University of Wisconsin-Platteville - WI

HLC ID 1714

OPEN PATHWAY: Reaffirmation Review

Visit Date: 10/24/2016

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Context and Nature of Review

Visit Date

10/24/2016

Mid-Cycle Reviews include:

- The Year 4 Review in the Open and Standard Pathways
- The Biennial Review for Applying institutions

Reaffirmation Reviews include:

- The Year 10 Review in the Open and Standard Pathways
- The Review for Initial Candidacy for Applying institutions
- The Review for Initial Accreditation for Applying institutions
- The Year 4 Review for Standard Pathway institutions that are in their first accreditation cycle after attaining initial accreditation

Scope of Review

- Reaffirmation Review
- Federal Compliance
- On-site Visit
- Multi-Campus Visit (if applicable)

There are no forms assigned.

Institutional Context

The University of Wisconsin - Platteville is part of the University of Wisconsin system. It is governed from the state level by a Board of Regents. Two regents are specifically designated as liaisons to the campus, and one met with team representatives. The primary item of note is that the system has experienced budget cuts in recent years that have been translated into organizational changes and reductions at the campus. These changes have had some negative repercussions, as students report the inability to get all of the classes they need; as faculty have endured multiple years without cost-of-living increases although there have been equity, retention, and recruitment adjustments totaling more than $1.3 million since 2013. At the same time, enrollments have increased with less than comparable revenue enhancements. All of this has contributed to some decline in morale and some mounting tensions among various groups. However, the team found personnel in all roles committed to fulfilling the institutional mission and positively influencing students.

Interactions with Constituencies

Chancellor

Chancellor's cabinet
Criterion 1 Committee
Criterion 2 Committee
Criterion 3 Committee
Criterion 4 Committee
Criterion 5 Committee
Accreditation Liaison Officer
Chief Financial Officer
Chief Academic Officer
Foundation Director and Staff
Strategic Planning Committee
Promotion and Tenure Committee
Open Forum - Classified Staff
Open Forum - Faculty
Open Forum - Students
Faculty Senate
One member of Wisconsin Board of Regents
System Vice President for Academic Affairs
Distance Learning Director
Human Resources Director
Institutional Research Director

**Additional Documents**

Report of Women in STEAM
UWP Promotional Materials
Foundation reports
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.)

Rating

Met

Evidence

Recognizing that the prior mission was not as well understood as desired to have it effectively influence daily operations, the new chancellor in 2012 undertook a comprehensive process to review the mission. According to the Chancellor’s letter to the system office in 2014 requesting approval, more than 200 individuals participated in open forums; 15 steering committee members were involved extensively over a long period; and as the draft statement was disseminated in multiple department meetings, more than 500 were involved. A deeply collaborative and iterative process is richly documented. Both the recency and the inclusiveness of this process lends strong evidence of the campus community’s awareness of the mission.

The programs offered by UW-Platteville are well aligned with the mission of the institution, with an array of options at multiple levels and including a general education complement. The University prides itself as a STEAM (Science, Technology, Engineering, Agriculture, and Math) -focused institution. The mission reads: “The University of Wisconsin-Platteville provides associate, baccalaureate, and master’s degree programs in a broad spectrum of disciplines including: science, technology, engineering, and mathematics; criminal justice; education; business; agriculture; and the liberal arts. We promote excellence by using a personal, hands-on approach to empower 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 team finds programs in each of the areas identified to be appropriate to the institutional mission and higher education. The academic program review process requires that the programs describe their relationship to the institutional mission, thereby assuring that programs are linked with the institutional mission.
The 2015-16 enrollment report summarizes the enrollment trends over time and reveal that enrollees are predominantly from Wisconsin and the two additional states that comprise the tri-state initiative, encompassing Illinois and Iowa. The university enrolls largely first-generation students with an average ACT score of 23.29 in Fall 2016 and with about 39% ranking in the top 25% in their high-school classes. Ethnic diversity is improving minimally with Fall 2015 female enrollments reflecting 87% Caucasian vs. 89% in Fall 2011 and male enrollments reflecting 89% Caucasian in Fall 2015 in contrast to 91% in Fall 2011. These demographics support the appropriateness of the enrollment profile to the mission of the college which is to serve those in the region and to be an access institution. Each of the three colleges at UW-Platteville has seen total enrollment growth in recent years. There has been a 31.5% positive enrollment change in five years in the College of Engineering, Math, and Science, compared to an 11.2% decline in the College of Liberal Arts and Education in the period from 2011-2015. The engineering programs significantly dominate the enrollments, with Mechanical Engineering enrolling 1126 students in Fall 2016.

An array of student support services support the achievement of the mission, and the institution particularly features the Doyle Center for Gender and Sexuality and the Study Abroad group as examples of the support that enable the mission. The range of supportive groups is impressive, including these: The Alliance; A.S.I.A Club; Black Student Union; International Student Club; Intertribal Council; Hmong Club; Students Planning for Success; and a Veterans Club. There is also a Diversity Grant fund, Society of Women Engineers, Society of Hispanic Engineers, and the National Society of Black Engineers. Residence life programming also offers an array of living/learning and interest communities that further support students’ involvement on campus. These many student organizations designed for special demographic groups along with the residential programming provide solid evidence of the institution’s support for a diverse student body. In addition, many other support services addressed in a later criterion are available to support students.

Planning and budgeting have been particularly challenging at UW-Platteville in the recent past. State support for the university has declined from 40% to 15% over the period from 2001 through 2016, necessitating considerable budget cutting and priority setting. While most reported discomfort with the difficult financial challenges, the institution appears to have utilized its strategic priorities as it eliminated programs, combined positions and areas, and made other decisions to cut costs while limiting the negative impact on educational programming. The budget challenges, most of which are prompted by state-level decisions, have prompted the institution to create a new budget model – Responsibility-Center Management – that will be implemented in the next year. The reduction in force through early retirement options and not filling open positions has created some consternation among both students and staff. Given the challenges faced, the team concludes that the institution did as well as could be expected given the situation, even though communications could likely have been improved with some stakeholder groups.

**Interim Monitoring (if applicable)**

*No Interim Monitoring Recommended.*
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.

Rating

Met

Evidence

The University’s mission, vision, values, and strategic plan are all readily accessible on the website, in the graduate and undergraduate catalogs, and in the employee handbook. These documents are also frequently referenced in conversations with campus leadership. Mention of the mission or strategic initiatives are commonly displayed in many campus documents, such as meeting minutes. Areas of campus, such as Institutional Research and Campus Planning, also have mission statements and goals that align with both those of the university and of the UW System. The mission statement makes limited reference to scholarship and research, as it highlights the student-centered focus, that is a cornerstone of most campus conversations with its focus on the development of students. Meetings with faculty, including the Promotion/Tenure Committee, highlight the teaching-focused culture but also acknowledge the importance of scholarship and service among the overall contributions of the faculty.

While not specifically included in the documents referenced as the mission documents, campus personnel are clear about who they serve. Students from Wisconsin dominate the enrollments, as do those individual seeking to study engineering, even though the university has several additional recognized programs. Other students come from predominantly from neighboring states, particularly those subject to the Tri-State Initiative, where a reduced tuition rate is available for those attending from Iowa or Illinois. A limited number of international students enroll, although the University does take pride in its single international offering in Wuhan, China. Admissions recruitment strategies reinforce the dominance of the tri-state region approach to recruitment. In addition to knowing who they serve, efforts continue toward better understanding how they assure that each group of students is appropriately supported and able to succeed at desired levels.

Individuals at the level of the system - both in academic affairs and as a Board of Regents representative - acknowledge the particular niche filled by UW - Platteville and acknowledge the appropriateness of the programming and the individuals served, including the university's support for the local communities in the areas of cultural programming and economic development. Thus, not
only is the campus community clear about its purposes but these are acknowledged by system-level personnel.

**Interim Monitoring (if applicable)**

*No Interim Monitoring Recommended.*
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.

Rating

Met

Evidence

Special initiatives have been undertaken to increase the number of women studying in STEM fields, and a campus visit with a large number of high school women who were being introduced to these careers took place while the team was on site. Faculty in the programs included many women, including a woman leading the Engineering college. One faculty noted that when she came to the university she would typically see just one woman in her classes, and now as many as one-quarter of the students in a given class may be female. This positive indication of a supportive learning environment for gender diversity/non-traditional enrollment in the engineering area is one of which the university should be proud.

The chancellor is personally a champion for diversity and shares this passion nationally. To address the topic on this campus, he established a chief diversity officer and a new Division of Diversity and Inclusion in 2012. This group enthusiastically promotes inclusion through a series of initiatives. Several interviewed mentioned the implementation of the University Bias Incident Team as one key step to addressing incidents on the campus and they were able to relate a recent intervention regarding the removal of Safe Zone cards. The Wright Center for Non-Traditional and Veteran Students was also established, with new emphases in Patricia A. Doyle Center for Gender and Sexuality. As noted above, more than 20 student organizations are classified as multicultural/diversity organizations. The support for and commitment to appreciation of diversity is a strength of the university.

Several articles produced by the Chancellor were provided, including those raising issues with NCAA representation among athletic directors. Another article talked about the need, and includes these observations: “How do we do this? We inform students about the challenges and the benefits of diversity in the world. We campaign to improve the quality of the social climate on our campuses and to provide the resources students need to take responsibility for their environments. We strive to empower students to draw boundaries when necessary to ensure the safety of everyone. And we continue this work as diversity increases even as politics become more polarized. As part of this effort, I am pleased that in the last few weeks the presidents of the tri-state colleges and universities have been meeting to explore ways that our institutions can collaborate in addressing campus and community climates in these polarized times. We began by taking inventory of our campuses’ diversity and inclusion resources to assess how we might expand and improve our efforts as well as work collaboratively across institutions.” The Chancellor’s commitment and leadership are influencing a positive campus culture for diversity.
Interim Monitoring (if applicable)

No Interim Monitoring Recommended.
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.

Rating

Met

Evidence

UW – Platteville serves as a hub and an economic engine for the rural region it serves. Its continuing education offerings serve regional residents. Additionally, offerings such as the Performing Arts Series, the Confucius Institute, community service conducted by faculty and staff, leadership of many community activities, and other interactions with the communities served by the University all benefit the region. Many students also contribute in the community through sponsored service programs. All indications are that the university honors its commitments to the community and prioritizes these as feasible with its limited resources and its educational priorities. In addition to serving the community, the community also serves the university through advocacy with the legislature and partnerships to achieve institutional goals, such as the public-private partnership developed to build additional residential facilities.

Funds are prioritized to serve the educational purposes of the institution. This is a public university that is part of a state-wide system. Its budgeting practices support the educational mission. However, as will be noted later in Criterion 5, the university is seriously constrained in its ability to expand and enhance its programming because of recent state budget constraints. Despite near Herculean efforts to balance budgets and provide essential resources, the University is at risk of being unable to fulfill its historic mission and the communities it serves due to its inability to invest in updated educational facilities, to compensate faculty at appropriate levels, and to staff both academically and administratively to best serve students. Simply, there are too few funds for the University to appropriately serve its expanded student enrollments and to adequately reward the personnel it needs to achieve its purposes.

Examples of the ways in which the University engages with its communities to serve its needs include providing training to industries and employers. Most of UW – Platteville graduates go to work in Wisconsin, thus contributing to the state’s and region’s economy. Regular meetings of advisory committees that are convened at the level of programs assure that the programs are responsive to employers’ changing expectations. Career fairs are held on the campus, where employers are able to meet their workforce hiring needs, and the Pioneer Career Network provides an online resource for
students in preparation for career opportunities. Deans and the Cabinet-level officials reported regular interactions with members of the business community and the engagement between the community and the college's leadership appears strong. Many graduates find employment in the region. College for Kids and the offerings of online programs are other ways in which the University seeks to be responsive to community needs. UW - Platteville is a vital member of the local community and all indications are that the institution is attentive to and valued by its communities.

Interim Monitoring (if applicable)

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.
1.S - Criterion 1 - Summary

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

Evidence

The University of Wisconsin Platteville fulfills a distinctive mission with the UW system and for its region of the state. It prides itself on its responsiveness to employment needs, small class sizes, and student focus. The institution takes particular pride in its engineering disciplines. Faculty, staff, students, and state-level personnel recognize the distinctiveness of the institutional mission and are able to articulate how it differs from that of other UW system institutions. Ties with employers and the local communities appear strong. Wisconsin has confronted financial and/or political challenges, and these have had an impact on the University's ability to fulfill its mission. Of some concern is the fact that increasing enrollments at this system branch have not resulted in commensurate financial investments that will be addressed in Criterion 5. Nevertheless, the team concludes that the preponderance of evidence suggests that Criterion 1 is met.
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.

