The Year in Review

The 2014–15 fiscal year can be best described as tumultuous and exciting. The addition of several new employees hired at the end of the previous year brought a variety of training challenges, new insights, and excitement to the division. We once again experienced several people leaving the organization through retirements, promotions, family situations, and other reasons. Due to budget cuts from the campus, a substantial amount of time was spent working on how the cuts would impact the division. The budget situation also delayed the decisions on promotions, retitlings, and new hires. An early retirement program was introduced for the institution, which will have impacts on the division in the upcoming year.

The Distance Learning Center started a variety of new initiatives as part of the last year of its five-year plan. Substantial time was also spent on developing the new five-year plan. This was approved, but then put on hold while the budget discussions continued. Permission was received to move forward with the plan in June, but it will again be delayed, since several positions have remained unfilled. Due to numerous open positions, staff were asked to take on additional responsibilities, and we made a variety of changes to how our tasks are structured. Many of the initiatives that started last year were expanded and we made good progress in the area of alumni relations, fundraising, grant writing, course development, process improvements, communications, and state authorizations. ImageNow, a document imaging system, was implemented and has changed many of the processes in the office.

The Office of Continuing Education completed year two of its five-year plan and has spent time reviewing how to move forward in the future, given the tremendous change of staffing in the unit. The large contract for services with the Department of Children and Families has increased our outreach in the child care arena, and we continue to work on expanding the child care credentials to other states and into different languages. We continued serving UW-Platteville youth camps and conferences and have been involved in numerous discussions as to the future of this outreach activity for the campus. Given the level of turnover in the unit and the award of the DCF contract, we were unable to move forward with some of the new initiatives identified in the five-year plan.

The Instructional Center for Educational Technologies continued to expand efforts to provide training, documentation, and consultation with faculty and students across the campus. The focus for the year was to solidify relationships with faculty and expand the number of faculty served through the unit, and it was successfully achieved. The unit’s five-year plan was approved but immediately put on hold due to the budget issues. Ultimately, the recommendation was made to combine ICET with the university’s Teaching and Learning Center. Substantial time was spent on planning for a new structure. The director of ICET left the position near the end of the year to make the position available for the new director of the combined unit. The combined unit will report to another area in Academic Affairs and will work in a liaison role with our division.

There were a number of university initiatives that impacted the division and required extra meetings, reports, and plans. Even though our division is mainly cost recovery, there were implications from the structural budget deficit and plans for additional state cuts to the division. Substantial time was spent working on budget scenarios and making plans for how to deal with decreased staffing. In addition, we participated in numerous discussions associated with possible tasks or units that could be added to the division, along with a different revenue sharing model. We also developed communication plans to keep students and faculty apprised of potential budget issues and connected with a wide variety of legislators across the state to express our concerns about the impending implications of state budget cuts.

Preparation for the Higher Learning Commission visit continued throughout the year and additional work was required to develop reports and data for the assurance argument and supporting evidence, as there are numerous portions of the argument that will include information from the division. In addition, we are working with the campus to develop the federal compliance report that is part of the HLC review.

As a division, we continued to grow and had a number of success stories that you will see throughout this report. Even with the challenges associated with the budget issues, staff remained resilient and continued to determine how we could best serve our constituents.

Dawn Drake
Executive Director
Alternative Delivery Systems
Your Leadership Team

Pictured: Marian Maciej-Hiner, Dawn Drake, Dan Avenarius, and Lisa Landgraf

Dawn Drake
Executive Director
Alternative Delivery Systems
Phone: 608.342.1468
Email: drake@uwplatt.edu
www.GoUWP.com

Dan Avenarius
Director
Distance Learning Center
Phone: 608.342.1468
Email: avenarid@uwplatt.edu
www.GoUWP.com

Marian Maciej-Hiner
Director
Office of Continuing Education
Phone: 608.342.1314
Email: maciejhm@uwplatt.edu
www.uwplatt.edu/continuing

Dr. Lisa Landgraf
Director
Instructional Center for Educational Technologies
Phone: 608.342.6064
Email: landgraf@uwplatt.edu
www.uwplatt.edu/icet

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The University of Wisconsin-Platteville’s Alternative Delivery Systems division employs 82 full- and part-time employees, including student employees. The division is led by Dawn Drake, Executive Director. It is comprised of three units: the Distance Learning Center, the Office of Continuing Education, and the Instructional Center for Educational Technologies. The information in this report provides a snapshot of the activities of the division during the fiscal year of 2014–15.

The Distance Learning Center is a complete cost-recovery operation focused on supporting students and faculty involved in online and print-based classes offered by the University of Wisconsin-Platteville. Dan Avenarius serves as Director of the DLC.

The Office of Continuing Education is primarily a cost-recovery operation, with limited campus and UW-Extension support for select programs and initiatives. The OCE serves customers in both credit and non-credit classes. Additionally, the OCE provides numerous services to both the campus and the community. Marian Maciej-Hiner serves as Director of the OCE.

The Instructional Center for Educational Technologies is a state-funded operation focused on working with faculty to successfully integrate technology into the classroom. Lisa Landgraf served as Director of ICET for the FY 2014–15.

In the spring of 2015, we received a major grant from the National Science Foundation for more than $630,000. The science, technology, engineering, and mathematics grant was awarded with the goal of increasing the number of graduate students entering STEM disciplines and retaining them through graduation. The grant’s five-year implementation plan places an emphasis on providing scholarships to students from underrepresented populations in order to improve diversity in STEM fields. This program will provide $10,000 scholarships to full-time students in online programs in engineering, integrated supply chain management, and project management.

GRANTS AND GIFTS

Acquiring grants and gifts was a very exciting and busy activity within Alternative Delivery Systems throughout FY 2014–15. In the past year, we have submitted more than a dozen applications resulting in the receipt of more than $1.4 million in gifts and grants. We also spent substantial time researching private, corporate, federal, and state granting agencies to submit proposals to in the future. In addition, we developed a fundraising plan for distance education that will be implemented in the next year.

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Connecting with our communities

Looking back on FY 2014–15, we’ve seen a year of many changes and many challenges. But the past year has also given us much to celebrate. Whether it was the numerous awards our staff, students, and instructors received, the success of our grants and gifts activities, or the growth of our programs, there is much of which we can be proud.

Another item that stands out is the efforts we’ve made to connect to the communities to which we belong. The DLC focused on forging connections with students and alumni through social media and new communications designed to fit their needs. Staff and faculty also traded knowledge with fellow academic communities by attending and presenting at numerous conferences throughout the state and country. The OCE served the greater Platteville community and beyond by offering local and online classes and event services for camps and other campus events. Thanks to grants and partnerships, they extended their reach even further, serving child care providers across Wisconsin. ICET served both online and campus faculty and students, providing individualized and group training through their Technology Mashups events. As a division, staff members donated time, money, and supplies to local programs (see below).

But the real inspiration isn’t what we’ve done as a division, it’s the way our staff, faculty, students, partners, instructors, and clients have reached out to their own communities—locally, nationally, and globally—to serve them and to give back. As you read through this year’s annual report, you’ll see just a few examples of what makes us proud to call them members of our community.

