraints.

One of the primary reasons for establishing the Tri-State Initiative Program (TSI) was the anticipation of continued decreases in state allocations. Following national trends, tuition and fee revenues contribute a larger proportion of institutional funding than that provided by the state. Since 2001-02, excluding federal funds, state support for UW-Platteville has declined from 40% to 15%. Over that same time, the contribution from tuition has increased from 22% to 44%. Taking these trends into account, the TSI program charges students from Iowa and Illinois a premium over the resident tuition rate instead of the full non-resident tuition, as described in more detail in 5.A.1. This program has provided the university with additional resources, while providing accessibility to additional students. As noted in 5.A.1, in 2015-16, the TSI program generated around $16 million for the university.

5.C.5

The development of the 2016-17 to 2020-21 financial forecast included a detailed review of enrollment projections based on undergraduate demographic trends. Two examples of the institution's
response to these trends include:

- By studying admission trends, the university recognized a decline in the traditional student population was going to result in increased competition for undergraduate students. UW-Platteville has identified potential growth in enrollment of non-traditional and under-served students. In response, the institution developed stronger programs to support veterans, non-traditional students, first generation students, underrepresented minorities, as well as worked to develop articulation and transfer agreements with numerous community colleges.
- Based on the evolving international student markets in Saudi Arabia and Brazil, the focus for recruiting international students is shifting toward nations in Sub-Saharan Africa, South and Southeast and smaller Asia, and Latin American countries that are expected to impact international enrollments. The campus is expanding study abroad and international student opportunities in support of the university's mission to help students contribute wisely as citizens in a diverse, global community.

The academic units discuss emerging trends among themselves, and also with institutional advisory boards, in a continued effort to update curricula and to create new programs to address emerging factors. Two examples of these new programs are the recently approved majors in Middle School Education with a STEM focus and Dairy Science. Both of these were developed in response to the evolving demands of incoming students and of industry partners.

UW-Platteville also has robust Alternative Delivery/Distance Education programs that are continually investigating market trends to identify growth areas. For example, as part of its regular five-year planning process, the Distance Learning Center implemented three new graduate programs in 2014 based on an informal forecast of student interest. Two of these programs are now exceeding enrollment projections while the third has been closed due to lower than expected enrollment.

The Strategic Information Technology Plan, based on projections on the use of technology in higher education in 2014, informs decisions on investments and priorities across the institution. Recent priorities include the procurement, implementation, and improved use of Business Intelligence software, increased investment in wireless systems, and the development of collaborative learning spaces, such as the recently opened one touch recording studio.

Finally, the increased emphasis that the new RCM budget model places on the integration of planning efforts across areas, in a collaborative manner, will enable the university to anticipate and respond to emerging factors even more quickly than it has done before.

**Sources**

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5.D - Core Component 5.D

The institution works systematically to improve its performance.

1. The institution develops and documents evidence of performance in its operations.
2. The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.

Argument

5.D.1

UW-Platteville puts an emphasis on being effective and efficient in its operations and its use of resources. These priorities were made even more important in the context of the recent budget cuts and the renewed emphasis on demonstrating to external stakeholders that state funds are being used wisely. Because of those issues, it became more evident that the institution needed a centralized office to provide the expertise and the support to document how it continually assesses operations, and subsequently makes improvements based upon those assessments.

In 2014, UW-Platteville established the Office of Institutional Effectiveness and Assessment (OIEA) under the Provost's Office. OIEA combined both assessment and institutional research functions under its mission. In 2016, it was determined that this office was not able to sufficiently support both assessment and institutional research functions. As a result, the Provost's Office has absorbed the responsibility for supporting and coordinating academic assessment. The analysis of institutional data and administration of institution-wide assessments will be the responsibility of the new Office of Institutional Research.