Rating

Met

Evidence

The evidence revealed that the University of Wisconsin at Platteville has the necessary internal controls in place to provide for appropriate oversight of its financial, academic, personnel and auxiliary functions.

The institution has several processes in place to adequately oversee the financial practices of the entire university. The financial integrity of the institution is monitored daily by the Department of Financial Services which prepares an Internal Control Plan that is reviewed and updated every three years. In addition, the financial operations of the unit adhere to University of Wisconsin (UW) System policies. The fiscal situation of the institution has declined over the last few years as the institution has sustained declining state support which has created the need for multiple organizational changes on campus. The entire campus community continues to be very concerned about the declining financial support for the institution.

The UW System abides by the accounting standards and practices of the National Association of College and University Business Officers as a member of that organization. One such practice is the Annual Financial Report which follows accepted accounting principles. The institution’s financial integrity is also monitored by the UW System Internal Audit which replaced the internal audit department on July 1, 2015. Interviews confirmed that this change allowed for greater independence and oversight of the institution’s financial practices. Further, the financial operations of the unit are audited and reviewed by the Legislative Audit Bureau of the State of Wisconsin on an annual basis. Documents confirm that the results of audits are acted upon resulting in policy changes when appropriate. Interviews from multiple units confirmed that procedural changes are implemented based on audit findings to ensure integrity is maintained.

Academic integrity is maintained by various individuals and offices across the campus. The Registrar’s Office maintains academic integrity in relation to students’ academic records. The Office provides FERPA training to faculty and staff who take a quiz to demonstrate their understanding of the law. Logs provided onsite confirm that all employees who have access to student records
participate in this mandatory training. Agendas confirmed that FERPA compliance information is shared online and at employee resource fairs and department chair meetings. Students also receive notification of their rights annually. The Registrar’s Office complies with the ethical practice guidelines of the American Association of Collegiate Registrars and Admissions Officers. When students believe a violation has occurred, they address concerns with the Dean of Students who articulated how those were handled.

The Human Resources office ensures that all new employees participate in other required training including Title IX and Mandatory Child Abuse Reporting. Additionally, the Institutional Review Board (IRB) for Human Research Subjects monitors research and scholarly activity by faculty, staff, and students to ensure that they are ethical and academic integrity is maintained.

Other key participants in the academic integrity process are the Dean of Students and faculty. In interviews, the Dean of Students clearly articulated examples of the way academic integrity incidents were handled in cooperation with department chairs and deans.

The institution also operates with integrity in its handling of personnel policies and implementation of those policies and procedures. The Human Resources (HR) Department has responsibility for integrity in personnel functions. They distribute flow charts to ensure that units on campus know the processes to follow for recruitment and hiring of faculty, academic and university staff. The Director of HR described ways that her department works with others across campus to ensure the procedures are followed. Approximately 70 trained diversity advocates serve on every faculty search to ensure policies are followed and that diverse applicants are considered for faculty positions.

The grievance process is clearly described in the Employee Handbook and was amended in 2015 to improve the process and tracking of grievances or complaints by employees. Faculty, academic staff, and university staff have specific procedures for filing grievances. The processes for addressing grievances are clearly stated and are understood by the institution’s personnel. An example of a faculty grievance was described in one of the interviews that confirmed processes are in place and followed.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.
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.

Rating

Met

Evidence

The University of Wisconsin at Platteville provides students and the public information on its programs, requirements, faculty, staff, cost, and control mainly through the institution’s website. The institution publishes information on financial costs, including tuition, housing expenses, scholarships and other benefits. Interviews with students confirm that they understand the cost of attendance and that the financial aid office communicates with them regularly regarding scholarships, loans, or other credits so they always know what payment is due when. Costs of attendance are easily accessed through multiple links on the website including the Admission page and the Distance Learning page. Detailed charges are evident to students via PASS accounts.

The university presents its accreditation status. In addition to the institution’s website, information can also be found in the online undergraduate and graduate catalogs.

Specialized accreditations maintained by individual programs are clearly listed:

- Accreditation Board for Engineering and Technology (ABET)
- Association of Technology, Management and Applied Engineering (ATMAE)
- National Association of Schools of Music (NASM)
- Project Management Institute (PMI®), Global Accreditation Center for Project Management (GAC)

Until recently, education programs were accredited by NCATE/CAEP. The Director of the School of Education indicated that when it was time to renew their accreditation with NCATE/CAEP the campus was experiencing significant budget cuts. Even though UW-Platteville had been continuously accredited for decades, they were one of only two UW System schools who were still part of NCATE or CAEP. The decision was made by the School of Education and supported by the administration to withdraw from NCATE/CAEP and forego the very expensive accrediting process at least for the near future.

Programs available at the university are clearly listed on the website and in other publications. Additionally, a hard copy of the Intro Book, which contains information on the institution’s academic programs including majors and minors, is provided to prospective students. Student interviews acknowledged that they were aware of programs available when they enrolled but identified recent concerns about lack of communication when programs were cancelled such as the Media Studies program. Although the institution believes they have provided an appropriate teach-out phase for the program, students remained concerned which may result from communication breakdowns. Specific student concerns related to course substitutions instead of offering the remaining classes they needed.
to complete the degree requirements.

**Interim Monitoring (if applicable)**

*No Interim Monitoring Recommended.*
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.

Rating

Met

Evidence

The Board of Regents bylaws give the President the authority to run the UW System and each campus is run by a Chancellor who reports to the President. The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters. The Chancellor is the chief executive officer of the university and has the authority to administer overall campus affairs. The Board of Regents web page contains a link to the Board meeting agendas and minutes as well as accompanying supporting materials of all regular Board meetings. The governing board considers the interests of the institution’s internal and external constituencies in their deliberations. An interview with a campus Regent reflects considerations made within the University of Wisconsin system to preserve and enhance the institution.

The University of Wisconsin at Platteville State Statute Chapter 19 includes a Code of Ethics that defines and addresses the topic of conflict of interest for individual Board members. This ensures that decisions made for the university are not influenced by outside constituents. Each board member is also required to file an annual financial disclosure statement.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.
The institution is committed to freedom of expression and the pursuit of truth in teaching and learning.

**Rating**

Met

**Evidence**

The UW System adheres to higher education standards regarding academic freedom as first articulated by the Board of Regents (BOR) for the University of Wisconsin in 1894. Wisconsin State Statute Chapter 36.13 specifically addresses the importance of the freedom of expression and inquiry.

Traditionally, guidance on academic freedom was provided by the 1940 Statement of Principles on Academic Freedom; however, a statement on academic freedom and freedom of expression was implemented by the BOR in 2015. A faculty who called himself “the most blunt on campus” described how concerns were communicated when faculty felt that administrative costs were increasing while academic cuts were being made across the campus. The president and his cabinet heard these concerns and acted upon them.

Similarly, academic freedom protections conforming to higher education standards are provided for students. The Student Bill of Rights and Responsibilities highlights students’ rights and responsibilities in regards to academic freedom. The weekly student newspaper, The Exponent, is available online and in print. It serves as a source for any members of the University community to express their concerns publicly. In addition, the WSUP is a student-run radio station. "No Free Speech" zones on campus are allocated in accordance with the UW System policy. While there were incidents associated with these zones in the last year, students confirmed significant progress in the commitment to diversity and the sharing of ideas on campus over the last two years.

**Interim Monitoring (if applicable)**

*No Interim Monitoring Recommended.*
2.E - Core Component 2.E

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.

Rating

Met

Evidence

The University of Wisconsin at Platteville provides oversight to ensure the integrity of research and scholarly practices. The institution has policies in place that hold faculty and staff accountable for academic honesty and integrity that states details for how the investigation should be conducted and possible outcomes of the investigation. An Institutional Research Board is active in overseeing research involving human subjects. The Animal Care and Use Committee assures compliance of regulations regarding using and care of animals.

While the library provides guidance to students in the appropriate use of information resources, concerns were noted about the ongoing challenges of helping students understand the importance of documenting sources in their writing. Concern was expressed over the university’s decision to discontinue its use of Turnitin and how that decision could make it more difficult to monitor and document plagiarism on campus. Faculty confirmed that they did not have a strategy for identifying plagiarism without the use of Turnitin.

The institution has and enforces policies on academic honesty and integrity. The University has a Student Code of Conduct and provides training to students in the first year experience course. Interviews confirm that the Dean of Students works closely with faculty and deans to address issues of student misconduct involving integrity. The Dean of Students articulated a recent incident and the steps that were taken to address the issue. The team concludes that sufficient attention to issues of academic integrity are shared by faculty and administrators.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.
2.S - Criterion 2 - Summary

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

Evidence

The institution demonstrates its commitment to integrity via clear policies, procedures, and operations. Faculty and students are assured freedom of speech and processes are in place to allow for appropriate oversight of its financial, academic, personnel, and auxiliary functions. The Human Resources Department ensures that training is provided for all employees to ensure integrity is maintained.

Multiple audits verify practices are conducted to maintain the integrity of the campus and important steps are taken to strengthen internal controls. Complaints and grievances by faculty and staff are handled following the processes in place. The institution clearly presents programs, requirements, and costs via their website. The Board of Regents makes decisions in the best interest of the institution and the Chancellor is accountable to carry out actions that further Platteville’s mission.

Ample evidence was provided to convince the team that Criterion 2 is fully met.
### 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).

#### Rating

Met

#### Evidence

The University of Wisconsin-Platteville provides degree programs appropriate to higher education and employs measures to ensure that their offerings are of current value and high quality. New programs proposed by faculty undergo a multi-level, faculty-led process of review involving the Academic Planning Committee (APC), University Undergraduate Curriculum Committee (UUCC), and University Budget Committee (UBC) for new and revised programs. Proposals are then returned to the APC prior to being presented to Faculty Senate for final faculty approval, a system that was verified by the Guidelines for APC New Major Program Proposal document, and interviews with faculty groups. This body advises the provost who has final internal approval, and then new program proposals continue to the UW System Administration, where final approval lies. Starting in the academic department, undergraduate courses proceed through a college curriculum committee before proceeding to the University Undergraduate Curriculum Commission (UUCC).

Several examples of recent new program proposals were offered as evidence of the process followed to ascertain program rationale and regional employer support. The B.S. in Sustainable & Renewable Energy Systems proposal detailed the process followed to ascertain need and viability of a new program. In addition to examining the academic activity already occurring on campus in course offerings, the discovery process also included an advisory board of local industry, governmental, and energy interests who determined in concert that such a program would be in the best interests of both the University of Wisconsin-Platteville, but also the local southwest Wisconsin region.

A similar process of review is followed for course proposals, at both undergraduate and graduate level. Again, courses proceed through review within the academic department, to the college level,
and finally, the university level. Detailed UUCC proposal templates demonstrate the decision-making process that is followed.

Likewise, a viability monitoring process for current programs was also demonstrated. Dissatisfaction with the discontinuation of the Student Media program was heard from both faculty and student groups. After further questioning, the reasons used to determine viability demonstrated sound decision-making, in the judgement of the team, but it appears that the reasons were not well-communicated to the faculty and students impacted. Because of the importance to all stakeholders, the team concludes that more transparency in decision-making may have minimized the angst expressed by several.

Further efforts to standardize program effectiveness have resulted in work by the Improvement of Learning Committee that has created common definitions of course levels at the undergraduate level to ensure clear understanding across disciplines.

The University of Wisconsin-Platteville maintains several processes for assuring student learning at each level and offers multiple policy documents included in the evidence file, both for the University of Wisconsin-Platteville campus, as well as links to the University of Wisconsin System website. Individual programs are monitored in their student learning assessment efforts by the Academic Planning Council (APC) and the Assessment Oversight Commission (AOC) each year with a short form (Form A) program review and a more in-depth (Form B) cyclical program review. Additionally, ten academic programs also maintain specialized accreditation. Graduate coursework is differentiated from undergraduate by the Graduate College. National exams, as well as other high-impact practices, are employed to ensure student learning in a undergraduate programs and students' positive perception of their learning is supported by the 2014 NSSE results.

Coursework offered via different modalities is consistent in learning goals and demonstrated through syllabi comparisons showing the equivalent learning outcomes for both face to face and distance delivery. Online courses appear to have an especially strong process for ensuring quality. The Executive Director of Alternative Delivery Systems offered detailed process equivalents for online courses which follow the same initial approval process and review as on campus courses, but employ an additional review using a content list and verification system as well as a requirement for four different forms of interaction within the design of the course. A five-year plan addressing 75% growth had been created to manage distance education. Distance programs are also subject to a shorter, three-year review process, rather than the six-year cycle for on campus programs

**Interim Monitoring (if applicable)**

*No Interim Monitoring Recommended.*

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.