**Adopt a Family**
In cooperation with Grant County Social Services of Wisconsin, UW-Platteville sponsors the annual Adopt a Family program to collect food, clothing, and toys for families in the Platteville community to ensure area families have a happy holiday season. In 2014, the Distance Learning Center staff gathered donations for the eighth year in a row. University Services Associate Pam Mootz helped to organize the donation drive.

“We wanted a way to get the DLC more involved in our community,” said Mootz. “This is a great way to give back and one in which we can all easily participate. We are in a position to help those who are less fortunate and have a positive impact on our community. This is an event that everyone in the department looks forward to.”

**Grant County Relay for Life**
In partnership with the American Cancer Society, UW-Platteville hosted the annual Grant County Relay for Life in the spring of 2015. The ADS team participated to raise money for cancer research and patient support.

“I’m very excited that Alternative Delivery Systems participated in the Relay for Life this year,” said Heidi Hawk, a Recruiter for the DLC. “Many members of our division have been directly affected by cancer. By raising donations and participating in this event, our division is able to give back to the community that supports our university, as well as fight towards the bigger goal of finding a cure for cancer. It’s a great way to bring our division and community together.”

**Backpack and School Supply Drive**
Each summer, the DLC participates in the Grant County Backpack and School Supply Drive to provide school supplies for area children. Terri Irish, a representative from Grant County Social Services, recognized last year’s efforts. “I would like to extend a sincere thank you to all persons at the university who participated in the backpack and school supply drive,” said Irish. “Your donations helped us serve over 150 children in the county!”
Engineering degree a ‘wise investment’

As a military veteran, Kathy Fallis knew that duty could call at any time. While she wanted to pursue an advanced degree, Fallis knew her work as the Director of Operations for the 148th Space Operations Squadron with the California Air National Guard would need to remain a priority. “I needed to find an MS engineering program that could be completed online,” Fallis said. “I discovered that UW-Platteville had such a program and also saw that UW-Platteville was a Yellow Ribbon school and was also recognized as a military friendly school. That was important to me.”

Fallis graduated in 2014. “Now that I’ve completed my degree, I plan to use the knowledge I’ve gained to help me be a better supervisor and manager. In this career field, there is a great deal of interaction with engineers of all types and at all levels, and I feel better prepared to interact and engage with them. Pursuit of this degree was definitely a wise investment in my future.”

(Pictured at left: Kathy Fallis, while on a tour of duty.)

Degree helps achieve goals, inspires new ones

As a little boy growing up in India, Nirav Hazariwala was fascinated with learning how things worked and dreamt of becoming a mechanical engineer. He first pursued this dream by completing a bachelor’s program at the Illinois Institute of Technology, and then took it one step further by enrolling in UW-Platteville Online’s ENGR program. He graduated in the spring of 2015.

“Since I was a child, I wanted to become an engineer. So when I walked across the stage, I felt my dreams come true. I greatly appreciate UW-Platteville and its staff helping me achieve my goal and the moment that I had waited years for,” Hazariwala said.

While the support of the faculty and staff were appreciated, there was one other person Hazariwala said needed recognition: his wife Bhavisha. Without her support, Hazariwala would not have been able to complete his engineering work, nor would he be able to conquer his next challenge: enrolling in UW-Platteville’s MSPM program in the fall of 2016. “My career goal is to be a part of a management team,” he said. “My degree will help me to achieve my goal, and I would not be able to do that without the contributions of my wife. She is the one who always inspires me. She is the one who is standing behind my success.”
Marketing and Recruitment

MAKING CONNECTIONS

Making connections is the foundation for all that marketing and recruitment strives to accomplish. As a result, we are continually looking for new and innovative ways to connect with prospective students.

We often have the opportunity to connect face-to-face at local, regional, national, and international conferences, which is an important part of our overall marketing strategy. Even though we deliver our degree programs in the online environment, the value of a handshake cannot be overlooked and must not be forgotten. For some, it is the beginning of an educational connection; for others who are already our students, it is a positive affirmation of their choice of UW-Platteville as their educational provider.

Opportunities for connections were boosted this year with the introduction of a live chat feature on our website. This feature allows prospective students to ask questions and get information when it is most convenient for them, and it offers the recruitment staff an opportunity to build the personal relationships that are so vital to the recruitment process. With staff in the office from early morning to late evening, it caters to people in all time zones and geographical locations. Since launching in October 2014, over 900 conversations have occurred via live chat.

Social media provides an additional chance for us to connect with people—and for them to connect with us in return. Marketing and recruitment is actively involved in reaching prospective students via Facebook, LinkedIn, and Twitter.

Ready2Learn, a practice course, was also launched in Desire2Learn. Ready2Learn offers prospective students a chance to experience a simulated course while learning about degree and certificate offerings, career outlooks, and more.

This year also introduced a new look—featuring our recruiting staff—in many of our marketing materials. This personal touch encourages prospective students to feel more connected to us, because they feel like they know us as individuals, rather than just random people on the other end.

These personal connections are the hallmark of the exceptional customer service that marketing and recruitment offers to every prospective student, and they serve as first steps toward increasing engagement throughout the entire student life.
**RECRUITMENT FUNNEL**

<table>
<thead>
<tr>
<th>Parameter</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leads</td>
<td>3,193</td>
</tr>
<tr>
<td>Applications Received</td>
<td>1,328</td>
</tr>
<tr>
<td>Applications Completed</td>
<td>1,040</td>
</tr>
<tr>
<td>New Admits</td>
<td>979</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>6,540</strong></td>
</tr>
</tbody>
</table>

**CREDIT LOAD OVERVIEW**

<table>
<thead>
<tr>
<th>Academic Load</th>
<th>Count</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than half-time</td>
<td>860</td>
<td>36.9</td>
</tr>
<tr>
<td>Half-time</td>
<td>1,068</td>
<td>45.8</td>
</tr>
<tr>
<td>Three-fourth time</td>
<td>109</td>
<td>4.7</td>
</tr>
<tr>
<td>Full-time</td>
<td>294</td>
<td>12.6</td>
</tr>
</tbody>
</table>

*Average units taken: 4.9 credits
* Includes graduate and undergraduate students

**DEMOGRAPHIC OVERVIEW**

- **Average age:** 35.7
- **Female:** 44.4%
- **Male:** 55.5%
- **Students of color:** 13.8%
- **Military/Veterans/Families served:** 37.2%
- **Location of students:** 42 states, 7 countries

**GRADUATES**

During FY 2014–15, 177 distance education students earned degrees (59 bachelor’s degrees and 118 master’s degrees) from UW-Platteville.