During its existence, OIEA established standard definitions of commonly used terms to improve the rigor with which information is collected and to encourage sharing and collaboration. The office also took on the responsibility to respond to internal and external requests for information, including those from federal and state entities, including:

- UW System Annual Accountability Dashboard
- National Student Clearinghouse: Six-year Completions Report
- College Portrait/Voluntary System of Accountability
- IPEDS Data Feedback Reports
- National Survey of Student Engagement (NSSE) Results
- ETS Proficiency Profile Results
- UW-Platteville 2015-16 Factbook
- Institutional Common Data Set

The processes for documenting operational performance for business and administrative functions are
managed at the unit-level and communicated up through reporting lines. While the processes function at the unit level, the institution has invested in a license for Campus Labs' Compliance Assist system, which provides a central digital repository for planning and assessment information and is used by many areas on campus. Examples of documenting operational performance at the unit-level include:

- The Admission Office produces weekly metric and trend data reports to provide transparent information regarding application, admission decisions, deposits, and enrollments for both fall and spring semesters. Reports include data from the previous year for comparison purposes. These reports are sent weekly to the University Executive Leadership team as well as other key contacts across campus. Additionally, an annual report is submitted to the vice chancellor for Enrollment and Student Success.

- The Financial Aid Office's operational performance is audited every ten years by the Department of Education and, typically, every year by the Legislative Audit Bureau of the State of Wisconsin. The last federal audit was 2009 and the last state audit occurred in 2014-15. The department also has an ongoing process for reviewing regulations to remain in compliance and encouraging staff to attend conferences and webinars as they become available.

- Alternative Delivery Systems, which includes the Distance Learning Center and the Office of Continuing Education, publishes an annual report which includes program enrollment information, goals and accomplishments, awards and recognitions, and budget and fiscal information.

- The Elton S. Karrmann Library produces an annual report which includes information about the library's budget, building usage, staffing, services provided to patrons, and future goals.

- Facilities Management tracks operational data specifically as it relates to sustainability efforts that decrease the utility costs of the campus, such as waste and recycling, alternative transportation usage, and energy usage. Sustainability is reported and accessed through greenhouse gas reports, campus surveys, participation in an international recycling competition, and webpage which documents university energy usage. This data is regularly shared with the university leadership and UW System.

- The University Police Department's annual report contains metrics and trends related to the services it provides to campus and information about incidents that occurred on university property. It also includes anecdotal information about specific ways the department impacted and/or gave back to the community. In accordance with the federal Jeanne Clery Act, the University Police Department also co-publishes with the Dean of Students Office an Annual Security and Fire Safety Report.

- As explained in 4.B.1, Student Affairs departments report on a variety of learning- and service-focused key performance indicators, priorities, and highlights from the previous academic year. In 2016, the Division of Student Affairs merged with other units to form the new Division of Enrollment and Student Success. Use of Student Affairs' assessment framework will expand to include the other units of this new division.

- Through the Academic and Career Advising Center, the institution has access to an annual Graduate Placement Report, which provides key information about the first destinations of alumni post-graduation. This information is critical to the academic colleges as they plan for the future of their programs.
• The Department of Development and Alumni Engagement publishes an annual report that includes financial information about the UW-Platteville Foundation's endowment balances, assets, scholarships, and donor roll.

The performance of academic programs is reviewed on a six-year cycle by the Academic Planning Council (APC), in a process that integrates the oversight of several committees. More information about academic performance and the processes supporting the assessment of co-curricular learning are addressed extensively in Criterion 4.

5.D.2

UW-Platteville engages the university community in identifying areas in need of changes designed to enhance the effectiveness and efficiency of its operation. Based on the data gathered, and from learned experiences, the institution develops strategic initiatives necessary for implementing improvements. There are numerous examples of this process, a few of which are highlighted below.

**Academic Planning**

The current process used by the APC, described in detail in section 4.A.1, was the direct result of finding that the previous process was not effective in providing timely, meaningful information that could be used for comparing programs and for making budgetary decisions. The APC spent more than two years discussing, researching, and developing the process that has now been in place for three years.

**Transportation**

The institution conducted a transportation and parking demand study in 2011. The study examined the existing parking and transportation situation on the UW-Platteville campus and area immediately adjacent to campus and provided recommendations to help decrease the demand for parking and increase the use of alternative transportation. Many of the recommendations from the study have been implemented, including:

- The increase of bike use through marketing programs, new bike racks, and bike repair stations.
- The hiring of a new sustainability director, whose responsibilities include management of transportation. The sustainability director oversees new initiatives, including a Parking Committee established in fall 2014 that provides shared governance an opportunity to have input on parking policies and plans.
- The establishment of the University Shuttle Service, which began in fall 2012. A 2014 report recommended developing a new City-University Shuttle system, which began summer 2015 in collaboration with the City of Platteville.
- The creation of public street permits and controls by the City of Platteville.