Rating

Met

Evidence

During the 2006 reaccreditation visit, the HLC team noted a lack of student support for the general education program. In response, the University Of Wisconsin-Platteville undertook a review of the program’s structure led by an ad hoc faculty committee. In 2014 the revised curriculum was implemented with faculty intentionally including the institution-wide learning outcomes and by linking the general education courses to each student’s academic progress report through their PASS system in an effort to increase transparency and student support. General education has been aligned with the AAC&U LEAP initiative Essential Learning Outcomes. The institution’s mission statement is also aligned with the themes of the general education program and further aligns with the University of Wisconsin System Shared Learning Goals for Baccalaureate Students through the work of a multi-disciplinary committee.

While plans for a more formal assessment of the 24 student learning outcomes identified in the general education curriculum are still in development, a system for auditing each outcome at the program level is in place and ready to be used by the nascent ad hoc general education committee for review and assessment of the general education curriculum in conjunction with the Academic Standards Committee (ASC).

Faculty and administrators attending meetings scheduled to discuss general education verified the work being done to restructure the general education process at the University of Wisconsin-Platteville. While not all faculty were in agreement on the reformation of the general education
distribution, they were consistent in the need to gather more data regarding student learning outcomes. Members of the general education committee were mainly very optimistic about the direction of the GE program.

Work on the general education program is determined to be in stage one of a longer process, and that the first four years is basically a cycle of awareness. Plans have been identified to continue refining the process, knowing that after an initial cycle they will be better able to verify that assessment is meaningful and that everyone has had input into the process. It was acknowledged that the revision of general education is "a slow ship to turn." Some comments about the GE restructure:

- "budget cuts really messed up a lot of the work that was taking place"
- "Was a bitter fight that has a lot to do with poor faculty morale."
- "perception depends on program and discipline"
- "All in all this is a positive place. Faculty try very diligently to make it work for students."

The University of Wisconsin-Platteville has organized their programs to include a common core of general education courses in which the skill sets referenced in 3B3 are addressed. As part of the University of Wisconsin-Platteville general education website, a list of courses is offered that specifically aligns courses to the learning outcomes. All undergraduates are required to take part in the general education curriculum where the learning outcomes are explicitly displayed. The University of Wisconsin-Platteville also states that 90% of its academic programs also incorporate these skills and that 70% of seniors responding to the NSSE report involvement in the high impact practices of internships and/or field experiences; more than 1/3 of programs include a capstone course/experience.

During 2013, the University of Wisconsin-Platteville adopted a strategic plan containing provisions for cultivating a global perspective. The revised general education program also includes several learning outcomes that speak to human and cultural diversity, particularly “Knowledge of the Arts and Sciences, International Awareness, and Cultural Awareness” in which students responding to a Post-Graduate Placement Survey in the 2015-16 report the largest perceived gains.

While progress has been made, the University of Wisconsin-Platteville is cognizant of continuing work needed on cultural diversity awareness due to results from past NSSE results as well as bias incidents occurring on the campus in 2012. This acknowledgment has also resulted in the creation of a Division of Diversity and Inclusion to focus ongoing efforts that include a wide variety of curricular and co-curricular initiatives.

- Students have been encouraged to seek study-abroad opportunities.
- Student comments were mixed regarding the climate for diversity on campus but most acknowledged that there was still work to be done.
- The addition of a Division of Diversity and Inclusion which centralized several offices/departments on campus has served to highlight and focus attention on the wider definition of diversity issues
- Each college has a diversity advocate to address hiring and recruitment of a diverse faculty. A highlight was the description of the University Fellows program that brought ABD faculty of color to campus to begin their academic careers while being supported in the completion of their degrees.

Scholarly contributions by both faculty and students appear appropriate for this type of teaching-focused institution. As an institution of 100% teaching appointments, scholarly output of faculty is strong and shows a commitment towards maintaining faculty expertise and currency in their
disciplines. The University of Wisconsin-Platteville maintains an Office of Research and Sponsored Programs which underscores the support of faculty research opportunities. Faculty are supported in a broad definition of scholarly activity and it is recognized that the scholarship of teaching and learning is valued equally to research in a disciplinary area.

Students, likewise, are involved in more hands-on knowledge creation and application and had an Office of Undergraduate and Creative Endeavors (URCE), functions for which now fall under the Office of Research and Sponsored Programs, which supports their ability to participate in the pursuit of scholarly work. This appears to be in concert with the UW System efforts to encourage such activity through the Wisconsin Council on Undergraduate Research. A variety of student activities was highlighted in the argument including creative writing festivals, agricultural and engineering design competitions that are supported by a healthy research fund for undergraduate research (PURF).

**Interim Monitoring (if applicable)**

*No Interim Monitoring Recommended.*
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.

Rating

Met

Evidence

Enrollment is 37% higher than a decade ago, but the number of faculty has only increased by 27%. The University of Wisconsin-Platteville has faced budget cuts that are impacting instruction, and the faculty turnover rate is growing, increasing from 5% to 10% between 2011 and 2015. Displaying an awareness of these difficulties, the institution has initiated ongoing discussions and actions to address faculty turnover, increased class sizes, course availability, and advising. Faculty attending the open forum for faculty addressed dissatisfaction with all of the aforementioned topics but offered that while “all in all, this is a positive place. The team concludes that faculty are sufficiently engaged in oversight of the curriculum and that their voices are heard, yet there are areas for continued improvement.

The previous provost initiated involvement in a program (COACHE) to assess the climate and respond to faculty satisfaction. From that survey, a working group was created to examine and respond to the results culminating in work to increase faculty salaries.

- High ratio of full time faculty to academic staff, faculty are often teaching overloads of their 4:4 load, and instructional staff typically teach a 5:5 load.

There was a recent adoption (2016) by faculty senate of a new policy on Faculty and Instructional Staff Qualifications to align with HLC faculty credentialing guidelines. The University of Wisconsin-Platteville appears to be making appropriate strides to ensure compliance with this component, again
in all modalities and locations (distance and contractual programs). Faculty credentials are available to all through the university’s catalogs and appear appropriate to the institution. Many expressed concerns about the university's ability to attract and retain faculty with current state constraints and the prevailing wages.

Faculty governance sets the tone for faculty evaluation with appropriate policies (URSTPC) and criteria supplied through Chapter 6 of the Faculty Handbook. The faculty evaluation process begins within each department according to its own Rank, Salary, and Tenure (RST) plan. Student evaluations are incorporated into final evaluation for promotion and tenure per UW System Board of Regents policy. Tenured members of the department conduct evaluations, and the process receives input from the Chair. The University of Wisconsin-Platteville relies on its RST peer review process to determine faculty currency. The university provides multiple activities, centers, and financial assistance for faculty to pursue professional development.

The University of Wisconsin-Platteville has an extensive policy addressing office hours depending on whether the course is on-campus or online after a faculty senate modification of the policy in 2014. A schedule of office hours, as well as flexible means to meet with particular populations (non-traditional, distance, etc.) is detailed, and required to be widely publicized. The institution also supports multiple modes of access between faculty and student. The NSSE results from 2014 provide evidence that the University of Wisconsin-Platteville’s faculty/student interaction is higher than at peer institutions. Overall, student perceptions of faculty attention to student needs, while it varied among departments, was very positive.

The University of Wisconsin-Platteville employs a strong HR process for recruiting and hiring of student support staff, and included a detailed position description to support this process. Staff professional development is supported with an appropriate orientation process that is both institutional and departmental, and includes financial support for external professional development through multiple sources. Appropriate memberships for the support and continued development of student support staff are maintained and serve as an additional means of educational opportunities to remain current in their varied fields.

**Interim Monitoring (if applicable)**

*No Interim Monitoring Recommended.*
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.

Rating

Met

Evidence

Through a newly founded program, Retention Initiatives and Academic Success (Spring 2016), the University of Wisconsin-Platteville has consolidated campus resources to support student readiness, preparation, and success. First Year Experience programming figures heavily in the academic support programs and offers a variety of opportunities to assist first-year students in finding their feet. Other typical centers to support student success are also available, including academic and career advising, math tutoring, writing, and library literacy. The University of Wisconsin-Platteville employs Living Learning Centers (LLCs) to assist in the creation of a supportive community and have aided student retention by retaining students at a higher rate than the overall population.

Needs of diverse populations are also addressed through a variety of programs and services including a summer bridge program, office of multicultural affairs, veterans, non-traditional, and disability student services, as well as first-generation students through a TRiO funded program. Students questioned about the climate for diversity on campus cited that they are very aware of the efforts being made to restructure and create inclusion and that “it has increased general awareness.”

In order to ensure appropriate placement, testing is required at least three weeks prior to registration for incoming first-year students in English and mathematics, with options for testing in a foreign language. ACT scores are used for admission and all scoring is provided to appropriate persons to aid in advising. Since this is a STEAM-focused institution, The University of Wisconsin-Platteville maintains minimum entrance requirements for math, for which remediation is required at a rate of 37%. To ensure that students are progressing, The University of Wisconsin-Platteville has required completion of remedial work prior to completion of first 30 credits and caps the course load at 12 credits for those not meeting this requirement.
English language courses are available to serve students who do not have English as a first language and include summer intensive and teacher training programs.

The University of Wisconsin-Platteville maintains an Academic and Career Advising Center (ACAC) for undeclared students, and academic programs provide advising for their majors. Currency is maintained by these advisors through professional development and special groups. Students in at-risk categories, transferring, or changing majors receive additional guidance, or have specific programs to meet their advising needs. The University of Wisconsin-Platteville has received recognition for its advising excellence from NACADA. Advising is not consistent across departments, and some attention might be warranted to ensure more standardization and consistency.

Academic support resources are extensive and appear to be a major highlight, particularly in their technology areas and infrastructure supporting their STEAM focus. A good deal of funding seems to be in the pipeline for additional laboratory renovation (2019) and engineering spaces (2017-19) pending approval by the Board of Regents.

As part of its mission to produce intellectually astute students who can contribute to their communities, the University of Wisconsin-Platteville seems to explicitly address skills in research and information resources. Research skills are embedded in the two-semester College Writing sequence. Advanced research methods are also a part of discipline-specific courses. The library plans to provide additional instruction in the use of information resources and has several programs outlined to tailor information literacy to specific disciplines. Academic year 2016 saw the addition of an information literacy librarian to the library staff to accomplish these aims. Resources are invested in support of students' development.

**Interim Monitoring (if applicable)**

*No Interim Monitoring Recommended.*
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.

Rating

Met

Evidence

Co-curricular programming appears consistent with that of other universities of this size. There are a large number of student organizations, and the number of undergraduates participating in such involvement opportunities seems appropriate. In particular, students are engaging with organizations that have a specific tie to career interests through each college's discipline-related student organizations. Students also appreciatively cited the attention of faculty to advising of these discipline-specific organizations.

Leadership skills for students are enhanced through a variety of governance-type organizations; and service-related organizations offer an opportunity for students to engage in one of the central values of the mission. Student organizations also offer students the chance to experience diversity and cultural difference that they may not have found previously through organizations focusing on human and cultural diversity and special topics weeks that assist students in exploring the development of community at large.

The University of Wisconsin-Platteville offers a varied athletic experience at the Division III level through intercollegiate, intramural, and club sports participation.

The University of Wisconsin-Platteville acknowledges that it has experienced "significant growth" and that makes it more difficult to maintain the "personal, hands-on approach to empower students" that it espouses through its mission. As evidence that they continue to provide this hands-on approach, the community engagement projects funded by PACCE (Pioneer Academic Center for Community Engagement) are supported by student responses from 2014 that reveal that this project allowed students to enhance their abilities to make a difference in their communities. An undergraduate research fellowship allows students to pursue student research by being well funded; in fact, the student research fund has a larger balance than the professional development fund allocated for faculty.

The institution also positively impacts their region as evidenced by the 2013 Economic Impact Study that reveals that the institution contributed heavily to the economy of Wisconsin in both economic development and job creation, as further evidence of enriching students' educational experience and fulfilling the institutional mission.
Interim Monitoring (if applicable)

No Interim Monitoring Recommended.
3.S - Criterion 3 - Summary

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

Evidence

Degree programs at University of Wisconsin-Platteville are appropriate to higher education. Five-year enrollment and graduate trend data support that the courses and programs offered at the University of Wisconsin-Platteville align with both student interest and needs, with top majors including agriculture, biology, business, criminal justice, education, engineering, and industrial technology. These programs are aligned with regional needs and informed by advisory committees.

Both undergraduate and graduate curricula have strong processes in place to assure high-quality courses and programs, with distance education demonstrating considerable strength. The institution employs a rigorous, multi-level process to review all new courses starting at the department level. New programs follow a similar and well-documented path through the university vetting process prior to review by the UW System Administration. All programs undergo internal reviews on a six-year schedule and annual “snapshot” reviews through the combined efforts and collaboration of the Academic Planning Council (APC) and the Assessment Oversight Commission (AOC).