**OUR DEGREE PROGRAMS**

- BS in Business Administration (BSAD) – 1099
- BS in Business Administration graduate-level (BSAD - XGR) – 250
- BS in Criminal Justice (BSCJ) – 368
- MS in Criminal Justice (MSCJ) – 351
- MS in Engineering (ENGR) – 474
- MS in Project Management (MSPM) – 809
- MS in Distance Education Leadership (DEL) – 56
- MS in Integrated Supply Chain Management (ISCM) – 198
- MS in Organizational Change Leadership (OCL) – 195
Student Services and Advising
The student services and advising teams support students from admission to graduation. In FY 2014–15, our focus on improving our service to students continued. Some of the areas of improvement included:

- Created a new and improved student resources page on our website
- Created new tip sheets on use of the Pioneer Administrative Software System (PASS)
- Aided in launching guest access to PASS so that students can grant access to specific areas of PASS to a third party (e.g., parent or spouse)
- Helped make it feasible for distance students who live near campus to pay segregated fees in order to utilize campus services and resources, such as the Child Care Center, Pioneer Activity Center, Center for the Arts, and more
- Launched ImageNow, a document imaging system, to help streamline processes and cut costs
- Continued to review current processes by promoting continuous improvement
- Explored alternative means of communication throughout the year, with the plan to implement them in the next year
- Collaborated on the revision of Intro to Learning, an introductory online course formally known as Return2Learn

- Used student surveys to identify some of the needs addressed previously and to improve some of our internal processes

Our focus on improvement also included our staff, who participated in a variety of professional development opportunities throughout the year and presented at state and local conferences, showcasing all the good things happening in distance education. These included:

- Participation in the Community Leadership Alliance program of Grant, Lafayette, and Iowa counties both as program participants and members of the CLA board
- Attending the Wisconsin Women in Higher Education Leadership annual spring workshop and fall conference
- Attending the National Academic Advising Association conference, a conference dedicated to recognizing that academic advising is the core to students’ success
- Attending the Distance Learning and Teaching conference
- Attending Intro to Foundation Grants for Nonprofit Organizations
- Presenting at several conferences throughout the year (see Sharing Expertise, p. 15)

Your Student Services Team

First Row: Stephanie Cooley, Pam Mootz, Lisa Peacock, Marcia Rako, Lisa Naderman, and Judy Lory
Second Row: Susan Mann, Michelle Zasada, Wendy Pothour-Miller, Angie Reinecke, Chris Jentz, and Jan Moffett

Your Advising Team

First Row: Tara Kurueger, Lori Wedig, Eric MacKay, and Kalyn Williams
Second Row: Melissa Gavin, Sarah Fisher, Bill Haskins, Cameo Updike, Amy Foley, and Tania Pitzer
“It really doesn’t matter where you go, it’s what you do when you get there,” said Wendy Brooke, an Instructor for the ISCM program, who has traveled to 38 countries. “In developing countries, they need skills like marketing, quality control, and accounting.”

For Brooke’s most recent trip, she spent two weeks in Guatemala, where she met with the workers of the Maya Women’s Rug Hooking Cooperative, a group of about 60 women in six different villages throughout the highlands of Guatemala who design and sell artisan handcrafted rugs with the help of Mary Ann Wise of Cultural Cloth LLC.

“The highlands of Guatemala is a poor area that relies heavily on agriculture,” Brooke said. “The average farm laborer makes about $6.50 a day after eight to 10 hours of intense manual labor. Crafting these rugs can bring in almost twice that. On top of that, they are able to work from home so they can still participate in family life, which is incredibly important to these women.”

“This project is all about elevating the artistry of these women,” Brooke said. “What’s key is understanding that there is a fine line between helping them realize their potential and telling them what to do. We are providing them the tools to rise to and exceed their own expectations.”

Learn more about the Maya Women’s Rug Hooking Cooperative and other worldwide business initiatives at culturalcloth.com
Goals and Accomplishments
FY 2014–15 was year five of the DLC’s current five-year plan. In many aspects of the plan, we have met or exceeded our goals. We look forward to implementing our next five-year plan in the coming fiscal year.

<table>
<thead>
<tr>
<th>GOALS</th>
<th>OBJECTIVES</th>
<th>ACCOMPLISHMENTS</th>
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</table>
| INCREASE REVENUE IN ONLINE AND PRINT-BASED COURSES | Increase enrollment by 8 percent  
Increase revenue by $350,000  
Increase number of online offerings | Increased by 7.5 percent  
Increased by $254,000  
Developed 15 new courses and created two new online certificates |
| WORK WITH UW SYSTEM ON LMS ENHANCEMENTS AND RELATED PRODUCTS | Become informed about UW System initiatives with the LMS  
Volunteer to be involved with pilot projects  
Identify processes to be documented | Participated in Kaltura pilot  
Participated in CANVAS pilot  
Increased participation in system meetings and developed meeting structure and reports to share information between our division, ITS, MTS, Learn@UW, ICET, and CIOs  
Participated in activities associated with identifying elements needed in a new learning environment system |
| DEVELOP NEW FIVE-YEAR PLAN | Determine growth for future  
Determine policies/procedures to review  
Determine new majors to develop  
Succession Plan Develop | Plans were made for each of the items listed, along with a variety of additional initiatives; none of the prep work was started on the initiatives, due to the plan being put on hold for several months |
| INCREASE FUNDRAISING AND GRANT ACTIVITIES | Write four to six grants (including one major grant)  
Develop fundraising plan  
Develop process to review grant applications  
Increase communication with alumni | Received one major grant, one contract for service, and two minor grants  
Implemented several fundraising initiatives, which increased our funding by 25 percent  
Completed research on grant agencies and corporate foundations  
Developed a communication and engagement plan for alumni and implemented the first stage of it |
| EXPAND DEVELOPMENT/TECHNOLOGY PROJECTS | Increase research in the area  
Identify implementation process for projects | Completed 25 projects and 20 whitepapers  
Developed an operationalization process for projects and organized a reporting structure |
| IMPROVE INFRASTRUCTURE FOR COURSE DEVELOPMENT, STUDENT SERVICES, AND RECRUITMENT | Review current processes for improvement  
Improve communications to students  
Develop new recruitment strategies | Implemented ImageNow and streamlined processes  
Implemented a number of new communications in PASS, including some to be sent automatically  
Implemented new communications in Constant Contact and developed a review process to see review effectiveness  
Developed new advising, alumni, and recruiting communications, including a live chat feature on the recruitment website  
Partnered with All Campus for the MS in Criminal Justice program  
Implemented new SEO process |
Communications

Throughout FY 2014–15, our team of writers and editors aided in improving and developing communications for all areas of the DLC, and assisted in collaborative efforts with its divisional partners, the OCE, and ICET. The team continued to publish The Pioneer Connection magazine, The Pioneer Connection Online e-newsletter, and The Alumni Connection Online e-newsletter. As part of the course development team, the editors worked with the instructional designers to develop new processes, best practices, and preferred standards for our online courses. This year, the team edited 45 online classes and 13 print-based courses, and assisted with the new sample course Ready2Learn. The writers and editors also expanded their services by contributing to grant proposals, social media outreach, and other divisional communication efforts.

Alumni Relations

In FY 2014–15, we focused on improving our alumni relations in an effort to increase alumni engagement. We created a new communication plan, which was implemented in early 2015. The plan focused on fostering connections with current students, maintaining engagement after graduation, and reconnecting with past alumni. The quarterly e-newsletter The Alumni Connection Online celebrated its first full year of publication, with an average readership rate of 30 percent. The newsletter provides alumni with opportunities to build relationships with the DLC, UW-Platteville, and other alumni; information on resources, networking, and alumni events; and distance education updates.

Administration

Administrative efforts during FY 2014–15 included finalizing the majority of our office processes and policies, participating in the SLOAN-C assessment scorecard, identifying fundraising opportunities, and developing projects to carry our messages about inclusive excellence throughout the division. We also started a research committee to identify and prioritize research opportunities.