**Campus Effectiveness and Efficiency**

The Huron Education consultants began their work at the university in 2012 by conducting a classroom management and information technology efficiency and effectiveness study. As a result of the study, the following mechanisms have been implemented, resulting in increased efficiency in data analysis and use, classroom utilization, and course catalog management.
• Business Intelligence is a reporting tool that allows users to transform raw data into useful information to improve business decisions and simplify reporting. Reports are generated by using dashboards, drop down menus, charts, graphs, and tables. Once generated, reports can be easily exported to Excel, PDF, or HTML.

• Ad Astra is an electronic system that improves the management of academic space, helps manage courses to be offered, and enforces scheduling policy. The ultimate goal is that the system will help UW-Platteville better utilize its spaces to support a growing enrollment with a fixed amount of available academic spaces.

• CourseLeaf Catalog is a comprehensive course catalog management system with a powerful native workflow engine. It is specifically designed to manage processes for universities by incorporating flexible workflows with easy data entry and editing capabilities.

As the university works toward the accomplishment of its strategic priority “Controlling Our Own Destiny,” the Huron Consulting Group assessed the current budget process with the intent of identifying and adopting a new model that is best fit for UW-Platteville. The study was completed and the new Budget Model Development Initiative is being piloted, as discussed in 5.C.1.

Emergency Response Planning

The campus continually seeks to improve safety and emergency planning in the wake of tragic events at universities and schools around the country. In 2007, UW-Platteville established an emergency management planning team, composed of individuals from all areas of campus, to improve emergency response planning. This team identified and trained people to serve in the many roles of an Emergency Operations Center (EOC), and met regularly to update, practice, and review responses to various events.

A recent defining moment for UW-Platteville occurred in June 2014, when the campus was hit by an EF-2 tornado that caused significant damage to several campus buildings and grounds, though no one was seriously injured. The tornado struck three residence halls, an academic building, the greenhouse, and the football stadium. The tornado continued through part of the City of Platteville, damaging many more structures. The EOC was called into action to manage the initial response, safety issues, communication, and coordination with the city. As the EOC moved past the initial emergency response, working committees were set up to identify and manage key milestones and other pressing deadlines in order to ensure campus was ready to open in 80 days for the first day of school. These recovery planning teams issued weekly status reports to communicate progress and risks.

An after-action review was conducted by the UW-Madison Emergency Management group. This review identified actions performed well and areas for improvement. Many suggestions have already been implemented, such as adding training opportunities for EOC members, diversifying communication methods used to activate the EOC, and updating emergency response plans and continuity of operations plans.

Sources

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● #UNIVPOLICE - Annual Report - 2015
● #UNIVPOLICE - UW Platteville Response Plan - 2012
● #UNIVREL - 2014-15 Annual Report - 2015 (page number 21)
● #UWSYSTEM - Accountability Dashboard - 2016
5.S - Criterion 5 - Summary

The institution’s resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

Summary

UW-Platteville receives a portion of its funding from the State of Wisconsin’s allocation to UW System. In recent years, decreased state allocations and tuition freezes have required that UW-Platteville be innovative in taking control of its own destiny while continuing its tradition of providing an affordable education. This is demonstrated through a number of examples including the creation of the UW-Platteville Real Estate Foundation, the Tri-State Initiative Program, and several cost-recovery and revenue-generating units.

The continued reduction of state funding also highlights the crucial need for the institution to have a budget model that allows for more strategic and flexible allocation of funds. In fiscal year 2016-17, the university rolled out a new Responsibility Centered Management budget model as a shadow system, to be fully implemented in fiscal year 2017-18. The new model will allow increased flexibility due to its decentralized decision-making process and its emphasis on providing more resource control to the academic colleges.

The UW System Board of Regents is the governing board of UW-Platteville and sets policies and rules for governance and admission standards, reviews and approves budgets, and establishes the policy framework within which the institution operates. UW-Platteville administration, faculty, staff, and students value the process of shared governance, and believe decisions should be made through open dialogue and collaboration. The chancellor revised the executive team’s organizational structure in 2016 in order to better align the team with the university’s commitment to student success.

UW-Platteville engages in strategic planning, involving as many internal and external constituencies as possible. For example, in 2011-12, Chancellor Shields initiated the current strategic plan, and leveraged a planning retreat, campus forums, and presentations through department and division meetings in order to engage a large and varied number of constituencies.

Sources

There are no sources.