The University of Wisconsin-Platteville faculty and administration recognize the importance of the general education program to their students and have invested considerable time in its review and reformation. While much work remains to bring it to the standards that the university intends, particularly in the embedding of advanced writing across the curriculum, efforts will benefit from the next four years’ worth of data collection to determine effectiveness.

The University of Wisconsin-Platteville offers a strong co-curriculum to its students as evidenced by their efforts to address these key areas: 1. Retention and student success and 2. Diversity and inclusion. Both areas have consolidated multiple programs to make them more accessible, efficient, and visible to the student body and the University has succeeded in raising the awareness of these programs by students.
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).

Rating

Met

Evidence

Undergraduate, graduate, and co-curricular programs are regularly reviewed, except for 2013-2014 when undergraduate program review was suspended for one year while the Academic Planning Council (APC) of the faculty senate revised the program review process and templates with an intention to link these processes to institutional planning.

As found in the APC’s Program Review Handbook, the revised review process added an annual snapshot report while streamlining the six-year in-depth review on curricular quality, student learning outcomes assessment, overall achievements, and future goals. The annual snapshot report enables APC to track and respond to changes in student enrollment, instructional capacity and other resources.
On-site meetings with administrators and faculty revealed that the short-range review results are shared with the Provost and academic deans and help establish a baseline for academic planning. The six-year review includes a plan and results of the student learning outcomes assessment, a review of the curriculum, and summary statements on program achievements and future plans. This program review report is reviewed first by the Assessment Oversight Committee (AOC) and the Academic Standard Committee (ASC), followed by the final review by the APC. Interviews with multiple faculty groups revealed a belief that this three-tiered peer review process streamlined review processes that were previously separately organized by the APC, AOC, and ASC. However, this, like many other processes at the university, appears complex. Sample program reviews demonstrated the program faculty’s engagement with this study process, although the reviews do not always provide sufficient information to determine if the instructional quality is even across instructors and courses or across programs. It is possible that program review could be improved by involving an external reviewer with appropriate expertise.

Graduate programs are reviewed on a six-year cycle and submitted to the Graduate Council. Particular attention was paid to the Criminal Justice program's oversight and processes, because the team received a complaint about a number of factors associated with this program prior to the review. As a result of review of documents and extensive conversations with academic leadership for the program, the team concludes that adequate attention is paid to assuring a quality program. Transition in leadership has created some internal disenchantment, but the team finds that current leadership is found to be committed to appropriate oversight and is implementing appropriate measures. The 2013-2014 review of the Criminal Justice master’s program provided evidence of adequate review of the curriculum, faculty, enrollment, student outcomes, and facilities.

Since 2016 15 co-curricular programs were reviewed by the AOC that includes representatives from Student Affairs and the Diversity and Inclusion office. The review focuses on the alignment of services with student needs. The Division of Student Affairs has established the regular review cycle, which is to be continued in the reorganized Division of Student Enrollment and Student Success. The critical leadership that the co-curricular assessment and program review coordinator provided to the advancement of co-curricular program assessment is notable.

Due diligence is exercised to ensure the quality of all credit in the transcript, including transfer credit. The six-year program review includes the review of existing courses, course prerequisites, course-level and program-level learning outcomes, and equivalency of differently delivered courses by program faculty as well as by the ASC and APC. New or revised courses and programs are reviewed and approved by the Undergraduate Academic Curriculum Committee or Graduate Council. The catalog publishes the policies and procedures for awarding credit by examination and review. Interviews with faculty confirmed the regular practice of consulting them prior to awarding transfer credit or credit for prior learning. For example, the test-out option to earn the credit for the course English 1103 requires an essay exam graded by the current instructors at UW-Platteville. The portfolio option to earn credit for prior learning available to distance-learning students involves a review by multiple faculty members. The institution has defined independent and directed study. Teacher education programs have developed policies on internship and field experience. No campus-wide policy for awarding credit to internship, independent study, and directed study was found. The team finds that appropriate policies and processes are adequately implemented to assure proper oversight.

Transfer credit is awarded mainly through authoritative course equivalencies established in and available from the UW System Transfer Information System and a third-party system by College Source. A new policy established and implemented in Spring 2016 formalized the consultation with the faculty when no external validation of course equivalency is available. An interview with the
faculty confirmed compliance with this policy. The software engineering program review indicated that the faculty developed a method of evaluating course equivalencies for transfer credit, demonstrating robust faculty oversight, as one example. No student complaint has been filed on transfer credit for a decade, which suggests effectiveness of the current credit transfer practice.

The institution has policies and procedures to provide clear oversight over course prerequisites, rigor of courses, and student learning expectations. The catalog publishes established policies on all of these aspects while the sixth-year program review involves curricular review by the program faculty and multiple faculty committees. The electronic registration system enforces the completion of prerequisites. Interviews with faculty confirm that student learning outcomes for courses taught by adjuncts are monitored typically by department chairs to assure comparable rigor. Adjunct instructors participate in development and assessment of student learning outcomes. The distance learning center has additional mechanisms in place with use of an external party to ensure the quality of the instruction.

Learning resources such as library materials, rental textbooks, course management system, and health center are accessible with unique identification codes. The HLC student survey as well as samples of program review however pointed to the urgent need for updating or maintaining such physical facilities as language labs, basement classrooms, and the library.

A number of comments in the HLC student survey raised issues with insufficient course availability as well as a lack of quality advisement. These two issues in combination are commonly identified as factors that contribute to the increase in the time to degree completion. UW-Platteville has taken a few small but sure steps to address these issues. For example, key stakeholders in colleges and the Division of Enrollment and Student Success started weekly meetings during the summer to monitor General Education course enrollment for newly incoming freshmen. Should a GE course become full, the group would raise the class enrollment capacity by a few students at a time, so as to ensure similar class sizes for a particular course. As for advising, the institution is shifting to a hybrid advising model in which the faculty and professional advisors share responsibilities. At the time of the visit, only the department of mechanical engineering had hired full-time professional advisors on the pilot basis. Should this pilot produce positive impact, this model would be expanded to other areas of study.

The quality of the regular and adjunct faculty is generally maintained by hiring policy and processes, although some improvement will be needed to be in compliance with the HLC policy effective in Fall 2017. A review of the faculty roster confirmed that the majority of the instruction is being provided by faculty with appropriate academic credentials. Exceptions are found among those teaching undergraduate level courses in agriculture, business administration, civil engineering, criminal justice, mathematics, public administration, and graduate-level courses in education programs, business administration, and counseling psychology. The institution's tested experience policy is provided with the assurance argument.

The institution offers one single-credit dual credit distant learning course in English taught in high school by a tenured faculty member in English. While the assurance argument claimed the oversight of this credit, because the course is new, it was not included in the 2015-2016 English program review.

Engineering programs, industrial studies, chemistry, and music maintain appropriate accreditation. Teacher education does not have the NCATE/CAEP accreditation since 2014 although it is approved by the Wisconsin State Board of Teaching. This is a decision made in consideration of the cost, the need of students, and the comparison with their UW peer institutions.
The institution conducts a graduate employment survey to evaluate the success of its graduates. Respondents indicate a positive outcome, although the response rate is low, which is a common problem with follow-up surveys. The 4% loan default rate lends support to the conclusion about positive overall success of graduates.

**Interim Monitoring (if applicable)**

*No Interim Monitoring Recommended.*

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.

Rating

Met

Evidence

The institution has established appropriate learning outcomes for the General Education program, degree programs, and co-curricular programs. There is sufficient evidence that much assessment is undertaken for these outcomes in curricular programs, including the General Education program, but not as evenly or effectively across the programs so as to be helpful for program improvement. Co-curricular programs are assessed to inform the program evaluation and planning process.

The General Education (GE) curriculum revised in 2014 adopted 24 learning outcomes appropriately aligned with the AACU LEAP essential outcomes which were adopted by the University of Wisconsin System. Each GE course incorporates four of these GE outcomes into the course-level assessment and includes them in the syllabus. To assess these learning outcomes, the institution has developed a rather complex system of course-level assessment that requires multiple reporting and review processes. The program that offers a GE course is asked to review and report the course-level assessment plans and outcomes to the Academic Standard Committee on the four-year cycle. This process was added to the already existing program review process which also requires a report on the GE outcomes assessment and a review by the Assessment Oversight Committee. In addition to course-level assessment, the institution also administered a nationally normed standardized test (ETS), Annual General Education Exposure Audit, and targeted student surveys (including NSSE, exit survey, and post-graduate follow-up survey) to assess the effectiveness of its General Education program. The data collected from these sources has facilitated some programmatic improvement, such as the GE curricular revision to add writing intensive requirement and course-level changes in mathematics, writing, English, and psychology. At the program level, perhaps because of various changes attempted or implemented during the last several years in the time of budgetary challenges, the GE assessment is still evolving to become a truly effective process for programmatic improvement. The newly formed General Education Committee launching in Fall 2016 may want to address such challenges as analyzing collected assessment data to identify areas for professional development and other programmatic improvements, streamlining assessment and reporting processes, and developing common methods to assess specific outcomes across the disciplines.
Graduate and undergraduate degree programs have discipline-appropriate learning outcomes, most of which are measurable. Assessment of these outcomes is conducted by the program faculty commonly involving adjunct instructors. Each program developed a curriculum map and assessment plan in various formats and submitted them along with the assessment results as part of the program review. Sample program reviews and peer feedback from the Assessment Oversight Committee provide clear evidence that those engaged with the assessment shared key concepts, vocabulary, and knowledge of best practices around student learning outcomes assessment; however, the quality of assessment varies among programs. This level engagement appears to be a reflection of prior investments in professional development in the area of assessment. An on-site review of an electronic depository of program-level assessment information (adopted in 2014) revealed that, at least for the last two years, over 90% of programs submitted some information on assessment. Assessment information included in program reviews, the assurance argument, and the electronic database provide sufficient evidence that assessment findings are used for curricular, pedagogical, and assessment improvements.

Co-curricular programs have adopted the Six Columns of Learning and Development and aligned their respective learning goals and outcomes with them. A sample of program activities mapped against these goals and outcomes demonstrates the effort for more systematic evaluation of alignment between activities and goals. Based on the inventory of co-curricular assessment during the last decade, such units as counseling, career services, first-year experience, and multicultural offices have embraced the culture of assessment. The newly created co-curricular program and assessment coordinator position appears to have boosted the development of a more formalized assessment process and the interest in using assessment for more strategic planning. For example, a recently administered NASPA/NACA Consortium Study on Student Campus Activities provided baseline information helpful for planning campus activities designed to improve students’ sense of belonging and leadership development. Under the newly reorganized Division of Enrollment and Student Success, co-curricular program assessment is expected to grow, making it possible to address such areas as advising that UW-Platteville students identified as an area of concern in the HLC Student Survey.

The institution’s assessment activities are well informed by authoritative national organizations, such as AACU, CAS, ABET, and other specialized accreditation organizations. Workshops organized by the Teaching and Technology Center, internal grants, and faculty performance review processes also promoted faculty and staff engagement with assessment. Furthermore, the Teaching and Technology Center (TTC) is continuously providing assessment support and resources despite the recent organizational restructuring. There appears to be a concern among concerned faculty that the current budgetary uncertainty may hamper assessment efforts with integrity due to the fear of being penalized for less than expected assessment findings. It is also worth noting that the recent budget cut led to the elimination of internal assessment grants that had contributed to the development of assessment culture across the institution. Continuous focus on continuous improvement would be critical to further develop the culture of assessment.

**Interim Monitoring (if applicable)**

*No Interim Monitoring Recommended.*
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.)

Rating

Met

Evidence

The 2013-2018 Strategic Plan has set somewhat ambitious retention and completion targets in the context of anticipated enrollment growth as mandated by the University of Wisconsin System’s Growth Agenda. The institution experienced a 31% enrollment growth during the last decade, in large part because of the Tri-State Initiative started in 2005 that incentivized prospects in Illinois and Iowa. Online program student enrollment also increased during the last five years.

The target first-to-second-year retention rate for first-year full-time students was 80% while the target 6-year completion rate for the same population was 60%. The past retention trend within the range of 74-78% and six-year completion trend within the range of 52-54%. The institution’s mission is to provide students from the regional service areas access to quality education with individual attention and these targets appear ambitious but achievable.