Additionally, we reviewed our assessment processes and identified updates that need to be made to our assessment plan, and our work in copyright compliance, ADA accommodations, and federal compliance continued. Document imaging was also implemented during the year. Moving forward, all newly admitted students’ records will be scanned, and records of currently active students will be scanned as time allows.

Information Technology

The focus of the information technology team during FY 2014–15 included instructional design, managing the DLC Help Desk, and the administration of Desire2Learn, the learning management system used by both online and campus-based students.

INSTRUCTIONAL DESIGN

The instructional design team provides faculty support and assistance in the development and design of instructional material for online courses, with a focus on finding and utilizing new technologies that will foster student learning. The team also provides consultation and innovative course design for external agencies and businesses.

In addition, we practice continuous improvement by researching new methodologies and tools to supply campus with current technologies. During FY 2014–15, the instructional design team

• Worked with more than 160 faculty members in course development, instruction, training, and support for online courses
• Developed 16 new courses, revised 29 courses, and maintained over 215 courses
• Focused on incorporating rich media into online courses

HELP DESK

The DLC Help Desk provides customer service-focused IT support to our campus and online faculty and online students to enhance user productivity and empower users by making technology accessible. During FY 2014–15, the Help Desk handled approximately 4,866 requests for assistance involving password resets, course maintenance, and other technical issues.

DESIRE2LEARN ADMINISTRATION

During FY 2014–15, the DLC maintained administration of Desire2Learn for the entire UW-Platteville campus.
Serving students and the community through involvement

“It is important for me to serve professionally and personally because it is something I value, has an impact on the community I am serving, and allows for continued networking, building relationships, and knowing my resources in the community,” said Kristin Carroll, a 2012 graduate of the MSCJ program who has always felt a pull to get involved.

A Community Officer for the UW-Madison Police Department for over 13 years, Carroll first served the school as an undergraduate, where she was a house fellow (resident assistant) and student leadership advisor.

In her current role, she provides preventative training, coordinates the campus’ Crime Prevention Program (Badger Watch) and Citizen’s Academy Program, and represents the department on campus, city, county, and state boards. She also serves as an advisory committee member for Globe University’s criminal justice program. In 2010, she won the National Sheriff’s Association Neighborhood Watch Award and in 2011, the UW-Madison Academic Staff Award.

Carroll has stayed connected to her other alma mater, UW-Platteville. She is a lifetime member of the Alumni Association and serves on the Distance Alumni Board. She has also participated in professional development training on campus and returned to represent her department at the annual UW-Platteville Criminal Justice Career Day.

Instructor and alumnus wins UW-Platteville Outstanding Volunteer Award

In July of 2014, online Instructor and MSCJ alumnus Gary Apperson was awarded an Outstanding Volunteer Award in recognition of his volunteer work and contributions to the university. Apperson and his wife Deb made the trip to accept his award, which was presented by the UW-Platteville Foundation, all the way from Anchorage, Alaska—on their motorcycles. Apperson and his wife are avid motorcyclists and have taken extended trips on their bikes through Alaska, Canada, and the lower 48 states.

“Making the trip from Alaska truly makes the case for lifelong connection with UW-Platteville,” Apperson said. “Others worked hard before me to build, create, and nurture UW-Platteville as a top-notch educational system, and from a kindred perspective, I feel it is my calling, and I appreciate the responsibility to continue the hard work of those before me.”

Apperson worked for the Anchorage Police Department for 25 years before retiring in 2002 as a senior patrol supervisor. He received his Master of Science in Criminal Justice from UW-Platteville Online in 2006 and now teaches online for the university.
Awards and Recognition

The DLC has received multiple awards in the past year in recognition of the quality and affordability of our programs and our service to students, including members of the military and veterans.

- **Best Online Bachelor’s Programs and Graduate Criminal Justice Programs for Veterans** awarded by *U.S. News & World Report*
- **2015 Best Online Program – MSCJ** awarded by OnlineMastersPrograms.org
- **Best Online Bachelor’s and Master’s in Criminal Justice and Bachelor’s in Business** awarded by NonProfit Colleges Online: Students Before Profits Award
- **Best Online Bachelor’s and Master’s in Criminal Justice** awarded by SuperScholar Smart Choice
- **Military Friendly** awarded by Military Advanced Education (MAE)
- **Best Online Graduate Business, Criminal Justice, and Education Programs** awarded by *U.S. News & World Report*
- **Best Online Bachelor’s Programs** awarded by *U.S. News & World Report*
- **Military Friendly ’15** awarded by Victory Media
- **Best Buy Master’s and Bachelor’s in Criminal Justice** awarded by GetEducated.com

In addition, several of our instructors, staff members, and students have been recognized for their extraordinary accomplishments.

- **2014–15 Wisconsin Teaching Fellow** awarded to Instructor Dr. Dong Isbister
- **Outstanding Volunteer Award** awarded by the UW-Platteville Foundation to Gary Apperson, Criminal Justice Instructor and MSCJ alumnus
- **Distinguished Service Award** awarded by UW-Platteville to Dawn Drake, Executive Director of Alternative Delivery Systems
- **Lifetime Pioneer Award** awarded by the UW-Platteville Alumni Association to Christopher Thompson, MSPM graduate
- **2015 Outstanding Business Student** awarded by UW-Platteville to Andrew Warwick, BSAD graduate
- **PMI Eric Jennett Project Management Excellence Award** awarded to MSPM Instructor Ginger Levin, DPA, PMP, PgMP, OPM3 Certified Professional
The fiscal health of the DLC remains strong, even though we have a negative balance for the year. Revenue dropped in the areas of print-based tuition, non-credit programs, and application fees. Some of this was expected, but the piece that was not expected was the amount of students who had bad debt, due to the need to return financial aid (because of new financial aid regulations). We typically expect this to be less than $25,000 per year and it was over $90,000 for the fiscal year. From an expense standpoint, we had additional payments to the campus that were added into our budget late in the year. In addition, we had completed some research on our new five-year plan that we started, and we identified some additional advertising options that we were able to start in this fiscal year and get a discount on for the new fiscal year. We also had a number of additional expenses for computer replacements, furniture, and equipment, due to a move of some of the staff to a new building. Lastly, we increased the payment to programs by over $9,000.

We do have carryover money that will cover the negative variance for the year and cover the expenses as we work on developing new programs until they can reach a cost-recovery status.

### Revenue*

- Application Fees $33,070
- Non-Credit Fees 14,235
- Print-Based Tuition 281,721
- Online Tuition 5,908,377

**TOTAL REVENUE** $6,237,403

### Expenses*

- Salary and Benefits $4,539,738
- Payment to Campus 679,909
- Supplies/Equipment/Travel/Marketing 666,377
- PASS Upgrade 250,025
- Payment to Distance Ed Programs 282,198

**TOTAL EXPENSES** $6,418,247

**VARIANCE***(D) ($180,844)

*Figures are non-audited*
Sharing Expertise

We recognize the value of joining professional and educational conversations beyond our institution. During FY 2014–15, our staff and faculty attended, presented at, or contributed to the following conferences.