At the time of the visit the retention and completion targets were not met. According to the University of Wisconsin Accountability Dashboard, the overall first-to-second-year retention rate in Fall 2015 was 75% while the six-year retention rate was 54%. Underrepresented minority (URM) students’ retention rate was 67.5% while their graduation rate was 22.2%. The institution has addressed these issues by collecting and analyzing appropriate data to track enrollment, persistence, and completion and making improvements informed by data. For example, the institution monitored the impact of new programming on URM students’ retention, persistence, and course-level success through collection and analysis of relevant data. A meeting with enrollment management stakeholders revealed that in response to students’ complaints about insufficient course availability, the Student Access to General Education (SAGE) team started weekly meetings in Summer 2016 to review the
available seats and adjust course enrollment capacity based on the level of new student enrollment. Data on students’ repeated enrollment in the same course was also shared among those involved with enrollment management, leading to the new policy to require an approval before registering for the same course for the third time. The impact of these new practices is to be monitored. The Distance Learning Center tracks enrollment, progress, and success outcomes of distance-learning students in addition to monitoring and analyzing advising activities. The institution also adopted an early alert system (BEACON). In a meeting with enrollment management stakeholders, it was reported that a strategic enrollment plan is being developed; should this be better documented, it would encourage more coordinated efforts across the campus for improvement of retention and completion.

The institutional research office has continuously collected and analyzed student enrollment patterns as well as student success outcomes. In addition to the Fact Book, the office organizes relevant data from the student record system and provides stakeholders access to more detailed data on student enrollment, retention, and completion by student characteristics and status at the college, program, and course levels. Information on student retention, persistence, and completion reflects standards established by the University of Wisconsin System which also align with IPEDS standards. The University’s institutional research office has excellent technical capability and appropriate Business Intelligence tools to provide data and data analysis as needed. To further improve the consistency of data definitions used across the University community, data governance and stewardship committees were formed in September 2016. Good practices are being adopted for accurate and effective data use.

**Interim Monitoring (if applicable)**

*No Interim Monitoring Recommended.*
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.

Evidence

The institution has policies and processes in place to ensure the quality of education on an on-going basis. Program review includes conscientious peer review of student learning outcomes assessment as well as recently added annual review of performance data. The institution exercises due diligence in evaluating credit hours it awards and participates in specialized accreditation as suited to its mission.

Measurable student learning outcomes are identified for both curricular and co-curricular programs and assessed by appropriate methods involving the program faculty and staff. The General Education program has been in flux due to politically induced budgetary challenges added to the UW System adoption of AAC&U LEAP essential outcomes. The HLC fourth-year comprehensive review should make a point of reviewing the assessment of the General Education Program, including the use of evidence in improving the program.

Student retention and degree completion is monitored with information derived from appropriately collected and analyzed data. Degree completion targets were not entirely met, but intervention measures are being implemented and assessed for their effectiveness. A strategic enrollment plan is being discussed and needs to be documented for better transparency and communication.
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.

Rating

Met With Concerns

Evidence

The institution’s fiscal resources are at a minimal level necessary to support its educational programs and operations. The University’s Composite Financial Index has slowly declined from 1.23 in FY 2014, to 1.11 in FY 2015 to 1.09 in FY 2016, which without rounding is below the HLC threshold of 1.1. The University of Wisconsin-Platteville (UWP) has endured nearly annual rounds of budget cuts due to reductions in state funding and tuition freezes over the past several years and the CFI suggests that further reduction may negatively impact the university’s ability to support its educational programs and operations. Specifically, the net operating revenue ratios for 2015 and 2014 were negative (-0.005 and -0.04, respectively), which indicates that the university is financially stretched to the limits of current funding. UWP is part of the University of Wisconsin system and is included in the system financial statements that show a sound financial position in 2015, with total assets of $8.85 billion, total liabilities of $2.43 billion, a net position of $6.69 billion, and an increase of $349 million in net assets. This indicates a strong fiscal base at the system level that provides a safety net for UWP. If UWP is to continue to fulfill its mission, support its educational programs, and sustain operations into the future, the university’s budget must stabilize to facilitate strategic and tactical planning.

The 2015 Non-Financial Indicators Report reveals that numbers of faculty and staff members have
decreased approximately three percent over a two-year period. The total faculty and staff workforce in 2015-2016 is 647, with a student-faculty ratio of 22:1. The total administration workforce in 2015-2016 is 312, including 281 full-time and 31 part-time administration employees. Twenty-nine faculty positions are filled by instructional academic staff due to early retirements, failed searches, etc. while staff positions have also been reduced principally due to budget cuts. Faculty numbers are down 5.16 percent from 2014-2015, while staff and administration numbers have decreased 3.95 and 4.88 percent, respectively, over the same period. UWP administrators and staff expressed concern that cuts had been too deep in some units, resulting in a constrained ability to recruit and serve students. Compounding the issue is the combination of positions that results in one person assuming the responsibilities of two (or more) positions. Faculty and staff demonstrated deep commitment to UWP, its mission, and students, which is commendable. Current levels of faculty and staff are barely sufficient to meet the institution’s educational needs, and may not be sustainable if enrollment increases as it has done for the past several years.

UWP’s web site and catalog indicate a campus that is attractive and reasonably well-maintained. The university is responding to its deferred maintenance needs by continually evaluating priorities in light of the current budget situation. A new Campus Master Plan was developed in 2011; the first new master plan since 1967. The 2011 Master Plan emerged from deliberate, collaborative processes that considered enrollment targets, classroom and laboratory utilization patterns, student housing needs, Platteville community capacity to support the campus, and extensive discussions with faculty and the University of Wisconsin system. The master plan is revisited every two years, concurrent with the state biennial budget. UWP takes a strategic approach to deferred maintenance needs, and can seek assistance from the State of Wisconsin for assistance with large projects that would interrupt academic operations. The UWP Foundation created a public-private partnership through the UW-Platteville Real Estate Foundation that led to the construction of two new residence halls comprising 1,000 new beds that allowed the campus to provide housing for all first- and second-year students. Additionally, UWP used a one-time return of funds from the state to create a new active learning classroom and modify laboratory space to update learning environments. The physical plan is appropriate to meet the institution’s mission, however funding to address both deferred maintenance and emerging educational needs is scarce.

The university maintains a technological infrastructure that allows it to support its educational offerings and operations. Examples include expanding wireless networks, establishing small group collaboration stations, and sourcing third-party platforms to complement UWP’s technology needs. UWP also has adequate infrastructure for its online degree offerings.

Expenditure for instruction constitutes the largest portion of the budget at 42 percent and combined instructional and student services expenditures (providing direct educational and support services to students) represent the majority of the budget (58 percent). This indicates the primacy of the educational mission in resource allocation.

The university’s budget is initially built at the campus level through a consultative process that is tied to the mission. The budget, along with tuition and fees, is then reviewed by the University of Wisconsin system office. Budget requests are made by the system to the governor and state legislature. Each step in this process ensures that resources are matched to institutional, system, and state goals. No superordinate entities exist beyond the University of Wisconsin system.

UWP is beginning to transition from an incremental budgeting model to a Responsibility Centered Management (RCM) model. The RCM model will allow for more strategic and flexible allocation of funds by decentralizing budget decisions to the colleges and Distance Learning Center, with chargebacks to administrative and support services. Under the RCM model, budgetary emphasis is
placed on the institution first in an attempt to maximize the greater good. Faculty and staff report an attitude of cautious reserve regarding the new model. It will be important to help stakeholders understand the workings of the new model to achieve buy-in.

UWP’s organizational structure has been in flux as it attempts to react to the changing external environment and need to attain efficiencies. Of the eight-member executive team (chancellor, four vice chancellors, athletic director, assistant vice chancellor for information technology, and chief diversity officer), three have held their current positions for less than six months. Of the three academic deans, one is interim and another has been in her role for less than two years. Going forward, stabilizing the leadership team will be important to UWP’s continued success especially as it adopts a new budget model and embarks on planning initiatives for general education and assessment. The current structure is appropriately organized and resourced for the achievement of UWP’s mission. Strategic, academic, fundraising and facilities planning are integrated through the budgeting process. The campus master plan relates to strategic and facilities goals. An example of the integration of planning and resource allocation is the development of the UWP Real Estate Foundation that facilitated the rapid and cost-efficient construction of two new residence halls; this initiative required increased resources for facilities and residential life, partnership with community organizations, and changes to the traditional construction process and funding models used at UWP.

UWP’s hiring policies and practices ensure that faculty and staff members are appropriately qualified for their jobs. Multiple professional development opportunities are provided across campus, including the Supervisor Boot Camp and Leadership Academy. New employee orientation sessions are held regularly and required for all employees. Both individuals and campus committees participate in professional conferences and training.

Budgeting at UWP is appropriate and transparent, with projections of student enrollment, state appropriations, and external funding being significant factors. Top-down and bottom-up approaches are used in budget and planning utilizing in a multi-stage process with representative constituencies that reduces risk to the university and improves potential outcomes. Regular budget review, system-level financial audit procedures, and expense authorization procedures ensure that finances are managed according to institutional and system policies and state law.

Interim Monitoring (if applicable)

As part of the Year 4 Review, the institution's financial and non-financial indicators should be examined, along with faculty and staff employment levels, deferred maintenance needs, and results from the Responsibility Centered Management budget model to evaluate whether UWP's planning and budgeting processes have stabilized and are sufficient to support continuing operations.
5.B - Core Component 5.B

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.

Rating

Met

Evidence

The University of Wisconsin Board of Regents (BOR) is UWP’s governing board. The BOR communicates regularly with UWP principally through the two regents assigned as liaisons between UWP and the BOR. The Wisconsin open records law provides notification about and access to BOR documents and meetings to various constituencies. The presence of two student regents at board meetings provides for representation of this constituency. Each campus chancellor attends board meetings and may be invited to speak regarding issues that concern his/her campus.

Faculty, staff, and students are each represented by their respective senates, which are comprised of various committees. There are two staff senates—one for academic staff and one for university staff. The senate committees provide for cross-constituent communication, collaboration, and shared governance opportunities. These structures provide opportunities for communication and shared governance.

Processes and structures at the university are in place to ensure that all constituencies—faculty, staff, students, and administration—are involved in establishing policy and academic requirements. For example, five committees are charged with oversight of the curriculum and academic policy. The University Undergraduate Curriculum Committee, Academic Planning Council, Graduate Council, Academic Standards Committee, and Assessment Oversight Committee all engage in review and analysis of academic issues and make recommendations to senior administration through the Faculty Senate. Recent examples of the engagement of these committees include a critical review of the general education program, the development of rubrics to assess writing of first-year students, and development of student learning outcomes across the general education curriculum.

While processes exist that enable broad-based participation, the team also notes that particularly with the many challenges confronting the institution and its limited human resources that there may be opportunities for streamlining committees and task forces. The decision-making appears cumbersome
and time-intensive to outside reviewers.

Interim Monitoring (if applicable)

No interim monitoring is recommended.
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.

Rating

Met

Evidence

UWP is deeply committed to its educational mission and allocates resources to support its mission and priorities, as seen in recent laboratory modifications and creation of an active learning classroom that were funded through a one-time return of monies from the state. Additionally, UWP allocated funds to hire professional advisors for the College of Engineering, Mathematics, and Science on a two-year pilot program to explore whether a shift from faculty advisors to professional advisors alleviates the backlog of advising for the college’s approximately 900 first-year students. Investments in the Tri-State Initiative opened doors to a UWP education for students in Iowa and Illinois by reducing tuition below that for other non-resident students, which led to increased revenues for UWP.

The current strategic plan was published in 2013 and expires in 2018. It is the first strategic plan put forth by the current chancellor, who assumed the position in 2010. The plan identifies four strategic priorities that are broken out into fourteen initiatives. The planning process included the executive team as well as directors, deans, assistant deans, and department chairs to ensure adequate representation from campus constituents. The academic deans are responsible for leading the strategic planning process in their colleges. Tactics and metrics for implementing and measuring progress toward the strategic plan are updated annually. The new strategic planning process represents a significant cultural shift for UWP from a centrally-managed campus to a decentralized structure where deans and directors must lead their units rather than manage them.

One of the goals of the Responsibility Centered Management (RCM) budget model is to more explicitly intertwine planning and budgeting by decentralizing budget decisions to the colleges and other units responsible for developing and implementing many of UWP’s plans. The Budget Office is working to develop and provide formalized training to ensure that decision-makers have the knowledge and skills to implement the RCM model. When the RCM model is fully implemented, UWP expects the data it generates to inform curricular and academic choices, assessment of student
learning, and many other aspects of university planning and budgeting. UWP is making a conscious effort to move toward data-informed decision-making to maximize its efficiency and effectiveness in challenging times.

UWP has numerous advisory boards that include external constituents. Examples include advisory boards for many academic programs such as those in the College of Engineering, Mathematics and Science where more than 130 people from more than 80 companies, organizations, and agencies serve on 13 program advisory boards. The interaction of external constituents with university faculty and staff members has resulted in construction of the new Rountree Commons residence hall, receipt of a federal grant for broadband access for members of the Platteville Community Area Network, maintaining the currency of the curriculum and ensuring that students’ skills are up-to-date, and strengthening external partnerships. This consideration of external perspectives adds depth and relevance to the institutional planning process.

Examples of planning being based upon both an understanding of current capacity as well as possible changes in factors such as enrollment and state support include development of the Tri-State Initiative to provide educational access to students from Iowa and Illinois and additional revenue for UWP; a space utilization analysis to identify a realistic enrollment level for existing facilities and future needs if enrollment increases; new relationships with two international universities to generate new sources of students and opportunities for UWP students and faculty; a study of deferred maintenance; and development of fund reserves to offset possible future revenue declines.

Weekly meetings and semi-annual retreats provide a setting for UWP’s executive team to assess strengths, weaknesses, opportunities, and threats in order to optimize planning and budgeting. A recent example of adaptation to changing trends is collaboration between foreign language and engineering faculty members to help prepare students for internships and jobs in international settings. Being aware of the relationship between industry trends and enrollment allows the university to adapt as needed; an example is newly-approved Dairy Science major developed in response to the strong dairy industry in the region.

**Interim Monitoring (if applicable)**

No interim monitoring is recommended.
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.

Rating

Met With Concerns

Evidence

Examples of UWP collecting evidence about its performance include evidence gained through academic program reviews, the student learning outcomes assessment system developed for general education courses, and the current strategic plan that includes specific initiatives and success factors. The former Office of Institutional Effectiveness and Assessment, now the Office of Institutional Research, compiles evidence from a variety of sources to identify areas of strength and weakness across campus. Numerous planning and shared governance groups are working to more effectively use data to inform dialog and decisions. UWP recognizes that it needs to become more systematic in its use of evidence, including data, to evaluate performance and then make changes where and when indicated based on the evidence. At the time of this review, UWP has many ideas and plans for using evidence to improve performance but specific implementation strategies are still being articulated. When UWP implements processes to gather and use evidence to evaluate performance of units and programs across campus, the next step will be to close the loop and improve institutional effectiveness based on those results.

Two results of use of evidence to improve institutional effectiveness include the transportation and parking demand study and the classroom management and information technology efficiency and effectiveness study. The transportation and parking demand study results led to hiring of a new sustainability director whose responsibilities include transportation management; establishment of a new City-University Shuttle system that is a collaboration between UWP and the City of Platteville; and creation of public street parking permits and controls by the City of Platteville. The classroom management and information technology efficiency and effectiveness study resulted in adoption of an electronic system to optimize use of academic space on campus; a business intelligence dashboard system that transforms raw data into useful reports; and a course catalog management system that streamlines management and updates to course catalogs.

Interim Monitoring (if applicable)

As part of the Year 4 Review, the institution should document the implementation of specific strategies to evaluate its performance, evaluation of those strategies, and actions taken toward continuous improvement. In addition, the implementation of systems employed for generating this data should be one aspect of the Year 4 review, as the team notes that many resources are in place for
data collection but the extent of implementation at the time of the visit is limited.
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.

Evidence

UWP demonstrates minimally sufficient resources for achieving its mission. Financial reports and financial indicators indicate the tenuousness of its financial position. Faculty and staff positions have been reduced due to budget cuts. The university is responding to its deferred maintenance needs by strategically allocating resources to the areas of greatest need. Budgeting is participatory and is tied to academic, facilities, and fundraising planning. The new Responsibility Centered Management budget model is expected to facilitate data-informed decision-making. Appropriate financial controls are in place to ensure the institution’s ongoing operation and compliance with regulations and state laws. The majority of the budget is devoted to instruction and student services. No funding is diverted to superordinate entities. Professional development opportunities and performance appraisal processes are in place to ensure that faculty and staff members meet expectations. Budget development takes into account factors such as enrollment and state funding, and budgets are monitored at several levels.

The University of Wisconsin system office and Board of Regents have numerous avenues of engagement with campus constituencies. Faculty members, staff members, and students each have senates and numerous committees are in place.

The academic program review process and program accreditations further serve to support integrated strategic planning. External partnerships provide an important means to improve student learning, effectively engage the community, and garner resources. UWP’s recently-completed strategic plan was comprehensive and participatory. Responding to deferred maintenance needs through a variety of means and pursuing a public-private partnership in order to gain access to residence hall space are examples of responding to both current capacity and changing trends. Developing a new Dairy Science degree in response to the region’s strong dairy industry and expanding access to students from Iowa and Illinois through the Tri-State Initiative are examples of using evidence to enhance institutional effectiveness.
### Review Dashboard

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Review Summary

Interim Report(s) Required

Due Date
12/31/2021

Report Focus
The team recommends interim monitoring in the form of an embedded report at the time of the four-year review on two components of Criterion 5: 5A and 5D.

5A: As part of the Year 4 Review, the institution's financial and non-financial indicators should be examined, along with faculty and staff employment levels, deferred maintenance needs, and results from the Responsibility Centered Management budget model to evaluate whether UWP's planning and budgeting processes have stabilized and are sufficient to support continuing operations.

5D: As part of the Year 4 Review, the institution should document the implementation of specific strategies to evaluate its performance, evaluation of those strategies, and actions taken toward continuous improvement. The implementation of systems employed for generating this data should be one aspect of the review, as the team notes that many resources are in place for data collection but the extent of implementation at the time of the visit is limited.

Conclusion

Overall the University of Wisconsin - Platteville has a rich history, a distinctive mission, and a commitment to serving its varied constituencies, particularly its students. Recent years have challenged the university through significant cutbacks in state funding, that have resulted in reductions that threaten to compromise the institution's capabilities. These required cuts have impacted campus morale, including among students. Deferred maintenance needs exist. Programs may be insufficiently supported. Personnel reductions have occurred while enrollments grew. Thus, while this is a strong institution with an important mission, it is currently challenged and some signs are trending downward, such as financial stability. For this reason, the team recommends that the institution provide updates on these vital components of financing and improvement when it prepares for its fourth-year review.

Overall Recommendations

Criteria For Accreditation
Met With Concerns

Pathways Recommendation
Eligible to choose
Federal Compliance Worksheet for Evaluation Teams

Evaluation of Federal Compliance Components

The team reviews each item identified in the Federal Compliance Filing by Institutions (FCFI) and documents its findings in the appropriate spaces below. Teams should expect institutions to address these requirements with brief narrative responses and provide supporting documentation where necessary. Generally, if the team finds in the course of this review that there are substantive issues related to the institution’s ability to fulfill the Criteria for Accreditation, such issues should be raised in the appropriate parts of the Assurance Review or Comprehensive Quality Review.

This worksheet is to be completed by the peer review team or a Federal Compliance reviewer in relation to the federal requirements. The team should refer to the Federal Compliance Overview for information about applicable HLC policies and explanations of each requirement.

Peer reviewers are expected to supply a rationale for each section of the Federal Compliance Evaluation.

The worksheet becomes an appendix in the team report. If the team recommends monitoring on a Federal Compliance Requirement in the form of a report or focused visit, the recommendation should be included in the Federal Compliance monitoring sections below and added to the appropriate section of the Assurance Review or Comprehensive Quality Review.

Institution under review: University of Wisconsin-Platteville

Please indicate who completed this worksheet:

☒ Evaluation team
☒ Federal Compliance reviewer

To be completed by the Evaluation Team Chair if a Federal Compliance reviewer conducted this part of the evaluation:

Name: Roberta C. Teahen, Site Visit Team Chair

☒ I confirm that the Evaluation Team reviewed the findings provided in this worksheet.
Assignment of Credits, Program Length and Tuition
(See FCFI Questions 1–3 and Appendix A)

1. Complete the Team Worksheet for Evaluating an Institution’s Assignment of Credit Hours and Clock Hours. Submit the completed worksheet with this form.
   - Identify the institution’s principal degree levels and the number of credit hours for degrees at each level (see the institution’s Appendix A if necessary). The following minimum number of credit hours should apply at a semester institution:
     - Associate’s degrees = 60 hours
     - Bachelor’s degrees = 120 hours
     - Master’s or other degrees beyond the bachelor’s = At least 30 hours beyond the bachelor’s degree
   - Note that 1 quarter hour = 0.67 semester hour.
   - Any exceptions to this requirement must be explained and justified.
   - Review any differences in tuition reported for different programs and the rationale provided for such differences.

2. Check the response that reflects the evaluation team or Federal Compliance reviewer’s conclusions after reviewing this component of Federal Compliance:
   - ☑ The institution meets HLC’s requirements.
   - ☐ The institution meets HLC’s requirements, but additional monitoring is recommended.
   - ☐ The institution does not meet HLC’s requirements and additional monitoring is recommended.
   - ☐ The Federal Compliance reviewer/evaluation team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

Approximately 29 syllabi were reviewed. The syllabi included courses offered in compressed terms, courses with high credit hours, courses offered online and as hybrids, as well as graduate level courses. When courses were offered in 16-weeks and face-to-face, the equivalent syllabi were reviewed. The syllabi were reflective of the institution’s policy for award of credit.

Bachelor’s degree programs require a minimum of 120 credit hours to complete and master’s degree programs require a minimum of 30 credit hours to complete.

UW-Platteville states that the undergraduate and graduate level online degree programs have a higher tuition rate than the on-campus degree programs. They state that the cost difference is due to cost recovery and that state budget isn’t used for those degree programs. UW-Platteville states that a higher tuition rate is required to cover the costs associated with the online programs. Upon review of the University’s website, tuition for
graduate level courses is stated as being $650 per credit hour regardless of residency. Undergraduate online courses are stated as being $370 per credit hour regardless of residency and on-campus courses are stated as being $310 per credit hour regardless of residency. Thus, the website doesn’t reference a different fee for graduate level courses that are offered online.

As suggested by the Federal Compliance Reviewer, the on-site team reviewed the differences in online vs. on-campus graduate-level courses to determine whether these differences are clear to the students. A review of the website and materials supplied by the institution that are available to students convinces the on-site team that these differences are clear and appropriately communicated.

Additional monitoring, if any:

NA

**Institutional Records of Student Complaints**
(See FCFI Questions 4–7 and Appendixes B and C)

1. Verify that the institution has documented a process for addressing student complaints and appears to by systematically processing such complaints, as evidenced by the data on student complaints since the last comprehensive evaluation.
   - Review the process that the institution uses to manage complaints, its complaints policy and procedure, and the history of complaints received and resolved since the last comprehensive evaluation by HLC.
   - Determine whether the institution has a process to review and resolve complaints in a timely manner.
   - Verify that the evidence shows that the institution can, and does, follow this process and that it is able to integrate any relevant findings from this process into improvements in services or in teaching and learning.
   - Advise the institution of any improvements that might be appropriate.
   - Consider whether the record of student complaints indicates any pattern of complaints or otherwise raises concerns about the institution’s compliance with the Criteria for Accreditation or Assumed Practices.

2. Check the response that reflects the team’s conclusions after reviewing this component of Federal Compliance:

- ☐ The institution meets HLC’s requirements.
- ☑ The institution meets HLC’s requirements, but additional monitoring is recommended.
- ☐ The institution does not meet HLC’s requirements and additional monitoring is recommended.
The Federal Compliance reviewer/evaluation team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

University of Wisconsin-Platteville states that it follows an informal process for addressing student concerns and a formal process for addressing student complaints. The website defines the steps students should follow to file a formal complaint. The Dean of Students serves as the default office for logging complaints and is the office that produces an annual report, by July 1, of complaints for the preceding year. While the University has defined steps to follow to file a complaint, that can be found here, https://www.uwplatt.edu/dean-students/student-complaint-process, and states that the Dean of Students analyzes the complaints, each of the four deans’ offices and ADS are responsible for developing a process for logging complaints that are reviewed in their respective areas. Thus, there doesn’t appear to be a systematic college-wide process for documenting and reviewing student complaints. Appendix C provided themes for student complaints, which included advising issues, classroom grading and expectations, prerequisites for class, not being able to make up missed work, registering for classes, and unfair and inappropriate behavior in class by instructor. However, an aggregated report of the number and type of complaints received since the last comprehensive evaluation wasn’t provided nor is it clear that a systematic process for reporting, documenting, and reviewing complaints is followed. Nevertheless, conversations with faculty and staff on site make it apparent that students’ concerns are taken into account whenever they are offered. The team found that students have mechanisms for voicing their concerns and staff pay attention to these.

Additional monitoring, if any:

At the fourth-year review, the University should be prepared to provide its summary reports of the complaints that are appropriate to include, dependent upon its established policies. It should also have a common, shared approach for collecting this information from the colleges and other units.