- **Presentation:** “Avoiding the Bologna Sandwich: Creating and Delivering Effective Feedback” at the Annual Conference on Distance Teaching and Learning in Madison, Wisconsin – Julie Hewitt (DEL Program Coordinator and Instructional Support Manager) and Caryn Stanley (OCL Program Coordinator and Lecturer)
- **Presentation:** “Incorporating Knowledge Management into the Design of Professional Development” at the Annual Conference on Distance Teaching and Learning in Madison, Wisconsin – Julie Hewitt (DEL Program Coordinator and Instructional Support Manager)
- **Facilitator:** “Admissions – Birds of a Feather,” Co-Facilitator: “Admissions and Student Records – Community,” and Member: Planning Committee at the MIDHEUG Conference in Madison, Wisconsin – Michelle Zasada (Student Services Manager)
- **Co-Facilitator:** “Campus Community – Birds of a Feather,” Co-Facilitator: “Campus Community – Community Session,” and Member: The Campus Community Product Advisor Group at the Alliance 2015 Conference in Nashville, Tennessee – Michelle Zasada (Student Services Manager)
- **Presentation:** “Leading the Pack: 35 Years in Distance Education” at the 2014 Annual Online Learning Consortium Conference in Orlando, Florida – Amy Foley (Advising and Outreach Manager) and Michelle Zasada (Student Services Manager)
- **Presentation:** “Retention Management on a Dime” at the 2015 Annual Adult Student Recruitment and Retention Conference in Madison, Wisconsin – Amy Foley (Advising and Outreach Manager)
- **Presentation:** “Leading the Pack: 35 Years in Distance Education” at the 2015 Annual United States Distance Learning Association Conference in St Louis, Missouri – Amy Foley (Advising and Outreach Manager), Tania Pitzer (Advisor), and Cameo Updike (Advisor)

**Alumnus named Lifetime Pioneer**

In December 2014, MSPM alumnus Christopher Thompson was named a Lifetime Pioneer by the UW-Platteville Alumni Association. The award recognizes outstanding graduates. “I’m a big advocate for education and UW-Platteville, and I’m proud to be an alumni. When people talk about going back to school or looking for HR training, I always encourage them to look at Platteville. I’m really proud of the program and the education I received,” he said.

Thompson is a Human Resource Systems Manager and former U.S. Army Aviation Officer. He has a Certificate in Project Management from UW-Madison, as well as a Project Management Professional (PMP)® certification.
Partnership creates opportunities for child care providers

One of the Office of Continuing Education’s greatest accomplishments of FY 2014–15 came in November 2014 when the OCE received a contract from the Wisconsin Department of Children and Families worth $790,000. This funding will allow the OCE to provide 225 full scholarships for professional development training to child care workers in the state of Wisconsin over a three-year period. In less than a year, the scholarship program has already received over 700 applications and has helped hundreds of child care providers receive state-recognized credential training.

Michele Turner taught one of these scholarship-funded classes at her facility, Roberson’s Kiddie Lane Day Care in Milwaukee, Wisconsin, and was amazed at the changes the training made possible. “It’s been so rewarding to see that, after just one class, providers are making a difference in their classrooms. It’s meant an incredibly positive change for the kids.”

Turner recognized the programming could be customized for even greater benefits to the participants and worked with Chenoa Ruecking, Education and Training Coordinator at UW-Platteville, to deliver an innovative credential program that blends online and on-site learning.

“Michele’s passion is inspiring. She saw a need in her classroom and together we found a solution to address that need. I was lucky enough to experience one of the classes in Milwaukee, and the creativity in the room was amazing,” Ruecking said. “I am so proud that UW-Platteville Continuing Education has been a part of this exciting initiative.”

(Pictured at left: Michele Turner and her son Josh. Michele ran a credential training session along with the help of her son as part of the OCE child care contract with the DCF.)
Community Engagement

In FY 2014–15, the OCE increased their impact on communities throughout the tri-state area through a wide array of online and face-to-face programs. We served learners of every age and background through personal enrichment and professional development programs, specifically through our Community Leadership Alliance, Online Learning Centers, and free community events.

COMMUNITY LEADERSHIP ALLIANCE
Tammy Bradley, Marketing Coordinator for the OCE, completed the Community Leadership Alliance program in 2003 and still finds many of the skills she learned then to be of value now. This was especially true when an EF-2 tornado ripped through Platteville in June of 2014. Over the next few months, the need for the community to come together made Bradley recall the important lessons CLA had taught her. “CLA helped me understand the importance of answering the calls which speak to your heart and joining forces for powerful results,” she said. “It doesn’t matter if people are in school, in business, retired, or just tired—if they want to improve their communities, they need to participate and CLA is a great place to learn how to do that.”

The CLA is brought to the tri-state area through the OCE’s partnership with the Platteville Regional Chamber of Commerce and the UW-Extension offices in Grant, Iowa, and Lafayette counties, as well as the following sponsors:

- Alliant Energy – Wisconsin Power & Light
- Badgerland Financial
- Clare Family Foundation
- Elmer G. Biddick Foundation
- Folklore Village
- Platteville Business Incubator, Inc.
- Southwest Tech
- UW-Platteville Foundation

Our work in early childhood education is just one of the many highlights of FY 2014–15. From our youth programming to teacher recertification and professional development, our dedicated staff members have doubled their efforts to make the OCE a strong partner with the Platteville community and communities throughout the nation. As we look back on the past year, we wish to take the opportunity to thank our collaborators and recognize our shared hard work and accomplishments.
ONLINE LEARNING CENTERS
The OCE offers thousands of online courses, seminars, and workshops for professional and personal development, and in FY 2014–15, we saw enrollments in our online learning centers double. Megan Hinderman, a Writer and Editor at UW-Platteville, took part in one of these courses and found it to be both fun and rewarding.

“I found the Social Media for Business certificate program offered by UW-Platteville Continuing Education and ugotclass.org to be a perfect fit for me,” Hinderman said. “I learned a lot about how to manage different social media pages and how to best provide engaging content. I was so impressed by this first class, I’m now looking into leadership and writing classes with UW-Platteville and their online partners for personal and professional development.”

Find the right class for you at www.uwplatt.edu/continuing/online-learning-centers, provided through our online partners:

Career Web School
Education to Go
Gatlin Education Services
Health Ed Today

Legal Studies
UGot Class (The Learning Resources Network)

FREE COMMUNITY EVENTS
This year, the OCE offered many free community presentations, including Laughing with Animals, which was made possible through collaboration with the Early Childhood Conference. Kirk Osborne attended the event with his two sons. “It is wonderful to see the university involving and attracting those beyond the college age and reaching out to community members who may not have visited the campus otherwise,” Osborne said. “The University of Wisconsin-Platteville events bring people together in a fun, child-safe learning environment. My two children still have memories of the times at the university, as well as some fun puppets and stuffed animals from the activities.”

The OCE would like to thank the following supporters for making these programs possible:

Anchor Bank
Clare Bank
Cuba City Family Dental
Dupaco Community Credit Union

Edward Jones
Lifeline Audio Video Technologies
Livingston State Bank
The Women’s Center at Southwest Health

Megan Hinderman successfully completed a professional development course in the spring of 2015.

Kirk Osborne and his sons attended the Laughing with Animals event this spring.

Presenter David Stokes’ puppets and animals were a hit with children and parents alike.
Youth Programs

Youth programming has been at the heart of the OCE for nearly three decades and continues to include some of our most popular offerings. Events like College for Kids, Children’s Swim, and Junior Drifters bring hundreds of eager young learners from kindergarten to high school to the UW-Platteville campus for hands-on learning experiences.

Community Education Program Manager Kerie Wedige said while established programming like College For Kids and Middle University are always a hit, the OCE wants to offer even more options in the coming years. “UW-Platteville Continuing Education has a long history of providing excellent youth programming for the community, and we are always looking for new ways to expand our offerings and engage students. Our Junior Drifters program was an excellent example of that,” Wedige said. “Being in the Driftless Area, Platteville has a unique environment just waiting to be explored and it’s amazing to see these kids dive in. They’re developing math, science, and technology skills in a way that is fun and allows them to learn while enjoying their summer outside. The first summer offering in 2014 was a great success and we hope to offer more camps like this in the future.”

To find out more about this successful series of programming, check out our website at www.uwplatt.edu/continuing/youth.

We thank our community partners for their continued support of youth programming in the tri-state area:

- Alliant Energy – Wisconsin Power & Light
- Chiropractic Associates of Platteville
- Country Kitchen
- Dairy Queen
- Garvey Auto Service
- Platteville Community Fund
- Quota International Scholarship
- Runde Chevrolet
- Ubersox Chrysler
- Wisconsin Bank & Trust

Instructor Jared McGovern thrills students with demonstrations in his Junior Drifters course.
Early Childhood Education

The goal of the OCE’s Early Childhood Education programming has always been to deliver professional, convenient programming to help child care providers advance in their fields. In FY 2014–15, we expanded our credential training, workshops, and more throughout the country and online.

Our credential training experienced phenomenal growth thanks in part to a $790,000 contract with the Wisconsin Department of Children and Families. The OCE is now the only provider of all eight credentials in Wisconsin, which means child care providers who complete their training through the OCE, can earn credentials in all of the following areas:

- Child Care Administration
- Afterschool and Youth Development
- Family Child Care
- Inclusion
- Infant Toddler (available in Spanish)
- Leadership
- Preschool
- Program Development

Stephanie Lauber, Director of Ginger Bread House Preschool and Childcare (DeForest, Wisconsin), has just enrolled in her third credential course with the OCE. “Since the credential classes are all offered online, it has allowed me the opportunity to enhance my education while working full time and balancing my family life as well,” Lauber said. “I have used the information I learned in class to assist my teaching staff with difficult situations and children. These classes have really impacted my life in so many ways!”

The OCE has also demonstrated the effectiveness of our innovative online learning credentials by participating in workshops and conferences around the country. In the spring of 2015, OCE Education and Training Coordinator Chenoa Ruecking presented at the New York State Association for the Education of Young Children Conference and showcased how videoconferencing allowed credential instructors to replicate the face-to-face learning experience by co-presenting with speakers located in Wisconsin, Iowa, and Illinois. Using the same technology utilized in the credential trainings, the conference audience was able to see and interact with presenters who were thousands of miles from the stage. Inspired by this presentation, several New York students have enrolled in UW-Platteville credential courses on child care administration, family child care, and infant-toddler. The OCE is pursuing similar partnerships throughout the U.S with continued workshop and conference participation.
K–12 Teacher Professional Development and Recertification

Professional development is an important part of ensuring Wisconsin’s educators apply active learning techniques to engage and guide student success. In order to meet this need, we are proud to offer non-credit, undergraduate, and graduate training that pairs teachers with dedicated, knowledgeable instructors. Our convenient programming includes online and face-to-face options to guarantee participants receive exactly the training they need to succeed.

The teaching recertification program’s face-to-face course “A Soldiers—and Everyone Else’s—Life during the Civil War” is one example. “The American Civil War is America’s Iliad—it is the epic poem that continues to define who we are and what we are becoming as a people and as a country,” said Rick Morgan, Instructor. Morgan aims to breathe life back into the 1860s and provide K–12 teachers and history instructors at all levels the tools to make the period come alive for students. Morgan has also taken part in historic reenactments and events throughout Platteville and the surrounding region.

Living history events are made possible through the following partnerships:

- 3rd Iowa Light Field Artillery
- Fort Crawford Museum (Prairie du Chien, Wisconsin)
- Galesburg (Illinois) Heritage Days
- Platteville Historic Re-Enactment Committee
- Prairie du Chien Historical Society
- Villa Louis (Prairie du Chien)

While some people enjoy the face-to-face learning environment, others may prefer our convenient online and print correspondence options offered by the OCE. These courses include everything from Early Childhood Program Planning to Engaging the Digital Learner. With almost 70 course options to choose from, educators will be able to acquire valuable teaching strategies, tools, and resources they can apply to their students and their classroom for years to come.

Explore our class options at www.uwplatt.edu/continuing/teacher-recertification, with courses from the following providers:

- Brightling
- Learner’s Edge
- Virtual Education Software, Inc. (Vesi)

Our Instructors

The growth and success of our programs would not be possible without the support of our dedicated instructors. The OCE would like to recognize the following instructors and thank them for their instrumental role in our teacher recertification programming and their years of service:

- **Paul Gasser**, Classroom Management and Special Needs Students, 28 years of service
- **Cindy Terrill**, Reading, 18 years of service
- **Marilyn Rolfsmeyer**, Arts Education, 14 years of service
- **Mary Panyard Schultz**, Best Practices in Teaching and Native American Tribes in Wisconsin, 14 years of service

In February, Rick Morgan retired from the OCE after 15 years as a program manager but continues to teach about the Civil War through song and storytelling.
Event Management Services

Experience is everything when it comes to planning a well-organized and successful event, and the OCE is here to guide customers along every step of the way. Each year, the OCE organizes major conferences and programs with hundreds of participants. Building on this experience, we work with clients both on campus and in the community, providing staff, systems, processes, and tools to assist in every aspect of the event-planning process. You can find more information about our event management services at www.uwplatt.edu/continuing/event-planning.

As our list of services continues to grow, so does our reputation for success. “This past year, the staff at Continuing Education helped enhance the Pre-Vet Camp experience. Through meetings, we developed the best registration template that captured the information we needed from our clients to plan for our event. The ability of Continuing Education to handle the online registration component certainly freed up my time and improved the overall accuracy,” said Alicia Prill-Adams, Assistant Farm Director, UW-Platteville Pioneer Farm.

Enzo Fuschino, UW-Platteville Head Men’s Soccer Coach and Lecturer, had a similarly positive experience working with the OCE for athletic camps. “I could not be happier with the services provided by Continuing Education. I have been running camps at UW-Platteville for eight years, and since using the Continuing Education services for the past three years, the processes are simple and effective. They collect all the required forms, take care of registration, provide an updated web report that is always available to me, and check-in is smooth and worry free for me and my staff.”

On-site Training

Continuing Education schedules short sessions to bring the Real Colors® Personality Instrument training on site to area businesses and organizations. Kerie Wedige, Community Education Program Manager and Certified Real Colors® Facilitator, helps employers and staff members see how they can achieve success by understanding personality styles and preferences—both their own and others’—and how that can lead to improved customer service, increased teamwork, and better communication.

Jim Jerde is the Value Stream Manager at 3M in Prairie du Chien, Wisconsin, and recently completed Real Colors® training with Wedige and her staff. “Kerie Wedige and Caryn Stanley did a great job facilitating the Colors training for a large cross-functional 3M team. They did a great job preparing, setting up, and implementing the training. Several members of the 3M cross-functional team have been through other types of personality training. After the training, I received several comments like, ‘This is better than Myers-Briggs; it is easier to understand,’ and ‘This is some of the best training we’ve had.’”

“The UW-Platteville Continuing Education team also did a great job following up to see if the training met our needs and if additional help was needed,” Jerde said. “In fact, Kerie also assisted me with some ideas and structured exercises for some additional in-house follow-up training sessions. I would certainly recommend the UW-Platteville Continuing Education Real Colors® training.”
## Goals and Accomplishments

Fiscal year 2014–15 was year two of the OCE’s five-year plan. During the year, they identified the following goals to improve administrative and organizational effectiveness and the quality of programs and services.

<table>
<thead>
<tr>
<th>GOALS</th>
<th>OBJECTIVES</th>
<th>ACCOMPLISHMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>EXPAND PROGRAMS AND SERVICES</strong></td>
<td>Develop new community programming</td>
<td>Explored new programming focused on natural sciences, such as Junior Drifters and Master Naturalist</td>
</tr>
<tr>
<td></td>
<td>Increase promotional efforts</td>
<td>Sponsored a new advertising campaign and saw online learning enrollments grow by 118 percent</td>
</tr>
<tr>
<td></td>
<td>Implement new credential programs for child care providers</td>
<td>Launched three new credential programs focused on after school, family child care, and program development that provide state-recognized training for child care providers; over 150 registrants have already signed up for the new programs</td>
</tr>
<tr>
<td></td>
<td>Increase service contracts</td>
<td>Worked with organizations on campus such as the College of Engineering, Mathematics and Science and the Office of Research and Sponsored Programs to provide efficient registration processes; also provided services to area businesses such as 3M in Prairie du Chien to offer employee training</td>
</tr>
<tr>
<td><strong>MANAGE FINANCIAL RESOURCES</strong></td>
<td>Pursue new grant and sponsorship opportunities</td>
<td>FY 2014–15 brought in nearly $800,000 in grants and donations to support programming, with support coming from the Wisconsin Department of Children and Families, Dubuque Racing Association, Cabela’s, and many others</td>
</tr>
<tr>
<td><strong>SERVE AS A REGIONAL AND NATIONAL PARTNER AND RESOURCE</strong></td>
<td>Foster connections with local and regional organizations</td>
<td>Participated in local and regional events focusing on economic development, education, and communications; many of these events were made possible through partnerships with the Platteville Regional Chamber of Commerce, Grant County Economic Development Board, and Cuba City Community Development Corporation</td>
</tr>
<tr>
<td></td>
<td>Build relationships with area schools and CESA 3</td>
<td>Regularly contributed to PAC meetings at CESA 3 and connected with school district administrators</td>
</tr>
<tr>
<td></td>
<td>Grow the Living History program</td>
<td>Actively participated in Living History events in Boscobel, Galesburg, Prairie du Chien, and Platteville, Wisconsin, and Galena, Illinois, and presented “Using Civil War Music to Improve Student Engagement in American History” at the 15th annual Engagement Scholarship Consortium Conference in Edmonton, Alberta, Canada</td>
</tr>
<tr>
<td></td>
<td>Serve new audiences</td>
<td>Established contacts to translate child care courses into Spanish, Hmong, and Somali on request</td>
</tr>
<tr>
<td></td>
<td>Expand impact of child care programs</td>
<td>Participated in child care conferences in New York, Minnesota, and other states as both attendees and presenters, and then used these connections to reach out to national leaders about the need for a national child care credential; we are also working with UW System partners and the Wisconsin Registry to make the Wisconsin Credential System the national system</td>
</tr>
<tr>
<td></td>
<td>Develop path to degrees for child care providers</td>
<td>Partnered with UW-Superior to create pathways for child care providers to move from credential training to associate and bachelor degrees</td>
</tr>
</tbody>
</table>
Budget and Fiscal Health

The OCE operates mainly on a cost-recovery basis. As a dedicated steward of resources, the OCE creates and works within budgets for all programs and identifies costs involved in any activity. Programs are required to generate revenue to cover direct costs and indirect administrative expenses. As a partner of UW-Platteville and UW-Extension, the OCE receives a limited amount of state funding to ensure access and subsidize fees for underserved audiences.

### Revenue*

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit Outreach Tuition</td>
<td>$476,347</td>
</tr>
<tr>
<td>Program Fees and Grants**</td>
<td>442,793</td>
</tr>
<tr>
<td>UW-Platteville and UW-Extension</td>
<td>118,269</td>
</tr>
<tr>
<td><strong>TOTAL REVENUE</strong></td>
<td><strong>$1,037,409</strong></td>
</tr>
</tbody>
</table>

### Expenses*

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salary and Fringe Benefits (staff, instructors, student workers, etc.)</td>
<td>$793,823</td>
</tr>
<tr>
<td>Supplies and Marketing (computers, equipment, promotion, etc.)</td>
<td>243,586</td>
</tr>
<tr>
<td><strong>TOTAL EXPENSES</strong></td>
<td><strong>$1,037,409</strong></td>
</tr>
</tbody>
</table>

### Additional Investment of Prior-Year Carryover

- 40,692

### End-of-Year Carryover

- 58,356

*Figures are non-audited.

** Includes funds for Race to the Top expenses incurred in FY 2014-15 and covered with a delayed disbursement of funds from the Department of Child and Families early in FY 2015-16 (July and August 2015)

*** Carryover funds are used to invest in new programs, operations, tools, and initiatives.

### Sponsorships and Grants

Many of our programs also receive support from community partners and funding agencies to help keep program fees affordable for participants. Grants may be awarded in the form of scholarships or sponsorship support for program expenses. The funds enrich our programming and allow us to reach participants who greatly benefit from the funding.

### EXPENSES AND CARRYOVER

For many years, the OCE has employed cost-containment strategies to keep expenses below revenue, resulting in some funds to be carried forward to the following fiscal year.

The Board of Regents of the University of Wisconsin System has asked all UW campus departments to keep carryover reserves within 12 percent or less of operating expenses. To comply with this request, the OCE invested our carryover funds in supporting positions to meet financial management requirements, pursue grant and contract opportunities, and increase our capacity to expand print and electronic promotional activities to increase the visibility, reach, and effectiveness of marketing efforts.

At the start of FY2014–15, the OCE carryover reserves were at 9 percent of operation expenses, and at the end of the year, we reduced the reserves to 5 percent. In FY2015–16, we will be reducing our one-time investments of carryover funds and start rebuilding our reserves to the 12 percent level.

### Enrollments

In FY 2014–15, the OCE processed 6,009 enrollments for program participants.
Building collaboration with evolving technology

In FY 2014–15, the Instructional Center for Educational Technologies continued to work with faculty and instructors to implement emerging technologies, host workshops, and assist instructors with using new, innovative tools. As instructors began to create more instructional videos, ICET explored new tools, including graphics tablets as input devices and feature-rich editing tools. Tools like iSpring Presenter and Adobe Captivate were implemented to share new content and provide knowledge checks to engage students.