**Publication of Transfer Policies**  
(See FCFI Questions 8–10 and Appendixes D–F)

1. Verify that the institution has demonstrated it is appropriately disclosing its transfer policies to students and to the public. Policies should contain information about the criteria the institution uses to make transfer decisions.
   - Review the institution’s transfer policies.
   - Review any articulation agreements the institution has in place, including articulation agreements at the institution level and for specific programs.
   - Consider where the institution discloses these policies (e.g., in its catalog, on its website) and how easily current and prospective students can access that information.
• Determine whether the disclosed information clearly explains any articulation arrangements the institution has with other institutions. The information the institution provides should include any program-specific articulation agreements in place and should clearly identify program-specific articulation agreements as such. Also, the information the institution provides should include whether the articulation agreement anticipates that the institution (1) accepts credits from the other institution(s) in the articulation agreement; (2) sends credits to the other institution(s) in the articulation agreements; (3) both offers and accepts credits with the institution(s) in the articulation agreement; and (4) what specific credits articulate through the agreement (e.g., general education only; pre-professional nursing courses only; etc.).

• Verify that the institution has an appropriate process to align the disclosed transfer policies with the criteria and procedures used by the institution in making transfer decisions.

2. Check the response that reflects the team’s conclusions after reviewing this component of Federal Compliance:
   - The institution meets HLC’s requirements.
   - The institution meets HLC’s requirements, but additional monitoring is recommended.
   - The institution does not meet HLC’s requirements and additional monitoring is recommended.
   - The Federal Compliance reviewer/evaluation team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

   Rationale:

   UW-Platteville’s transfer guidelines follow the University of Wisconsin Undergraduate Transfer Policy. Information on applying for transfer credit is provided to students on the university webpage. Articulation agreements are developed using the UW System Guidelines for Articulation Agreements. Articulation agreements are posted on the university’s website. The website provides information for transfer agreements with Wisconsin Technical College System (WTCS), Wisconsin colleges/universities that are not a part of WTCS, Illinois, and Iowa. Transfer agreements provide course-by-course equivalencies so students can see how their courses transfer. The UW Transfer Information System and the Out-of-State Transfer Evaluation System are additional tools provided to students on the university website to assist with transfer decisions.

   Additional monitoring, if any:

**Practices for Verification of Student Identity**
(See FCFI Questions 11–16 and Appendix G)
1. Confirm that the institution verifies the identity of students who participate in courses or programs provided through distance or correspondence education. Confirm that it appropriately discloses additional fees related to verification to students, and that the method of verification makes reasonable efforts to protect students’ privacy.

   - Determine how the institution verifies that the student who enrolls in a course is the same student who submits assignments, takes exams and earns a final grade. The team should ensure that the institution’s approach respects student privacy.
   
   - Check that any costs related to verification (e.g., fees associated with test proctoring) and charged directly to students are explained to the students prior to enrollment in distance or correspondence courses.

2. Check the response that reflects the team’s conclusions after reviewing this component of Federal Compliance:

   - The institution meets HLC’s requirements.
   - The institution meets HLC’s requirements, but additional monitoring is recommended.
   - The institution does not meet HLC’s requirements and additional monitoring is recommended.
   - The Federal Compliance reviewer/evaluation team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

The identity of students is verified by having them login using college defined credentials. Their credentials are authenticated via the university’s authentication system. In addition, students are asked to provide a biography and introduction to each course in which they enroll. The information provided is compared with information previously received from the student.

Additional monitoring, if any:

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**Title IV Program Responsibilities**  
(See FCFI Questions 17–24 and Appendixes H–Q)

1. This requirement has several components the institution must address.

   - The team should verify that the following requirements are met:

     - **General Program Requirements.** The institution has provided HLC with information about the fulfillment of its Title IV program responsibilities, particularly findings from any review activities by the Department of Education. It has, as
necessary, addressed any issues the Department has raised regarding the institution’s fulfillment of its responsibilities.

- **Financial Responsibility Requirements.** The institution has provided HLC with information about the Department’s review of composite ratios and financial audits. It has, as necessary, addressed any issues the Department has raised regarding the institution’s fulfillment of its responsibilities in this area. (Note that the team should also be commenting under Criterion 5 if an institution has significant issues with financial responsibility as demonstrated through ratios that are below acceptable levels or other financial responsibility findings by its auditor.)

- **Default Rates.** The institution has provided HLC with information about its three-year default rate. It has a responsible program to work with students to minimize default rates. It has, as necessary, addressed any issues the Department has raised regarding the institution’s fulfillment of its responsibilities in this area. Note that for 2012 and thereafter, institutions and teams should be using the three-year default rate based on revised default rate data published by the Department in September 2012; if the institution does not provide the default rate for three years leading up to the comprehensive evaluation visit, the team should contact the HLC staff.

- **Campus Crime Information, Athletic Participation and Financial Aid, and Related Disclosures.** The institution has provided HLC with information about its disclosures. It has demonstrated, and the team has reviewed, the institution’s policies and practices for ensuring compliance with these regulations.

- **Student Right to Know/Equity in Athletics.** The institution has provided HLC with information about its disclosures. It has demonstrated, and the team has reviewed, the institution’s policies and practices for ensuring compliance with these regulations. The disclosures are accurate and provide appropriate information to students. (Note that the team should also be commenting under Criterion 1 if the team determines that the disclosures are not accurate or appropriate.)

- **Satisfactory Academic Progress and Attendance Policies.** The institution has provided HLC with information about its policies and practices for ensuring compliance with these regulations. The institution has demonstrated that the policies and practices meet state or federal requirements and that the institution is appropriately applying these policies and practices to students. In most cases, teams should verify that these policies exist and are available to students, typically in the course catalog or student handbook and online. Note that HLC does not necessarily require that the institution take attendance unless required to do so by state or federal regulations but does anticipate that institutional attendance policies will provide information to students about attendance at the institution.

- **Contractual Relationships.** The institution has presented a list of its contractual relationships related to its academic programs and evidence of its compliance with HLC policies requiring notification or approval for contractual relationships. (If the team learns that the institution has a contractual relationship that may require HLC approval and has not received HLC approval, the team must require that the institution complete and file the change request form as soon as possible. The team should direct the institution to review the Substantive Change Application
for Programs Offered Through Contractual Arrangements on HLC’s website for more information.)

- **Consortial Relationships.** The institution has presented a list of its consortial relationships related to its academic programs and evidence of its compliance with HLC policies requiring notification or approval for consortial relationships. (If the team learns that the institution has a consortial relationship that may require HLC approval and has not received HLC approval, the team must require that the institution complete and file the form as soon as possible. The team should direct the institution to review the Substantive Change Application for Programs Offered Through Consortial Arrangements on HLC’s website for more information.)

- Review all of the information that the institution discloses having to do with its Title IV program responsibilities.

- Determine whether the Department has raised any issues related to the institution’s compliance or whether the institution’s auditor has raised any issues in the A-133 about the institution’s compliance, and also look to see how carefully and effectively the institution handles its Title IV responsibilities.

- If the institution has been cited or is not handling these responsibilities effectively, indicate that finding within the Federal Compliance portion of the team report and whether the institution appears to be moving forward with the corrective action that the Department has determined to be appropriate.

- If issues have been raised concerning the institution’s compliance, decide whether these issues relate to the institution’s ability to satisfy the Criteria for Accreditation, particularly with regard to whether its disclosures to students are candid and complete and demonstrate appropriate integrity (*Core Components 2.A and 2.B*).

2. Check the response that reflects the team’s conclusions after reviewing this component of Federal Compliance:

- ☒ The institution meets HLC’s requirements.
- ☐ The institution meets HLC’s requirements, but additional monitoring is recommended.
- ☐ The institution does not meet HLC’s requirements and additional monitoring is recommended.
- ☐ The Federal Compliance reviewer/evaluation team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

**Rationale:**

UW-Platteville was reapproved to offer Title IV funds on 9/14/2012 and the recertification is valid through 6/30/2018. The university was last reviewed in July 2009. There haven’t been any limitations, suspensions, or terminations by the US Department of Education. There also haven’t been any fines, letters of credit, or heightened monitoring by the US Department of Education.
UW-Platteville’s three-year default rate has been around 4% for 2014 and 2015. The rate for 2016 will be provided to the peer review team during the site visit. The rates have remained below the national average.

The University has a student consumer webpage in support of the Student’s Right to Know. The website provides important information to students that is easily accessible, including information on campus security, athletic participation, and financial aid. The program audit in 2009 had a finding related to crime awareness because UW-Platteville hadn’t kept the crime statistics current on their website. The statistics were updated and are reviewed annually to ensure updated information is provided to students and employees.

As of the submission of the Federal Compliance Report, UW-Platteville was awaiting approval for a contractual arrangement with the Spanish-American Institution of International Education located in Seville, Spain. The University doesn’t have any consortial relationships.

Additional monitoring, if any:

**Required Information for Students and the Public**  
(See FCFI Questions 25–27 and Appendixes R and S)

1. Verify that the institution publishes accurate, timely and appropriate information on institutional programs, fees, policies and related required information. Verify that the institution provides this required information in the course catalog and student handbook and on its website.

2. Check the response that reflects the team’s conclusions after reviewing this component of Federal Compliance:
   - ☑ The institution meets HLC’s requirements.
   - ❏ The institution meets HLC’s requirements, but additional monitoring is recommended.
   - ❏ The institution does not meet HLC’s requirements and additional monitoring is recommended.
   - ❏ The Federal Compliance reviewer/evaluation team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

A review of the University catalog and Student Handbook suggests that key information needed by students has been provided and is accurate and consistent across the publications. The Student Consumer Information webpage provides links to information required by the Higher Education Act.
Additional monitoring, if any:

Advertising and Recruitment Materials and Other Public Information
(See FCFI Questions 28–31 and Appendixes T and U)

1. Verify that the institution has documented that it provides accurate, timely and appropriately detailed information to current and prospective students and the public about its accreditation status with HLC and other agencies as well as about its programs, locations and policies.
   - Review the institution’s disclosure about its accreditation status with HLC to determine whether the information it provides is accurate, complete and appropriately formatted and contains HLC’s web address.
   - Review the institution’s disclosures about its relationship with other accrediting agencies for accuracy and for appropriate consumer information, particularly regarding the link between specialized/professional accreditation and the licensure necessary for employment in many professional or specialized areas.
   - Review the institution’s catalog, brochures, recruiting materials, website and information provided by the institution’s advisors or counselors to determine whether the institution provides accurate, timely and appropriate information to current and prospective students about its programs, locations and policies.
   - Verify that the institution correctly displays the Mark of Affiliation on its website.

2. Check the response that reflects the team’s conclusions after reviewing this component of Federal Compliance:
   - The institution meets HLC’s requirements.
   - The institution meets HLC’s requirements, but additional monitoring is recommended.
   - The institution does not meet HLC’s requirements and additional monitoring is recommended.
   - The Federal Compliance reviewer/evaluation team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

UW-Platteville’s website provides evidence of its use of the HLC Mark of Affiliation. The Mark of Affiliation links directly to the Statement of Affiliation Status for the College. A review of the accreditation websites indicates no sanctions or adverse actions taken again the University.
A review of the University’s website provides links to undergraduate and graduate programs, including information on program requirements. The Office of Admission and Enrollment Services provides material about academic programs.

Additional monitoring, if any:

Review of Student Outcome Data
(See FCFI Questions 32–35 and Appendix V)

1. Review the student outcome data the institution collects to determine whether they are appropriate and sufficient based on the kinds of academic programs the institution offers and the students it serves.
   - Determine whether the institution uses this information effectively to make decisions about planning, academic program review, assessment of student learning, consideration of institutional effectiveness and other topics.
   - Review the institution’s explanation of its use of information from the College Scorecard, including the loan repayment rate.

2. Check the response that reflects the team’s conclusions after reviewing this component of Federal Compliance:
   - ☑ The institution meets HLC’s requirements.
   - ☐ The institution meets HLC’s requirements, but additional monitoring is recommended.
   - ☐ The institution does not meet HLC’s requirements and additional monitoring is recommended.
   - ☐ The Federal Compliance reviewer/evaluation team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

UW-Platteville completes an Annual Placement Report that it states is used to illustrate achievement of student learning outcomes. Based on information provided in the 2014-15 report, 1356 undergraduate students graduated from UW-Platteville and 723 responded to the survey. Thus, there was a 53% response rate to the survey. According to National Center for Educational Statistics, UW-Platteville had a retention rate of 75% for full-time students and a 29% retention rate for part-time students from Fall 2014 to Fall 2015. The overall graduation and transfer out rate for students entering in 2009 was 54%.

The University has a defined assessment process that guides both the assessment of student learning and program effectiveness. The process follows a cycle of identifying goals, mapping outcomes, assessing goals, analyzing goals, and identifying steps for improvement. However, an annual assessment summary report was provided to confirm the systematic
approach for assessment. UW-Platteville states that a new academic program review process was implemented in 2013. The website defines the cycle of program review through 2020.