ICET collaborated with Information Technology Services and UW-Platteville’s Desire2Learn site administrator to provide solutions to unique challenges as they occurred. ICET has led the effort to provide unique accommodations for students when traditional classrooms transition to online classrooms. Some of these accommodations included resolving screen reader issues for students with vision disabilities and using technology to bring field trip experiences to students who were unable to venture outside with their class.

MyMedia—UW-Platteville’s version of Kaltura, an online video platform—was also made available to all employees and students, both on campus and online, for media storage. MyMedia is accessible through all Desire2Learn courses. In addition, ICET documentation is now accessible through the ITS Knowledge database. This database allows faculty and students to enter keywords in order to find information about a particular tool.

The end of this fiscal year brought major changes to ICET. Due to budget restraints, ICET will be merging with the Teaching and Learning Center. The merging of these two departments will allow ICET to continue to provide excellent resources for faculty and students.

“When I think back on FY 2014–15, the word that comes to mind is collaboration. Much of our time was spent offering training and workshops with other groups on campus,” said Lisa Landgraf, Director of ICET. “I am proud of the work Regina Nelson, our Emerging Technologies Director, and I have accomplished in the past two years to get this department not only up and running, but to be seen as a resource for instructional staff and students. I believe that the merger will better serve the needs of our instructors and students.”

(Pictured at left: Faculty participate in a Technology Mashups training session.)
Technology Mashups

This year’s Technology Mashups, held in August of 2014 and January of 2015, included over 40 workshops and hosted nearly 200 attendees. The workshops covered new campus technologies, as well as campus standards like Desire2Learn, Excel, and Adobe Acrobat. Presentations included new topics such as “Engaging Students in Collaborative Research” and “Flipping the Classroom.” Participation in this event continues to grow and allows for faculty and instructors across multiple disciplines to share their innovative uses of technology.

From flipped classrooms to targeted videos and paperless grading, presenter John Goomey, Senior Lecturer of engineering, has been working on the cutting edge of education and technology. His interactive Technology Mashups presentation “Tips and Tricks for Creating Effective Instructional Videos” gave staff and faculty members a starting point for creating their own instructional videos. His presentation was well received and Goomey appreciated having the opportunity to both present and attend the workshops.

“There are a lot of people doing interesting things on campus and having a forum where we can find out what each are doing is incredibly valuable,” Goomey said. “The sessions provide valuable input, different directions, and different levels. There was diversity in the presentations.”

On another corner of campus, Assistant Professor of Marketing George Krueger’s marketing industry experience has led him to find new ways to keep up with the fast pace of the ever-changing marketing industry. His presentation “Remote Guest Speakers with Webconferencing Tools” showcased the technology he uses for remote guest speakers and the benefits guest speakers bring to student learning. “Bringing in remote speakers using Desire2Learn is a way to keep subject matter current, and a current practitioner’s expertise raises student engagement in the classroom,” Krueger said.

Krueger has also implemented social media into his marketing courses and looks forward to investigating more strategies for using different outlets such as Facebook and Twitter. He hopes to see more on that topic in future Technology Mashups. “We tend to operate in our own little worlds and the interaction we experience at the Technology Mashups allows us to better serve our students,” Krueger said. “Students expect a certain level of technology.”

Atomic Learning

Atomic Learning, a training service that provides short videos for over 250 software applications and a wide variety of other topics, continues to be an excellent resource for faculty and students. The ICET staff oversees the administration and promotion of Atomic Learning resources as they continue to expand and update videos.

2014–15 ATOMIC LEARNING VIEWINGS

<table>
<thead>
<tr>
<th>Faculty/Staff</th>
<th>Video Viewings</th>
<th>Fall 2014–Spring 2015 August–June</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of faculty/staff who viewed</td>
<td>174</td>
<td></td>
</tr>
<tr>
<td>Number of unique videos viewed</td>
<td>1,595</td>
<td></td>
</tr>
<tr>
<td>Total number of video viewings</td>
<td>3,027</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Students</th>
<th>Video Viewings</th>
<th>Fall 2014–Spring 2015 August–June</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students who viewed</td>
<td>248</td>
<td></td>
</tr>
<tr>
<td>Number of unique videos viewed</td>
<td>1,134</td>
<td></td>
</tr>
<tr>
<td>Total number of video viewings</td>
<td>2,659</td>
<td></td>
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</tbody>
</table>
Goals and Accomplishments
During FY 2014–2015, ICET identified the following goals to increase and improve the services they provide to UW-Platteville students, staff, and faculty.

<table>
<thead>
<tr>
<th>GOALS</th>
<th>OBJECTIVES</th>
<th>ACCOMPLISHMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>PROVIDE TRAINING AND SUPPORT</td>
<td>Support technology and software used by students and instructors</td>
<td>Facilitated training and provided documentation for upgrades to Desire2Learn</td>
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<td>Provide training and support for a variety of software tools</td>
<td>Continued to promote Atomic Learning, a video training library of technology, teaching, and other workplace resources</td>
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<td>Provide training and support to faculty and students to facilitate the use of technology for teaching and learning</td>
<td>Collaborated with Information Technology Services in August of 2014 and January of 2015 to offer Technology Mashups</td>
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<td>Offered training workshops for faculty at the start of each semester; online courses were offered in the spring for building rubrics and discussions</td>
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<td>ESTABLISH AND REFINE PROCESS AND FUNCTION</td>
<td>Develop documentation associated with software used in academic endeavors</td>
<td>Created QuickGuides for the most frequently used tools of Desire2Learn</td>
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<td>Created documentation for the My Media tool, a media repository that is accessible in Desire2Learn</td>
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<td>IDENTIFY AND SHOWCASE Resources and Examples of Effective Uses of Educational Technology</td>
<td>Provide opportunities for instructors to share their successes with and approaches to using educational technology</td>
<td>Collaborated with Innovative Technologies group to provide six “Thursdays at 3” sessions to discuss technology topics relevant to instructors; topics included engaging learners, flipped classes, and universal design</td>
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<td>Identify resources and research results to showcase best practices in the area of educational technology</td>
<td>Offered and recorded Technology Mashups panel presentations for faculty to showcase how technology is being used on campus</td>
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<td>RESEARCH NEW TOOLS AND STRATEGIZE ON NEW WAYS TECHNOLOGY CAN BE USED TO TEACH AND LEARN</td>
<td>Contribute to research activities that use technology to enhance the scholarship of teaching and learning</td>
<td>Participated with Information Technology Services on an iPad pilot project where four faculty members used iPads with their students during the spring semester</td>
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<td>Identify resources and research results to showcase best practices in educational technology</td>
<td>Worked with Continuing Education faculty to help instructors in the child care program use Desire2Learn more effectively</td>
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<td>Collaborate with departments and committees on campus and at UW System levels to explore new tools and strategize on ways technology can be used</td>
<td>Worked in partnership with Support Services for Students with Disabilities and Information Technology Services to help secure funds to purchase campus-wide licenses for text-to-speech software; the text-to-speech capabilities allow for new ways to read texts (Regina Nelson, Emerging Technologies Director)</td>
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<td>Continuously hone skills, remain innovative, and look for opportunities to share knowledge</td>
<td>Presented “Teaching Professional Development,” a workshop via Desire2Learn with faculty members in Green Lake, Wisconsin (Regina Nelson and BJ Reed, Professor of Media Studies)</td>
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