UW-Platteville states that it uses data from the College Scorecard to assist with the student loan default rate. The information is discussed during freshman orientation and as part of the graduation process for students.

The on-site team explored assessment extensively and its findings are largely included in Criterion 4 of the review. While there are opportunities for improvements in assuring students’ learning, positive retention, etc., the team found that the institution does focus on these issues and is attentive to making improvements wherever possible.

Additional monitoring, if any:

NA

Publication of Student Outcome Data
(See FCFI Questions 36–38)

1. Verify that the institution makes student outcome data available and easily accessible to the public. Data may be provided at the institutional or departmental level or both, but the institution must disclose student outcome data that address the broad variety of its programs.

   • Verify that student outcome data are made available to the public on the institution’s website—for instance, linked to from the institution’s home page, included within the top three levels of the website or easily found through a search of related terms on the website—and are clearly labeled as such.

   • Determine whether the publication of these data accurately reflects the range of programs at the institution.

2. Check the response that reflects the team’s conclusions after reviewing this component of Federal Compliance:

   ☑ The institution meets HLC’s requirements.

   ☐ The institution meets HLC’s requirements, but additional monitoring is recommended.

   ☐ The institution does not meet HLC’s requirements and additional monitoring is recommended.

   ☐ The Federal Compliance reviewer/evaluation team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

UW-Platteville publishes its annual post-graduation report on its website. The report provides placement rates for each of the undergraduate degree programs as well as
information on average salary. Links to national surveys and reports are provided on the website as well, including College Scorecard, IPEDS, and National Student Clearinghouse.

Additional monitoring, if any:

Standing With State and Other Accrediting Agencies
(See FCFI Questions 39–40 and Appendixes W and X)

1. Verify that the institution discloses accurately to the public and HLC its relationship with any other specialized, professional or institutional accreditors and with all governing or coordinating bodies in states in which the institution may have a presence.

The team should consider any potential implications for accreditation by HLC of a sanction or loss of status by the institution with any other accrediting agency or of loss of authorization in any state.

Note: If the team is recommending initial or continued status, and the institution is now or has been in the past five years under sanction or show-cause with, or has received an adverse action (i.e., withdrawal, suspension, denial or termination) from, any other federally recognized specialized or institutional accreditor or a state entity, then the team must explain the sanction or adverse action of the other agency in the body of the assurance section of the team report and provide its rationale for recommending HLC status in light of this action.

- Review the list of relationships the institution has with all other accreditors and state governing or coordinating bodies, along with the evaluation reports, action letters and interim monitoring plans issued by each accrediting agency.
- Verify that the institution’s standing with state agencies and accrediting bodies is appropriately disclosed to students.
- Determine whether this information provides any indication about the institution’s capacity to meet HLC’s Criteria for Accreditation. Should the team learn that the institution is at risk of losing, or has lost, its degree or program authorization in any state in which it meets state presence requirements, it should contact the HLC staff liaison immediately.

2. Check the response that reflects the team’s conclusions after reviewing this component of Federal Compliance:

- The institution meets HLC’s requirements.
- The institution meets HLC’s requirements, but additional monitoring is recommended.
- The institution does not meet HLC’s requirements and additional monitoring is recommended.
- The Federal Compliance reviewer/evaluation team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:
UW-Platteville’s website provides evidence of the use of the HLC Mark of Affiliation. The HLC Mark of Affiliation links directly to the Statement of Affiliation Status for the University. A review of the accreditation material provides indicates that no sanctions or adverse actions have been taken against the University.

Additional monitoring, if any:

Public Notification of Opportunity to Comment  
(FCFI Questions 41–43 and Appendix Y)

1. Verify that the institution has made an appropriate and timely effort to solicit third-party comments. The team should evaluate any comments received and complete any necessary follow-up on issues raised in these comments.

   **Note:** If the team has determined that any issues raised by third-party comments relate to the team’s review of the institution’s compliance with the Criteria for Accreditation, it must discuss this information and its analysis in the body of the assurance section of the team report.

   - Review information about the public disclosure of the upcoming visit, including copies of the institution’s notices, to determine whether the institution made an appropriate and timely effort to notify the public and seek comments.
   - Evaluate the comments to determine whether the team needs to follow up on any issues through its interviews and review of documentation during the visit process.

2. Check the response that reflects the team’s conclusions after reviewing this component of Federal Compliance:

   - [ ] The institution meets HLC’s requirements.
   - [ ] The institution meets HLC’s requirements, but additional monitoring is recommended.
   - [ ] The institution does not meet HLC’s requirements and additional monitoring is recommended.
   - [ ] The Federal Compliance reviewer/evaluation team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

   **Rationale:**

   UW-Platteville provided evidence of the notice statement and request for comments.
Additional monitoring, if any:

**Competency-Based Programs Including Direct Assessment Programs/Faculty-Student Engagement**  
(See FCFI Questions 44–47)

1. Verify that students and faculty in any direct assessment or competency-based programs offered by the institution communicate on some regular basis that is at least equivalent to contact in a traditional classroom, and that in the tasks mastered to assure competency, faculty and students interact about critical thinking, analytical skills, and written and oral communication abilities, as well as about core ideas, important theories, current knowledge, etc.

   - Review the list of direct assessment or competency-based programs offered by the institution.
   - Determine whether the institution has effective methods for ensuring that faculty in these programs regularly communicate and interact with students.
   - Determine whether the institution has effective methods for ensuring that faculty and students in these programs interact about key skills and ideas in the students’ mastery of tasks to assure competency.

2. Check the response that reflects the team’s conclusions after reviewing this component of Federal Compliance:

   - [ ] The institution meets HLC’s requirements.
   - [ ] The institution meets HLC’s requirements, but additional monitoring is recommended.
   - [ ] The institution does not meet HLC’s requirements and additional monitoring is recommended.
   - [ ] The Federal Compliance reviewer/evaluation team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

   **Rationale:**

   UW-Platteville doesn’t offer competency-based programs.
### Institutional Materials Related to Federal Compliance Reviewed by the Team

Provide a list of materials reviewed here:

- Federal Compliance Filing
- University Catalog
- UW-Platteville website and links
- Student Consumer Information Webpage
- Student Handbook
- Transfer agreements
- University of Wisconsin System website and links
- University of Wisconsin System Guidelines for Articulation Agreements
- Safety and Security Report
- Fact Book
- National Center for Educational Statistics
- IPEDS
- College Scorecard
- Student Achievement Measure website
- Third-party comment postings
- Approximately 29 syllabi from sampled group
STATEMENT OF AFFILIATION STATUS WORKSHEET

INSTITUTION and STATE: University of Wisconsin-Platteville WI

TYPE OF REVIEW: Comprehensive Evaluation

DESCRIPTION OF REVIEW: Comprehensive evaluation includes a federal compliance panel.

DATES OF REVIEW: 10/24/2016 - 10/25/2016

☐ No Change in Statement of Affiliation Status

Nature of Organization

CONTROL: Public

RECOMMENDATION: No change

DEGREES AWARDED: Associates, Bachelors, Masters

RECOMMENDATION: No change

Conditions of Affiliation

STIPULATIONS ON AFFILIATION STATUS:
Prior Commission approval is required for substantive change as stated in Commission policy.

RECOMMENDATION: No change

APPROVAL OF NEW ADDITIONAL LOCATIONS:
Prior Commission approval required.

RECOMMENDATION: No change

APPROVAL OF DISTANCE EDUCATION DEGREES:
Approved for distance education courses and programs. Approval for correspondence education is limited to courses and one program.
Recommendations for the
STATEMENT OF AFFILIATION STATUS

RECOMMENDATION:
No change

ACCREDITATION ACTIVITIES:

RECOMMENDATION: Interim report to be embedded in next Year 4 review on: (5A) budgeting (accrual and operating budgets) and (5D) use of data for continuous improvement of institutional quality.

Summary of Commission Review

YEAR OF LAST REAFFIRMATION OF ACCREDITATION: 2006 - 2007

YEAR FOR NEXT REAFFIRMATION OF ACCREDITATION: 2016 - 2017

RECOMMENDATION: 2026 - 2027
ORGANIZATIONAL PROFILE WORKSHEET

INSTITUTION and STATE: 1714 University of Wisconsin-Platteville WI

TYPE OF REVIEW: Open Pathway: Comprehensive Evaluation

DESCRIPTION OF REVIEW: Comprehensive evaluation includes a federal compliance panel.

☑ No Change in Statement of Affiliation Status

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**Educational Programs**

<table>
<thead>
<tr>
<th>Programs leading to Undergraduate</th>
<th>Program Distribution</th>
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</thead>
<tbody>
<tr>
<td>Associates</td>
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<tr>
<td>Bachelors</td>
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<th>Programs leading to Graduate</th>
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<tr>
<td>Doctors</td>
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<td>Masters</td>
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<td>Specialist</td>
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<tr>
<th>Certificate programs</th>
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<tr>
<td>Certificate</td>
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</table>

**Recommended Change:**

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**Off-Campus Activities:**

**In State - Present Activity**

**Campuses:** None.

**Additional Locations:**

- Martin Luther High School - Greendale, WI
- University of Wisconsin-Rock County - Janesville, WI
- Wisconsin School for the Blind and Visually Impaired - Janesville, WI
- Blackhawk Technical College - Janesville, WI
- Pyle Center - Madison, WI
- Madison Area Technical College - Madison, WI
- UW-Fox Valley - Menasha, WI
- Milwaukee Area Technical College - Milwaukee, WI
- Gateway Technical College - Racine, WI
### Recommended Change:

**Out Of State - Present Activity**
Campuses:  None.

Additional Locations:  None.

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### Recommended Change:

**Out of USA - Present Activity**
Campuses:  None.

Additional Locations:
South Central University for Nationalities - Wuhan, CHINA

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### Recommended Change:

**Distance Education Programs:**

**Present Offerings:**
- Certificate 52.14 Marketing Marketing Certificate (undergraduate) Internet
- Bachelor 52.02 Business Administration, Management and Operations B.S. in Business Administration Internet
- Bachelor 43.0104 Criminal Justice/Safety Studies B.S. in Criminal Justice Internet
- Certificate 52.0299 Business Administration, Management and Operations, Other Advanced Project Management Certificate (graduate) Internet
- Certificate 52.0299 Business Administration, Management and Operations, Other Project Management Certificate (graduate) Internet
- Certificate 52.10 Human Resources Management and Services Human Resource Management Certificate (undergraduate) Internet
- Certificate 52.11 International Business International Business Certificate (undergraduate) Internet
- Certificate 52.1005 Human Resources Development Leadership and Human Performance Certificate (undergraduate) Internet
- Master 43.0104 Criminal Justice/Safety Studies M.S. in Criminal Justice Internet
- Master 52.0299 Business Administration, Management and Operations, Other M.S. in Project...
Organizational Profile Worksheet

Management Internet

Master 13.1201 Adult and Continuing Education and Teaching M.S.E. Adult Education Internet

Master 14.0101 Engineering, General Master of Engineering Internet

Master 13.0499 Educational Administration and Supervision, Other Distance Education Leadership Internet

Master 52.0203 Logistics, Materials, and Supply Chain Management Integrated Supply Chain Management Internet

Master 52.0213 Organizational Leadership M.S. in Organizational Change Leadership Internet

Master 52.0203 Logistics, Materials, and Supply Chain Management M.S. in Supply Chain Management Internet

Master 13.1299 Teacher Education and Professional Development, Specific Levels and Methods, Other M.S. in Distance Education Leadership Internet

Certificate 14.0802 Geotechnical and Geoenvironmental Engineering Geotechnical Engineering Certificate Internet

Certificate 14.0803 Structural Engineering Structural/Geotechnical Engineering Certificate Internet

Master 52. BUSINESS, MANAGEMENT, MARKETING, AND RELATED SUPPORT SERVICES Organizational Change Leadership Internet

Certificate 13.0499 Educational Administration and Supervision, Other Elearning Certificate Internet

Certificate 52.0213 Organizational Leadership Organizational Change Leadership Certificate Internet

Certificate 13.0499 Educational Administration and Supervision, Other Leadership of Teaching and Learning Certificate Internet

Certificate 13.0499 Educational Administration and Supervision, Other Online Program Administration Certificate Internet

Certificate 14.0101 Engineering, General Engineering Design Certificate (graduate) Internet

Recommended Change:

Correspondence Education Programs:
Present Offerings:
Bachelor 52.02 Business Administration, Management and Operations B.S. in Business Administration

Bachelor 52.02 Business Administration, Management and Operations Business Administration, Management and Operations B.S. in Business Administration
Recommended Change:

Contractual Relationships:
Present Offerings:
Courses Only 13.01 Education, General Study Abroad Programs

Recommended Change:

Consortial Relationships:
Present Offerings:
None.

Recommended Change: