Institutional Accreditation
Self-Study Report

University of Wisconsin Colleges

The freshman/sophomore UW campuses
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Chapter 1

History and Introduction
History of the University of Wisconsin System and the University of Wisconsin Colleges

“I shall never rest content until the beneficent influences of the University reach into every home in the Commonwealth, and the boundaries of our campus are co-extensive with the boundaries of the state.”
President Charles R. Van Hise (Speech to the Wisconsin Press Association, 1904)

Overview of the Wisconsin Idea

The University of Wisconsin Colleges (UW Colleges) is instrumental in fulfilling what has come to be known as “the Wisconsin Idea,” best embodied in the statement by University of Wisconsin-Madison President Charles R. Van Hise quoted above. Today, the UW Colleges is the institution of access in Wisconsin, making a liberal arts postsecondary education available to all high school graduates and many returning adult students in the state. An average of 34% of UW Colleges students are returning adults (defined as over age 22) and 60% of students are first-generation college students. With a rolling admissions policy, the UW Colleges serves students from across the range of academic preparation: 14% of students are from the top quartile of their high school class, 14% who are from the bottom quartile and 20% are unranked.

Students choose to attend UW Colleges campuses for the same reasons they did in 1933, when UW-Madison’s General Extension Division first opened six Freshman Extension Center programs throughout the state to bring the quality of the flagship university, UW-Madison, to local communities. Some of these centers later became campuses of the UW Colleges. Today, students are able to access the UW Colleges with its liberal arts-focused, high quality instruction equivalent to what they would receive at any of the University of Wisconsin System comprehensive or Research I institutions in a small, student-focused setting, all while (for the majority of students) living at home and saving an average of $4,900 of their tuition dollars before transferring on to complete their baccalaureate degree (UW System 2011-12 Student Fees Schedule).

UW Colleges’ unique nature is reflected in the institution's history. With features of a community college, small liberal arts college, and public university, the institution plays an important role in what former Wisconsin Governor Robert La Follette, Sr. believed was the function of the university, that it “must at least attempt to fill all the citizens' higher education needs because they all contributed to its support through their taxes” (Jerry L. Bower, The University of Wisconsin Colleges 1919-1997: The Wisconsin Idea at Work 10).

History of the University of Wisconsin System

Today, the University of Wisconsin Colleges is made up of 13 campuses throughout the state and the UW Colleges Online program, as illustrated by the following map (Figure 1).
The institutional structure of what is now called University of Wisconsin Colleges has developed steadily since 1933, when a legislative act first empowered Wisconsin's system of vocational instruction to host traveling professors from UW-Madison's General Extension Division. UW-Madison's General Extension Division, established in 1906 by President Van Hise, had had a strong history of offering UW-Madison freshman courses at the university’s Milwaukee Center since 1907. As a result, the university's General Extension Division began a program of course offerings, taught by UW-Madison faculty, at Freshman Extension Centers throughout the state.

During this initial period of growth and in the years that followed, faculty and administrators were adamant that the rigor and quality of courses offered should not differ from courses offered at UW-Madison. Following fluctuations ranging from five centers during World War II, to thirty-four in 1946-1947, to ten in 1948, by 1952 eight Extension Freshman centers offered a full range of first- and second-year university courses at Green Bay, Kenosha, Manitowoc, Marinette, Fox Valley (Menasha), Racine, Sheboygan, and Marathon County (Wausau). Faculty typically taught at two or three centers, dividing their time among these and traveling regularly from Madison. In 1958, legislative action allowed counties to issue bonds for construction of permanent facilities. This resulted in full commitment by the local communities that were homes to Extension Freshman Centers to creating campuses of their own. Between 1960 and 1968, counties built permanent facilities that now are home to the 13 campuses that, together with UW Colleges Online, make up the single institution known today as the University of Wisconsin Colleges.

Seven campuses that had operated as Extension Freshman Centers at various periods between the 1930s and 1960s now remain. These are located in Fond du Lac, Fox Valley (Menasha), Manitowoc, Marathon County (Wausau), Marinette, Sheboygan, and Washington County (West Bend). (For a period in the 1960s, three of these were for a time branch campuses of UW-Green Bay: Marinette, Fox Valley, and Manitowoc.) Several other campuses were established and counties built permanent facilities following the 1958 legislation, including what became UW-Marshfield/Wood County, UW-Rock County and UW-Waukesha. Four campuses were created in the 1960s as branches of
comprehensive universities that were part of the Wisconsin State University System, those located in Richland Center, Barron County (Rice Lake), Fond du Lac, and Medford. Until 1976, each campus was accredited by the university with which it was affiliated: UW-Madison, UW-Green Bay, or the then Wisconsin State University campuses at Platteville, Menomonie, Oshkosh, and Stevens Point.

In the early 1960s, UW-Madison’s General Extension Division was restructured and its Freshman Centers were separated in 1964 to form the University of Wisconsin—Center System, led by Lorentz H. Adolphson first as provost and soon after as chancellor. In 1971, the legislature merged the Wisconsin State University System with the University of Wisconsin institutions, creating a single state-wide system of higher education that included ten comprehensive university campuses, UW-Milwaukee, UW-Madison, and UW-Extension, and a newly expanded University of Wisconsin—Center System. Described as a merger within a merger, seven campuses that were formerly the branches of University of Wisconsin campuses or Wisconsin State University campuses as described above were joined with the existing UW Center System’s seven campuses to form the expanded University of Wisconsin—Center System. At that time, the University of Wisconsin—Center System required its own accreditation as a separate institution, which it received in 1976-1977. In 1983, the name of the institution became the University of Wisconsin Centers. In 1997, the name of the institution was again changed, to its current form, the University of Wisconsin Colleges. Subsequent accreditation visits were conducted by the Higher Learning Commission in 1982-1983, 1992-1993, and 2002–2003.

The University of Wisconsin Colleges

Because the University of Wisconsin Colleges has developed out of distinct historical and institutional conditions into its current structure, it is important to understand how each UW Colleges campus has at least some features of nearly all of the Carnegie institutional classifications: the two-year community college, the private liberal arts college, and the public university.

Resembling many community colleges in the United States, the primary mission of the UW Colleges is to provide the first two years of a liberal arts general education. The institution admits approximately 98% of students who apply, making it the institution of access in the state. By comparison, the next least selective campus in the University of Wisconsin System, UW-Parkside, admits 78% of its applicants. The UW Colleges is a teaching-intensive institution, with a typical faculty teaching load in the humanities and social sciences of four, three-credit courses each semester, while instructors in the sciences and fine arts teach equivalent course loads appropriate for their disciplines, ranging from 12-18 contact hours per semester, including laboratory and studio courses. Faculty members are retained, promoted, and tenured primarily based on quality of teaching; the personnel guidelines governing retention, promotion, and tenure also include the requirement for evidence of continued professional activity and service (this includes service to the university and to the community).

The UW Colleges also has important foundations in the liberal arts college because of its strong curricular focus on providing the first two years of a liberal arts education. The institution admits approximately 98% of students who apply, making it the institution of access in the state. By comparison, the next least selective campus in the University of Wisconsin System, UW-Parkside, admits 78% of its applicants. The UW Colleges is a teaching-intensive institution, with a typical faculty teaching load in the humanities and social sciences of four, three-credit courses each semester, while instructors in the sciences and fine arts teach equivalent course loads appropriate for their disciplines, ranging from 12-18 contact hours per semester, including laboratory and studio courses. Faculty members are retained, promoted, and tenured primarily based on quality of teaching; the personnel guidelines governing retention, promotion, and tenure also include the requirement for evidence of continued professional activity and service (this includes service to the university and to the community).

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Simultaneously, the UW Colleges benefits from its membership as part of the University of Wisconsin System (UW System). For example, students have access to a seamless transition between the freshman-sophomore campuses and all the four-year UW System institutions through the Guaranteed Transfer Program, as well as the UW-Madison Connections and the UW-Milwaukee Connection programs, and similar Connections programs at other comprehensive institutions of the UW System. Students, faculty, and staff can access over 8.7 million titles of 26 UW System institutions’ libraries through the new UW System catalogue known as “Forward.”

Being a part of the University of Wisconsin System also provides substantial benefits to UW Colleges faculty and instructional academic staff, who, for example, routinely compete for and receive competitive grant funding through the UW System Administration’s Office of Professional and Instructional Development and other grant funding programs. Faculty and instructional academic staff are able to participate in professional development programs such as the UW System-sponsored Faculty College held annually at UW-Richland and attended by faculty and academic staff from all UW System institutions. The UW Colleges also benefits from the leadership and advocacy provided by the Board of Regents of the University of Wisconsin System (Board of Regents) and has a voice in shaping how the Wisconsin Idea is executed. Finally, the UW Colleges benefits from the national (and international) reputation that the University of Wisconsin System enjoys for its high quality educational programs. Students can trust that when they enroll at a UW Colleges campus or in the UW Colleges Online program, they are receiving a challenging and academically rigorous program that will prepare them for the future.

Each campus has its own unique features; more information about the strengths, challenges, and demographics of each UW Colleges campus can be found in the Resource Room’s UW Colleges Campus Snapshots.

Administration and Leadership

Externally, the University of Wisconsin Colleges is subject to the administrative authority and policymaking of the State of Wisconsin, the Board of Regents of the University of Wisconsin System, and the University of Wisconsin System President. Internally, the administration is led by the chancellor, who oversees both the UW-Extension senior administration and the UW Colleges senior administration. The academic program is guided by the Office of Academic Affairs, which also oversees traditional student services operations such as the Registrar’s Office and the Office of Financial Aid. These latter offices provide centralized support for campuses, thereby reducing need for redundant offices on each campus. Other administrative units also housed in the institutional offices located in Madison, such as Administrative and Financial Services, guide the sound financial and other management functions of the institution. These offices provide support and oversight for campus structures, an example of the administrative efficiency of the institution. The UW Colleges Senate, through academic policies approved by and actions that are advisory to the chancellor, provides leadership on curricular and academic programs, as well as guidance on faculty and other personnel actions. Academic department chairs, overseeing department and curricular concerns statewide, offer the sound grounding in academic rigor that gives a UW Colleges campus and the UW Colleges Online program their reputations for quality. Campus executive officers/deans are responsible for leadership and management of the respective campuses they serve. This complex matrix of oversight results in a collaborative, consultative, and usually smoothly-functioning administrative structure that ensures the maintenance of shared governance for the larger purpose of guiding the institution in achieving its mission. A description of each of the external bodies that oversee the UW Colleges follows.
State of Wisconsin

Wisconsin State Statute Chapter 36 lays out the regulations that govern the University of Wisconsin System as a public institution of higher education. The UW Colleges comprises part of the UW System, along with 13 comprehensive or Research I institutions, and UW-Extension. Chapter 36, as it is popularly known, establishes the purpose of the system of higher education as follows:

The legislature finds it in the public interest to provide a system of higher education which enables students of all ages, backgrounds and levels of income to participate in the search for knowledge and individual development; which stresses undergraduate teaching as its main priority; which offers selected professional graduate and research programs with emphasis on state and national needs; which fosters diversity of educational opportunity; which promotes service to the public; which makes effective and efficient use of human and physical resources; which functions cooperatively with other educational institutions and systems; and which promotes internal coordination and the wisest possible use of resources.

The most significant area in which the State of Wisconsin has authority over the University of Wisconsin System is in the approval of its biennial budget.

The Board of Regents of the University of Wisconsin System

Wisconsin State Statute 36 establishes that the system shall be overseen by a “body corporate by the name of ‘Board of Regents of the University of Wisconsin System’” and that:

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

The responsibility of the Board of Regents is to oversee the University of Wisconsin System institutions in such a way that both provides for cohesiveness and allows for a certain degree of autonomy. The Board has authority over the hiring of executive leaders such as chancellors and the University of Wisconsin System president. It approves the tenure recommendations of all faculty in the UW System, and approves or authorizes the establishment of new degree programs, colleges, schools, or changes in institutional mission. It also makes budget recommendations to the state legislature and the governor. It is responsible for reviewing new programs to resist duplication of resources and for reviewing existing academic programs on a regular basis.
UW Colleges Governance and Leadership

Institutional Office

The institutional offices located in Madison serve both leadership and oversight roles. The Office of Academic Affairs, for example, is responsible for the quality of the academic program, assessment of student learning outcomes, collaborations and articulation agreements with other institutions, guiding faculty and departmental professional development funding and administration of external and internal grants and resource development, providing leadership in new academic trends and in diversity and other initiatives such as Inclusive Excellence, as well as receiving and acting upon recommendations in faculty personnel decisions. It is also responsible for guiding academic components of a new administrative structure that was fully implemented in July 2011 on each of the thirteen campuses, called the Integrated Enrollment Management model (IEM), which places increased responsibility at the campus level for managing curriculum and staffing, enrollment revenues, and instructional and non-instructional budgets to better serve students and the UW Colleges mission of access and transfer.

University of Wisconsin Colleges Senate

According to the UW Colleges Constitution, the responsibilities of the Senate are as follows:

The Senate shall serve as the deliberative and legislative body of the UW Colleges to adopt guidelines pertaining to educational and academic matters such as admissions requirements, academic actions, curriculum, program requirements, and faculty personnel rules subject to approval by the Chancellor and, where appropriate, the President of the university system and the board.

Several standing Senate committees made up of senators are responsible for policy development, including the Senate Steering, Faculty Professional Standards, and Senate Academic Policy committees. Other committees either elected or appointed under guidelines established by Senate Bylaws, such as the Senate Curriculum, Senate Assessment, and Senate Inclusive Excellence committees, conduct important institutional business (please see the UW Colleges Senate Web Site for a comprehensive list).

Academic Department Chairs

Academic department chairs (whose duties are identified in department bylaws, guided by Senate policies, and informed by the UW Colleges Constitution) on a day-to-day basis manage curricular decisions and provide recommendations regarding personnel decisions. They oversee and support hiring of faculty and other instructional staff, recommend approval of campus curriculum and staffing plans, act in cases of formal grievances or complaints, and manage various committees within their respective departments (such as Assessment, Merit, Executive, Curriculum, or ad hoc committees that vary by department).

Campus Executive Officers/Deans

The UW Colleges Constitution describes the duties of campus executive officers/deans as follows: “The campus dean shall be responsible to the chancellor for effective administration and implementation of the academic and fiscal program of the campus and for those responsibilities the chancellor delegates to the campus dean. Campus deans are responsible for recommending to the chancellor appointment, renewal, tenure or rolling horizon, and promotion of faculty and academic staff with the positive recommendation of the appropriate department and campus committees and consistent with the personnel rules established by the board.” Each campus executive officer/dean has an impor-
tant external role, as well, in establishing and maintaining strong relationships with county boards, area employers and industries, and civic groups. Working with local foundations and fundraising is likewise important. The campus executive officer/dean also plays an advocacy role for the university with local and state government agencies and representatives.

Campus-Based Shared Governance

On the campus level, shared governance is enacted through the campus collegium, which consists of all faculty and academic staff, and student representatives. As the UW Colleges Constitution notes, “Each campus collegium shall be the deliberative and legislative body of the campus. Through its actions and its standing committees, the collegium shall recommend to the campus dean means of improving the educational program. It shall refer to the Senate matters of UW Colleges or campus concern and act on matters presented to it by the Senate.”

Recent Institutional History from 2003

Since the last self-study prepared as part of the Higher Learning Commission continuing accreditation process in 2002–2003, the UW Colleges has experienced significant change in several areas, including institutional and academic changes. These are particularly related to the administrative integration of UW Colleges and UW-Extension at the senior administrative level, the launch of an Integrated Enrollment Management model across the UW Colleges, growth in UW Colleges Online, and the development of a proposed Bachelor of Applied Arts and Sciences (BAAS) degree-completion program. Though these changes are discussed in greater detail throughout the present self-study report, a brief overview is offered here to provide a bridge from institutional history to the contemporary challenges and opportunities now faced by the UW Colleges in 2011–2012 and beyond.

Institutional and Academic Changes

UW Colleges Senior-Level Administrative Integration with UW-Extension and Leadership Transitions

Following a three-month period of study that was initiated by UW System Administration President Kevin P. Reilly, on February 10, 2005, the Board of Regents approved the administrative integration of the University of Wisconsin Colleges and the University of Wisconsin-Extension, primarily by recruiting one chancellor who would oversee the senior-level administrative functions of both institutions, all of which would be integrated, with the exception of the two provost positions. Other integrated positions include the vice chancellor for administrative and financial services, director of university relations, director of human resources, chief information officer (Central Information Technology Services), director of Office of Inclusion, and director of government relations. The decision to integrate the senior administrative levels of the two institutions was based upon a study submitted to UW System Administration President Reilly in January 2005, “Opportunities for Consolidation of Administration Between the UW Colleges and UW-Extension,” which made recommendations for efficiencies that could emerge by consolidating some administrative functions of the two institutions.

A July 2005 Report to the Higher Learning Commission submitted by UW Colleges requested and received approval for the change in administrative structure. The recruitment process for a new, shared chancellor was framed by a commitment to the common goals of the institutions—increasing access, increasing quality, and increasing efficiency (News from UW Colleges/UW-Extension Administrative Integration PowerPoint Presentation). The search committee for the new chancellor discussed issues of institutional culture and values, institutional assets, organiza-
tional structures, reporting relationships, expectations of the new chancellor, and physical space
resources. Administrative integration was also facilitated by the UW Colleges and UW-Extension
Administrative Integration Steering Committee, which generated a “Subcommittee and Work
Group Status report” in January 2006. The committee reported on the integration of several
areas: Administrative Services, Equal Employment Opportunity and Diversity Programs, Human
Resources, Information Technology, and Communications. The Administrative Integration Steering
Committee also investigated ways in which the two institutions could work together on increasing
baccalaureate degrees and could consolidate office operations (Subcommittee and Work Group Status
Report).

At the time of the last self-study in 2002–2003, the institution was led by Chancellor William
Messner, who served from 1997–2004. Provost and Vice Chancellor for Academic Affairs Margaret
Cleek stepped into the position of UW Colleges chancellor on an interim basis when Chancellor
Messner left to assume a new position outside of the University of Wisconsin System. Dr. David
Wilson was appointed as the first chancellor to lead both UW Colleges and UW-Extension in May,
2006, and served until July, 2010. Dr. Marv van Kekerix (formerly interim chancellor of UW Colleges/
UW-Extension, prior to Dr. Wilson’s appointment) again served as chancellor to both institutions on
an interim basis until the Board of Regents appointed Dr. Raymond Cross in December, 2010.

Integrated Enrollment Management Pilot

Beginning in January of 2008, the UW Colleges began the Integrated Enrollment Management
(IEM) pilot, a shift in the way resources are allocated in order to “stimulate revenue and enrollment
growth amid declining general program enrollments” (IEM Pilot 24-Month Status Report, 2010). The
UW Colleges administration sought to establish a model that would provide stability and allow
the UW Colleges to sustain its mission, while also providing individual campuses with autonomy to
develop new, creative programming that suits the needs of its local constituencies. The UW Colleges
new financial structure is designed to support academic programming. As an IEM presentation
by the provost and the vice chancellor for administrative and financial services explained, as the
“unregulated marketplace in higher education” and the greater need for growth has put pressure on
the UW Colleges budget, so have campus demands for incentives, flexibility, autonomy, and authority
(IEM PowerPoint Presentation). The IEM strategy operates as both a “finance model focused on
revenue growth” and a method of decentralization that allows for campus-based curricular initia-
tives, marketing initiatives, business practices to promote growth, and assessment of progress.

In the first phase of the Integrated Enrollment Management model, three pilot campuses
(UW-Washington County, UW-Marshfield/Wood County, and UW-Barron County) embraced the new
strategies in 2008. Changes implemented by each campus included increased localized branding and
investment in advertising, recruiting staff, and marketing. Flexible and creative course scheduling,
innovative uses of credit outreach and partnerships with area high schools were launched. Under
the financial model, pilot campuses were given a revenue target instead of an enrollment target, and
certain budget categories were eliminated so that previous restrictions on the relationship between
some funding sources and spending categories could be loosened. Pilot campuses retained a greater
percentage of their revenues, which served as an incentive to grow enrollments. Sustained revenue
growth could be converted to campus base budget funds. Also during this period, institution-wide
curricular initiatives such as academic departments’ development of areas of emphases within the
Associate of Arts and Science degree began.

The shift to the Integrated Enrollment Management model is discussed in other chapters of this
self-study report, but it can be noted that important questions have continued to be explored after all
13 of the campuses were converted to this model in July 2011. The UW Colleges continues to explore
questions such as, “How will the nature of various relationships change, such as the relationship between the campus and Madison-based administrative offices, or the campus and department?” and, “Will the Integrated Enrollment Management model better serve some campuses than others?” The role of the institutional office will also continue to evolve. Continued conversations with administrative leaders, campuses executive officers/deans, and academic department chairs are formalizing whether and how certain previously centralized operations and core functions of the institution will be decentralized.

In December 2010, the Academic Affairs Issues Integrated Enrollment Management (IEM) Committee was appointed by the provost and charged with addressing academic-related issues emerging from the implementation of the IEM model.

The UW Colleges Academic Affairs Issues IEM Committee, chaired by the provost and made up of representatives from the academic department chairs, campus executive officers/deans, and the Office of Academic Affairs, created a set of guiding principles to shape its work and identified a set of shared goals to help the UW Colleges approach academic issues within the IEM model. Among those principles were the following items:

- We need to strive toward balancing campus, academic department, shared governance, and institutional interests without sacrificing our institutional identity as one institution with 13 campuses and an online program
- We need to make data informed, evidence-based recommendations
- We need to be mindful of the financial implications of our recommendations on the campus and institutional levels
- We need to consider fully the consequences of our recommendations at the department, campus, and institutional levels
- We need to keep the mission of the UW Colleges at the forefront of our discussions

The committee identified goals shared among academic departments and between campuses and academic departments. Among those goals were the following items:

- The UW Colleges liberal arts mission and overarching academic department goals include providing a foundational core of courses on every campus
- It is vital to the UW Colleges mission that each campus has at least one tenure-track or tenured member in each academic department to deliver the core curriculum
- Continued commitment to faculty professional development in the forms recognized by academic departments, such as original research and creative work, is a fundamental goal of academic departments
- Accurate assessment of student learning is a shared goal
- Departments and campuses share the goal of “utilizing” faculty fully and well, and to have well-enrolled courses
- A shared goal is “flexibility” or being nimble in getting up course offerings
- Departments and campuses share the goal of maintaining flexibility in scheduling and mode of delivery

These guiding principles and shared goals were presented in the provost and vice chancellor for academic affairs’ report to the UW Colleges Senate on March 16, 2012.
In addition to the work of the UW Colleges Academic Affairs Issues IEM Committee, important follow-up and assessment mechanisms have been implemented since the initial pilot phase, including an “IEM 24-Month Status Report” and the External Review of the University of Wisconsin Colleges Pilot Model by the National Center for Higher Education Management Systems. The external consultant noted, “This report cataloged considerable progress regarding fiscal transitions and noted numerous areas where additional work was required. The latter were primarily in the arena of giving institutions more leeway in utilizing acquired resources in ways most compatible with student and regional needs.”

Growth in University of Wisconsin Colleges Online

At the time of the 2002–2003 Self-Study Report, the UW Colleges Online program enrolled 220 students exclusively online and another 500 campus-based students who were supplementing their face-to-face courses; and, at this time, as the peer evaluators noted in “Distance Education Reviewed”: “no student has completed an online Associate of Arts and Science degree” (Assurance Section, HLC Report March 2003). By contrast, in fall 2011, the UW Colleges Online program enrolled 1,596 students, with 70% of students enrolled part-time. Institutional research documents the growth of the online Associate of Arts and Science degree over the last several years.

The UW Colleges Online program has undergone a number of changes in structure and administration since the last Higher Learning Commission reaccreditation in 2002–2003. Initially the UW Colleges partnered with UW Learning Innovations (associated with UW-Extension’s Division of Continuing Education, Outreach, and E-Learning) to offer its online courses. In 2004, the UW Colleges took over all operational responsibilities, including course development, course maintenance and launch, and technical support. This remained the administrative structure through 2010, when Chancellor Wilson approved a Memorandum of Understanding between the UW Colleges and UW-Extension Division of Continuing Education, Outreach, and E-Learning (CEOEL). The partnership was pursued in order to “capitalize on existing and emerging educational markets to ensure long-term sustained growth and continued contributions to the good of the University of Wisconsin.” The Memorandum of Understanding outlined the respective responsibilities of each partner (Memorandum of Understanding Final 3-3-10).

Over the course of a year, the partnership between UW Colleges Online and UW-Extension Division of Continuing Education, Outreach, and E-Learning experienced difficulties. Chancellor Raymond Cross dissolved the Memorandum of Understanding on July 1, 2011, returning the UW Colleges Online program to the oversight of the UW Colleges.

UW Colleges Online functions under the oversight of the Office of Academic Affairs, and its curriculum and Student Services functions are subject to the same governance processes and structures as other functional units in the institution. The growth of the UW Colleges Online program, including the number of students served and the number of instructors teaching in it, has led to the revision of Senate policies to accommodate the needs of online instruction such as administering the student survey of instruction, and how tenure-track appointments are to be shared between campuses and the UW Colleges Online program.

UW Colleges Bachelor of Applied Arts and Sciences Degree-Completion Program

Between 2006 and 2007, the final report of the Commission on Enhancing the Mission of the UW Colleges led to a policy discussion by the Board of Regents on the role of the UW Colleges. Out of these discussions about ways to maximize the UW Colleges as an educational institution came an Employer Needs Survey in which telephone interviews were conducted with 500 businesses and organizations to identify the labor needs of the state of Wisconsin and their alignment with currently available educational opportunities. The Employer Needs Survey showed that 94% of respondents supported the UW Colleges establishment
of a bachelor’s degree-completion program. The University of Wisconsin System Administration approved
the UW Colleges Request for Entitlement to Plan the Bachelor of Applied Arts and Sciences Degree
proposal in January 2010. In June 2011, the UW Colleges’ Request for Authorization to Implement the
degree-completion program was approved by the Board of Regents, the first reading of the Authorization
document having taken place in June 2010 (for an account of the approval timeline, please see the BAAS
presentation to the Board of Regents, June 9, 2011). The Request for Authorization to Implement the
Bachelor of Applied Arts and Sciences Degree described the program as follows:

The University of Wisconsin Colleges Bachelor of Applied Arts and Sciences degree is a collabora-
tive applied studies baccalaureate degree-completion program with a local focus for underserved,
place-bound adults. The purpose of the degree is to prepare adult learners for a creative and produc-
tive work life in a changing global context. The UW Colleges will draw on its extensive experience
in student-centered course delivery to employ multiple modes of instruction, including face-to-face,
blended modes of delivery that combine face-to-face and learning at a distance, compressed and
streaming video, and online. Further, courses will be offered in a variety of instructional formats,
including Accelerated/Blended courses, regional seminars, and evening courses, and at times conven-
nient for adult learners to attend classes. When possible, UW Colleges faculty will be approved by
the appropriate UW partner academic department to teach junior/senior-level courses at the partici-
pating UW Colleges campus. UW System comprehensive university partners are also able to offer
flexible course delivery, including face-to-face, online, and other forms of education from a distance.

The degree-completion program focuses on “21st-century competencies and skills that people need to
become productive, contributing participants in the local community, particularly as local communi-
ties become tied to the global knowledge-based economy.” In addition to the needs survey conducted
by the UW Colleges, the degree responds to a recent “national survey of employers [that] indicated
[what] employees need in their baccalaureate training: knowledge of other peoples and cultures,
knowledge of global structures and processes important to making good business decisions, the
ability to work across cultures, to think critically, problem-solve intelligently, and communicate effec-
tively, and the opportunity to engage in experiential learning.”

In summer 2011, four faculty committees were appointed to develop the core components that would
serve as the foundation for the degree: internships, service-learning and professional experience; a
senior capstone seminar; a Global Studies core course; and a Cognitive Skills core course. Meetings
with academic department chairs and Bachelor of Applied Arts and Sciences (BAAS) campus stake-
holders were convened in August 2011, and faculty committees were charged with curriculum
development. During the 2011–2012 academic year, important pieces of the program’s infrastructure
were put into place, including the following:

- A Senate BAAS Curriculum Committee, whose express charge is to review and recommend for
  approval all new courses that contribute to the BAAS degree-completion program
- A series of retreats with academic department chairs and campus executive officers/deans on
  the UW Colleges BAAS campuses to discuss BAAS program implementation. Three working
  groups charged with developing the course design and curriculum for the degree’s core courses—
  Professional Experience, Cognitive Skills, and Global Studies
- Appointment of a program manager to oversee the degree’s development and implementation
- Meetings led by the program manager with the University of Wisconsin System comprehensive
  institution partners and their respective BAAS campuses to begin identification of the partner
  institutions’ curriculum that will comprise 30 credits of the degree

The growth and development of the new degree-completion program is discussed in greater depth in
Chapter Seven.
Comprehensive and Strategic Planning

As part of its 2002–2003 self-study process, the UW Colleges conducted a five-year strategic planning exercise. The March 2003 “Advancement Section” of the report submitted by the Higher Learning Commission evaluator team stated, “The UW Colleges intends now to determine how to implement the new strategic plan, including how to measure and report on progress in meeting the strategic goals. This need not be an elaborate or overly detailed process, but the UW Colleges should demonstrate it is acting responsibly and making coordinated efforts in moving toward the achievement of its goals” (Advancement Section 2003 HLC Report). Under Chancellor Raymond Cross, the institution is poised to realize this goal in several key ways. In 2011–2012, the chancellor led development of the “UW Colleges Strategic Plan 2012–2017” that establishes areas of emphasis for the institution and includes a detailed operational plan that outlines goals, specific action steps, the responsible party associated with the action steps, and the assessment of the action steps. The draft is available on the Chancellor’s Web site and has been vetted by a number of constituencies within the institution.

The UW Colleges has established institutional priorities in most years; these are established by the chancellor in conjunction with the Office of Academic Affairs in consultation with the campus executive officers/deans, the UW Colleges Senate Steering Committee, and the UW Colleges Senate. There were two years in which institutional priorities were not formally established by UW Colleges:

- In 2008–2009, the UW Colleges developed its own strategic plan and, as an institution, did not have its own institutional priorities; rather, the institution’s priorities were the shared priorities of UW Colleges and UW-Extension
- In 2010–2011, the institution was in a state of transition, with its leadership moving from Chancellor David Wilson, to Interim Chancellor Marv Van Kekerix, to Chancellor Raymond Cross

Important institutional investments have been addressed through the institutional priorities, including investments made in the Engaging Students in the First Year (ESFY) Program, personnel initiatives (recruitment, retention, and compensation of faculty), enrollment management processes, assessment of student learning outcomes, institutional effectiveness, improving professional development resources for faculty and staff, and maximizing student access.

Higher Learning Commission Continued Accreditation in 2003 and Institutional Responses

Since the 2002–2003 Self-Study Report, the institution has continued its work toward improving assessment of student learning, diversity efforts, the Engaging Students in the First Year Program, and planning to ensure fiscal stability in the event of decreased state funding. These areas were included in the “Assurance Section” of the “Report of a Comprehensive Evaluation Visit”; a brief discussion of each follows (fuller discussion may be found in subsequent chapters, as noted below).

Assessment of Student Learning Program

In the “Assurance Section” of the “Report of a Comprehensive Evaluation Visit,” the March 2003 Higher Learning Commission evaluation team expressed concerns regarding the UW Colleges assessment of student academic achievement and required that the institution submit a Monitoring Report in September 2006. The March 2003 report summarized the team’s concerns as follows: “The Team did not find evidence of widespread course or program assessment beyond a limited number of Faculty and Instructional Academic Staff. At its current level of implementation at UW Colleges, assessment of student learning is neither comprehensive nor systematic.” The team further noted that “the Higher Learning Commission staff summary dated January 2, 2000, on the institutional
progress related to assessment indicated that the institution had still not provided evidence that the results of the assessment of student learning had been linked to a feedback loop for course, program, or institutional improvement. The team finds that this condition remains today.” For the 2006 Monitoring Report, the team directed that:

The report will document the implementation of a program of assessment of student learning at course, program, and institutional levels. The report will document that the UW Colleges has:

- defined its proficiencies in measurable terms,
- collected direct measurement data on both proficiencies and breadth of knowledge,
- used the resulting data to inform improvements to courses and programs,
- measured the effectiveness of such changes, and
- used the data on student learning to influence planning and resource allocation.

The UW Colleges embarked on an aggressive and focused change process in the subsequent three years to address the concerns about the assessment of student learning raised by the Higher Learning Commission evaluation team.

The institution committed to a number of changes that successfully achieved important progress in the area of assessment of student learning outcomes: the creation of a new set of goals for the assessment program and a re-evaluation of the institution’s philosophy of assessment; a restructuring of the institutional (general education) proficiencies and academic department- or course-based learning outcomes and the corresponding performance indicators and rubrics; a revision to the cycle of data collection and review; and improvement in participation by all faculty and instructional academic staff (please see the UW Colleges Assessment Web site for each of these items).

The institution dedicated a .25 FTE position in the form of faculty reassigned time to an institutional assessment coordinator in 2003–2004, shifting daily managerial responsibility for implementation of the assessment program from the associate vice chancellor for academic affairs, who provides to oversight of the new position. Both positions share leadership of the program with the Senate Assessment Committee (SAC). Department assessment coordinator positions were first funded in 2004–2005. The department assessment coordinators (DACs) meet face-to-face three times annually with the institutional assessment coordinator, administrative leadership from the Office of Academic Affairs, and the Senate Assessment Committee to discuss issues as they have emerged over the academic year and to refine the institutional proficiencies, performance indicators, and rubrics. The institutional researcher also presents data on assessment of institution-wide proficiencies to each of the DACs for discussion with their departments. Academic departments discuss their assessment work at their fall and spring department meetings. Department assessment coordinators, often in conjunction with department assessment committees, guide departments as they close the loop on assessment activities or take up new foci. For example, in 2010–2011, the Computer Science, Engineering, Physics and Astronomy (CSEPA) Department noted that in discussing its assessment results, “A common concern (in physics) is the mathematical ability of students. To help students, instructors will spend more time teaching how to use concepts and principles when solving problems” (please see Appendix 3 of the document “Institutional Assessment Report for 2010–2011 with Appendices”).

In 2005, the institution implemented the Campus Assessment Coordinator (CAC) position. Campuses use this position to undertake a number of assessment initiatives that are specific to and meet the needs of the campus. For example, early in the process, UW-Waukesha chose to assess the effectiveness of its Campus Common Read program centering on two texts focused on the theme of war: War Is a Force that Gives Us Meaning by Chris Hedges and The Things They Carried by Tim O’Brien.
The campus assessment coordinator used surveys to assess community and campus response to a series of events centered on the campus theme, as reported in the 2005–2006 UW-Waukesha Campus Assessment Final Report:

- The campus read committee used the results from the assessment data and analysis in helping to decide the selection of next year’s read/theme Race and Identity.
- The campus common read committee used the results from the analysis of the accumulated data to develop planned activities for next year including: a fall and spring film series tied to the read; the selection of a “distinguished lecturer;” the development of deeper community ties by working with local libraries and high schools so that they will use the same texts as part of a community theme and promote activities at UWW; and helping/encouraging faculty to incorporate the common read(s) into their courses.

Another example of campus-based assessment is the 2010–2011 project conducted by UW-Manitowoc, which assessed campus facilities in two main areas: student access to study and workspaces and campus safety. The results found that students feel the campus is not open often enough, and that disabled students have limited access to lab stations. Results are leading to disability service improvements. Analysis continues on laboratory and exterior campus safety (Institutional Assessment Report, 2010–2011).

Campus assessment coordinators meet twice annually with the institutional assessment coordinator, administrative leadership from the Office of Academic Affairs, and the Senate Assessment Committee. In 2010–2011 and 2011–2012, CACs were also invited to participate in the annual January meeting of department assessment coordinators with the institutional assessment coordinator, the Senate Assessment Committee, (SAC), and the Office of Academic Affairs representatives on SAC.

In many other ways, assessment has become integral to the UW Colleges institutional culture over the last decade. The Higher Learning Commission accepted the 2006 Monitoring report on assessment of student academic achievement and required no additional reports.

Detailed discussion of the assessment of student learning program may be found in Chapter Four.

**Diversity Initiatives**

The Assurances Section of the 2003 Report of a Comprehensive Evaluation Report noted in “C. Capacity to Address Previously Identified Challenges,” that in addition to assessment of academic achievement challenges, a challenge in the area of demographic diversity was identified: “Although progress has been made in the area of staff diversity, UW Colleges needs to continue to diversify both its instructional and non-instructional staff and the overall student body.” A document discussing demographic trends in the racial and ethnic diversity of UW Colleges instructional and non-instructional staff may be found in the Resource Room (Demographic Trends in UW Colleges Instructional and Non-Instructional Staff since 2002–2003).

Since 2002–2003, the demographics of UW Colleges students have changed, with greater numbers of students of color enrolled (and a percentage increase of students of color from 7% in 2003 to 11% in 2011), as summarized in Figure 2.
Since the 2002–2003 Self-Study Report, the UW Colleges has created new or continued a number of diversity initiatives, many within the context of UW System-wide initiatives. Building on the successes of the 1988-1998 “Design for Diversity” efforts, the UW System implemented its second ten-year plan, “Plan 2008.” Several subsequent initiatives have taken place over the last ten years that have aimed to address issues of diversity, equity, and inclusion in higher education.

**Plan 2008**

Plan 2008 focused on seven University of Wisconsin System goals around diversity. UW Colleges institutional goals focused primarily on increasing the number of Wisconsin high school graduates of color who apply, are accepted, and enroll, through targeted outreach programs aimed at both precollege and returning adult students; encouraging partnerships with communities of color; closing graduation rate gaps between students of color and white students; increasing the financial aid available to students in need; and fostering institutional environments that enhance learning and a respect for racial and ethnic diversity. Phase II of the project focused on “Educational Quality through Racial and Ethnic Diversity,” during which each institution submitted a report template describing the goals it hoped to achieve, how the initiative would be implemented, the target population, expected outcomes, and assessment indicators (see “Administrative Recommendations for Creating Plan 2008: Phase II [2004–2008]”).

**Equity Scorecard**

The UW Colleges Equity Scorecard project began in March 2006, and the first stage of work was completed in September 2007. As one of six University of Wisconsin System institutions to participate in the initiative, the UW Colleges convened a team of faculty, staff, and administrators to complete a self-assessment focused around four areas or perspectives: access, retention, excellence, and institutional receptivity. A final report (discussed in Chapter Four) offered recommendations for next steps.
Within the UW System, five institutions including UW Colleges elected to participate in the first year of a broad-based campus climate assessment led by the national research team of Rankin & Associates (R&A). In November 2007, Chancellor Wilson appointed the UW Colleges Diversity Leadership Committee (DLC) to oversee implementation of the UW Colleges Campus Climate Study. The Campus Climate Study’s survey tool was offered at each of the 13 UW Colleges campuses, UW Colleges Online, and the institutional offices in Madison, March 31 - April 18, 2008. The survey was open to everyone in the UW Colleges, including all students, staff, faculty, and administrators. Everyone was strongly encouraged to take part through a series of emails from the chancellor and each campus executive officer/dean. The survey was confidential and was completed either in a Web-based format or in paper form. Answers were strictly confidential and anonymous. Each campus received reports of group results only and no individual was identified in the results.

A survey of the campuses (campus executive officers/deans and campus steering committee chairs) and the Office of Academic Affairs in Spring of 2012 yielded 12 of 13 campus responses, as well as that of the Office of Academic Affairs. Campuses were asked to review the action plans developed as a result of their respective Campus Climate Study results and evaluate the progress they had made toward achieving their goals. Four campuses had made substantial progress, another six had made some progress toward their goals, and three had made either little or no progress. Campuses making substantial progress were able to document how their established goals had been achieved. For example, UW-Waukesha had identified concerns about non-tolerant behavior, human resources, and a lack of recognition for work by employees. In response, the campus indicated that it had allocated a greater amount of funding to students and staff for diversity awareness and has increased LGBTQ events and resources (including an active Pride Alliance, a student panel at faculty development day, and Safe Zone training). However, the campus also indicated a need for additional work and interest in new positions such as a campus safety officer and a campus ombudsman position.

Six of the campuses continue to make slower progress on the action plans they had established as a result of the Campus Climate Survey. For example, UW-Sheboygan formed a Campus Climate committee that created bylaws and collected data from instructional academic staff on their perceptions of campus climate, and had not made additional progress during 2011–2012. UW-Washington County indicated that no areas of progress had been identified, but that the campus has subsequently developed a strategic plan that includes climate issues as part of its goal-setting. UW-Rock County also indicated using its strategic plan as a way of setting campus goals around diversity, climate, and inclusion. One campus did not respond.

In 2009, the UW Colleges began to participate in a new UW System-wide discussion of Inclusive Excellence, which was inspired by the American Association of Colleges and Universities (AAC&U)'s initiative "Making Excellence Inclusive." Upon appointment by the provost, a UW Colleges Inclusive Excellence Working Group that included the UW Colleges/UW-Extension chief diversity officer conducted a review of best practices at other institutions and drew from national resources as well as institutional data to assess the UW Colleges needs and achievements in the area of diversity. The Working Group made several recommendations and produced a final report that documented the activities on campuses and in academic departments in order to move forward with Inclusive Excellence in a way that built on the work achieved by Plan 2008, Equity Scorecard, and the Campus Climate Study. The report’s recommendations led the Senate Steering Committee to propose formation of a Senate Inclusive Excellence Committee, which the Senate created at its May 2011 meeting. The committee’s purpose is to “provide leadership in identifying and supporting efforts to expand
institutional understanding of and work on the intersection between inclusion, diversity, and excellence. This may include the following activities: facilitate and coordinate the institutional Inclusive Excellence plan, provide support to campus and department-based groups working on inclusion and diversity, help build institutional capacity in order to reach UW Colleges Inclusive Excellence goals, monitor progress on the institution’s Inclusive Excellence goals, disseminate reports on Inclusive Excellence and diversity issues, ensure Inclusive Excellence goals match the UW Colleges Strategic Plan, and issue an annual report for the institution on the work of the committee” (UW Colleges Senate Bylaws, section 7.6)

Status of Women

Until 2010, the Status of Women Committee was jointly composed of membership drawn from UW Colleges and UW-Extension. Separate committees were established in 2011–2012, and the UW Colleges group has focused on workplace safety and developing appropriate protocols when an employee experiences harassment, stalking, or threats. (A cross-institutional group consisting of the UW Colleges provost and UW Colleges Human Resources director; the UW Colleges/UW-Extension Human Resources director and the UW Colleges/UW-Extension vice chancellor for administrative and financial services; the UW Colleges/UW-Extension Office of Inclusion director and civil rights specialist; and the UW Colleges/UW-Extension Employee Assistance coordinator is working on a similar project to establish institutional protocols for resolving work-related conflict; please see the draft “Transforming Work-Related Conflict Guide.”)

Engaging Students in the First Year Program

The UW Colleges requested a particular focus on its proposed Engaging Students in the First Year (ESFY) Program when the Higher Learning Commission conducted its site visit in 2002–2003. Accordingly, the HLC evaluation team prepared a set of recommendations for the development of the program, based on the 2002–2003 UW Colleges Self-Study Report and the 2003 site visit. In addition, the team noted in the Assurances Section of the HLC Comprehensive Evaluation Visit Report that, “Faculty commitment to the first-year experience initiative is uneven, and they are skeptical about whether full funding will be provided to adequately support implementation of the initiative. The institution has acted upon recommendations for strengthening the initiative, particularly in developing a “well-defined strategic center from which all the activities and funding commitments directly emerge” (Advancement Section 2003).

Since the recommendations were made, the UW Colleges ESFY Program has planned and implemented a largely successful program offering first-year seminars and encouraging connections between curricular and co-curricular programming to help UW Colleges student populations, a high percentage of whom are first generation and underprepared as they transition to college. UW Colleges has created a model that is flexible enough to be implemented across 13 campuses with differing student demographics and campus cultures. The program has developed in ways that follow the recommendations of the March 2003 Higher Learning Commission evaluation team in most areas. For example:

- A UW Colleges ESFY leadership team consisting of the UW Colleges ESFY coordinator, associate vice chancellor for academic affairs, and 13 campus ESFY coordinators, has been established

- A base budget allocation and well-planned budget has been established to support over 100 First-Year Seminar course instructor stipends, campus ESFY coordinators, the UW Colleges ESFY coordinator, and significant professional development opportunities

- One-credit First-Year Seminar courses, housed in academic departments with a specific-discipline based subject of inquiry and common learning objectives, have been established as the centerpiece of the program, with an additional focus on connecting curricular and co-curricular programming
Rubrics for the assessment of the shared learning outcomes of the First-Year Seminar have been developed and are now being used to assess these courses.

As part of its response to the Higher Learning Commission recommendations, the UW Colleges participated in the National Policy Center on the First Year of College Foundations of Excellence project and produced a report that established the bases for the program and continues to serve as the program’s touchstone. Responding to the National Policy Center on the First Year of College’s invitation to apply to participate in the Foundations of Excellence project for two-year institutions, upon acceptance as one of only ten other institutions participating in the pilot, UW Colleges voluntarily undertook a systematic and rigorous self-assessment of the UW Colleges students’ first year experience. As the working group explained in their 2005 application to participate, the UW Colleges ESFY initiative had been in development since 2000, but was first implemented in earnest across the institution during the 2004–2005 academic year. At that time, approximately 30% of the new, degree-seeking students were enrolled in the UW Colleges First-Year Seminar course (Foundations of Excellence Final Report, 2007). A number of recommendations emerged from this report, including establishing a UW Colleges Teaching and Learning Center, using distance education technology to coordinate programming relevant to teaching and learning, conducting a review of the first-year curriculum, making co-curricular experiences a higher priority, improving advising, expanding the roles of the UW Colleges ESFY and professional development coordinators, as well as a number of academic department, campus, and assessment-related recommendations (Foundations of Excellence Final Report, 2007).

A comprehensive discussion of institutional responses to the recommendations of the 2003 Higher Learning Commission and to those recommendations found in the 2007 Foundations of Excellence Working Group Final Report may be found in Chapter Three (additional discussion may be found in the Resource Room document “Institutional Implementation of the ESFY Program Following 2003 HLC Recommendations”).

Preparing for the Future

In 2003, the Assurances Section of the HLC Comprehensive Evaluation Report noted an area in need of institutional attention as relating to Criterion Four, as follows: “UW Colleges must continue to develop contingency plans that cover the potential for decreased State funding.”

The University of Wisconsin System and the UW Colleges have faced significant reductions in state support since 2002–2003, and have responded in multiple ways outlined in this self-study report. Beginning in 2008 with the advent of the national economic recession, the UW Colleges has responded to changing fiscal realities in the State of Wisconsin with a new financial and management model. As noted above, the Integrated Enrollment Management (IEM) model has enabled the institution to adapt more nimbly to a rapidly changing fiscal landscape.

Like many other institutions of higher education across the nation, the UW Colleges faces ongoing fiscal challenges in the midst of declining public support for higher education. These challenges have included a $250 million reduction to the UW System budget in the 2011–2013 biennium, a share of which is the responsibility of the UW Colleges. A Wisconsin Department of Administration memo, dated October 14, 2011 indicated an additional $174.3 million one-time lapse from General Program Revenue (GPR) funding, of which the UW System would absorb $65.6 million. Reductions to the UW System budget were allocated across all UW System institutions. Reductions to the UW Colleges budgets are shown in Figure 3.
Figure 3. Reductions to UW Colleges Budgets – 2002–2003 to 2011–2012

<table>
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<tr>
<th>UW Colleges Budgeted Revenue¹ by Source of Funds</th>
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<tbody>
<tr>
<td>State Taxes²</td>
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<tr>
<td>Total</td>
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</table>

¹Budgeted Revenue includes only general program operations
²State taxes excludes special purpose tax revenue, which is targeted funding, such as for utilities

In the UW Colleges 1992 self-study, the North Central Association of Colleges and Schools indicated that “maintaining an adequate financial base in the light of that (enrollment) growth is the most important problem facing the Centers.” Like many states, Wisconsin has seen a decline in state support of the public institutions of higher education over the course of the last three decades. Figure 4 illustrates this decline as it has affected the UW Colleges from 1980–2012, and Figure 5 illustrates this decline from 2003–2012 relative to full-time equivalent students.

Figure 4. Percentage of General Program Operations Budgeted Funded by Tuition and Taxes, 1980–2012

<table>
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<tr>
<td>% of Budget Funded by Tuition</td>
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<tr>
<td>% of Budget Funded by GPR/Taxpayer Revenue</td>
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Figure 5. General Program Operations Budget and Full-time Equivalent (FTE) Students, 1980–2012
As the UW Colleges and the UW System continue to face decreased levels of financial and other forms of support by the state, the institution has sought to develop new and innovative strategies and to advocate for more flexibility within the current allocations. These issues are discussed in more detail in Chapter Three.


The Office of Academic Affairs initiated the self-study process in the summer of 2010, by studying the process used in the previous self-study and continuing accreditation process. In November 2010, two self-study co-coordinators were appointed by the provost, as well as a project manager whose primary role is to coordinate logistics for the team’s site visit and maintain the schedule for completion of the self-study report. A leadership team consisting of the provost, associate vice chancellor for academic affairs, the two co-coordinators, and the project manager, was formed. Over a period of several months, faculty chairs of five criteria teams were named. During the 2010–2011 academic year and into the summer of 2011, the co-coordinators worked with criteria team chairs to develop a plan for collecting evidence. The institution used the annual UW Colleges Colloquium, a spring meeting of a sizeable portion of faculty and staff, to gather feedback on the evidence-gathering process. Fall 2011 was dedicated to evidence-collection, which was cataloged and stored in a Web-based SharePoint site. Conference calls were held by the co-coordinators at multiple points throughout the process to clarify goals, answer questions, and establish protocols. The leadership team also met regularly by conference call.

The leadership team experienced a few challenges in the self-study process. With multiple constituencies, campuses, and layers of contact points, concerns were raised about duplication of effort as the evidence-gathering phase was implemented. To address these challenges, the co-coordinators held multiple teleconferences with individual criteria team chairs to troubleshoot communication and team productivity issues. In December 2011, one of the co-coordinators resigned for reasons unrelated to the project. The provost solicited nominations and self-nominations for the position, which was filled before January 1, 2012. The project timeline was adjusted and the co-coordinators continued evidence-analysis and report drafting throughout spring 2012. The draft report’s internal recommendations were presented to and discussed with the UW Colleges Senate in March 2012, and a full draft was circulated to the academic department chairs and campus executive officers/deans at a meeting held at UW-Fox Valley in April 2012.

In May 2012, a third draft of the self-study report was posted publicly on the UW Colleges Higher Learning Commission Web site for a month of review by the institution and interested constituency groups. Feedback was gathered through a dedicated email address and the draft was further revised. During summer 2012, the final draft was completed and prepared for publication, together with an executive summary that will be distributed at the UW Colleges annual opening event of the academic year, the 2012–2013 Convocation. Both the self-study report and the executive summary will be available on the UW Colleges Web site for all students, community members, and the faculty, staff, and administration of the UW Colleges.
Chapter 2

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

Core Component 1a. The organization’s mission documents are clear and articulate publicly the organization’s commitments.

Evidence: The board has adopted statements of mission, vision, values, goals, and organizational priorities that together clearly and broadly defines the organization’s vision.

Evidence: The organization makes the mission documents available to the public, particularly to prospective and enrolled students.

The University of Wisconsin Colleges’ Mission, Vision, and Goals are available on the UW Colleges public Web site. The UW Colleges mission, goals, and vision statements are also available in the Web-based UW Colleges Catalog. These two locations “make the mission documents available to the public, particularly to prospective and enrolled students.” Further, the mission is available to internal constituencies in the Faculty and Instructional Academic Staff Handbook, as well as in the annual UW Colleges Fact Book.

Evidence: The mission, vision, values, and goals documents define the varied internal and external constituencies the organization intends to serve.

Select Mission
The University of Wisconsin Colleges is a multi-campus institution that prepares students for success at the baccalaureate level of education, provides the first two years of a liberal arts general education that is accessible and affordable, and advances the Wisconsin Idea by bringing the resources of the University to the people of the state and the communities that provide for and support its campuses.

Vision
Students, faculty, staff and administrators of the UW Colleges, in partnership with area residents, form a community of learners. Together we share the responsibility of promoting the mission of the University of Wisconsin to expand and disseminate knowledge and enrich the culture. Within the supportive and challenging environments of the UW Colleges campuses, students of all ages and backgrounds are prepared for advanced educational and professional achievement, lifelong learning, leadership, and responsible citizenship.
The University of Wisconsin Colleges, unlike any other part of the University of Wisconsin System, is physically located on campuses owned, maintained and enhanced by local communities. Each campus is physical evidence of an extraordinary financial commitment by specific city and/or county governments. This method of local investment, unique within the UW System, has resulted in a greater blending and, perhaps, greater ambiguity when identifying “internal and external constituencies” than may be true for other parts of the UW System. In recognition of this relationship, the institution’s select mission statement shown above describes a tension that is resolved through the work of the faculty, staff, and students on UW Colleges campuses and in the UW Colleges Online program.

The select mission first prescribes the central task of the UW Colleges as that of preparing students for success at the baccalaureate level of education. This task of preparation for success informs the UW Colleges’s vision statement. The mission statement then describes and limits the curricular context for this task as that of the provision of the first two years of a liberal arts general education.

Then, in recognition of the unique ownership relationship described above, the mission statement goes on to commit the UW Colleges to bringing the resources of the university—resources owned, maintained and enhanced by local communities—to the people of the state, and very specifically to the people of the communities that built these campuses. The statement does not provide for limiting access to the university to only those within the communities who will complete, or might best be able to complete, a baccalaureate education.

This seeming tension, between a goal of excellence in the first two years of a baccalaureate education, and the commission to extend the resources of the UW Colleges to all the people of the state and the communities that have built these campuses, is resolved first through the accessibility of admission to the UW Colleges (see Figure 2 in Chapter One), and second, through the decisions students make regarding transfer.

The information shown in Figure 1 below summarizes the transfer decisions of students who entered the UW Colleges over five consecutive fall terms. These data show that for many UW Colleges students the preparation they received enabled them to transfer on to the next step in completion of a baccalaureate degree. At the same time, it is clear that for many of the students represented by these data, having experienced the UW Colleges and its two-year liberal arts curriculum, a decision was made by the student to pursue goals other than completion of a baccalaureate degree.
Evidence: The mission documents include a strong commitment to high academic standards that sustain and advance excellence in higher learning.

Evidence: The mission documents state goals for the learning to be achieved by its students.

The Select Mission and Goals of the University of Wisconsin Colleges include a strong commitment to high academic standards that sustain and advance excellence, with particular focus on student learning, in goals three, five, seven, and nine (emphasis added):

Goals

1. To excel at delivering a liberal arts general education associate degree that prepares students for transfer to baccalaureate-granting institutions and professional programs.

2. To emphasize teaching excellence including the development, use, and assessment of effective teaching methods.

3. To prepare students for lifelong learning, leadership, service and responsible citizenship.

4. To foster scholarly activity that supports the mission of the University of Wisconsin Colleges.

5. To serve the people of Wisconsin by promoting continuing education and outreach in Wisconsin communities.

6. To participate in collaborative relationships with other University of Wisconsin System institutions, the Wisconsin Technical College System, private colleges, and K-12 public schools in order to maximize educational opportunities and resources for the people of Wisconsin.

7. To serve the needs of ethnically diverse students, students with disabilities and nontraditional students.

8. To make available as a service to business, industry and the general public, the unique professional expertise of the faculty and staff.

9. To provide opportunities for civic and cultural enrichment in the communities that support its campuses.

The institution’s goals for student learning are also clearly articulated in the policy guiding the UW Colleges Associate of Arts and Science degree (Senate Institutional Policy 101, Associate of Arts and Science Degree), as discussed in greater detail in Chapter Five. The UW Colleges Associate of Arts and Science degree’s general education curriculum aligns with the most common requirements at the other UW System institutions where approximately 40% of UW Colleges students transfer.

Evidence: The organization regularly evaluates and, when appropriate, revises the mission documents.

The UW Colleges revises and reviews its mission as necessary. For example, the UW Colleges select mission was last approved by the UW Colleges Senate and the Board of Regents in 2004.

As the number of place-bound students increased, the UW Colleges sought UW System Administration and Board of Regents approval to implement a proposed Bachelor of Applied Arts and Sciences degree-completion program. The Board of Regents approved the request in June 2011. At the same time, the Board of Regents approved a UW Colleges request to revise its select mission. The proposed Select Mission and Goals of the University of Wisconsin Colleges was endorsed by the UW Colleges Senate (a representative body of faculty, academic staff, instructional academic staff,
and students) in April 2010 and by the Board of Regents in June 2011. The proposed select mission reads as follows:

The University of Wisconsin Colleges is a multi-campus institution committed to high quality educational programs, preparing students for success at the baccalaureate level of education, providing the first two years of a liberal arts general education that is accessible and affordable, providing a single baccalaureate degree that meets local and individual needs, and advancing the Wisconsin Idea by bringing the resources of the University to the people of the state and the communities that provide and support its campuses.

Chapter Seven of this report contains a request to the Higher Learning Commission for approval of the new mission statement.

Core Component 1b. In its mission documents, the organization recognizes the diversity of its learners, other constituencies, and the greater society it serves.

Evidence: In its mission documents, the organization addresses diversity within the community values and common purposes it considers fundamental to its mission.

Evidence: The mission documents affirm the organization’s commitment to the dignity and worth of individuals.

The UW Colleges’ Vision Statement quoted at the beginning of this chapter is followed by statements on “Respect for Persons,” “Personal Integrity,” and “Individual Development.” In addition, the Faculty and Instructional Academic Staff Handbook outlines expectations for “Professional Conduct” and also includes the statement:

Respect for human dignity is essential to the university environment. The UW Colleges affirms its commitment to promoting the ideal that faculty, staff, students, and guests are free to engage in academic expression and debate, and to pursue their social and private lives in our communities, unthreatened by discrimination or harassment. All who come to the UW Colleges to work and to study will be accepted and judged as individuals; discrimination, disruption, or harassment on the basis of race, sex, religion, color, creed, disability, sexual orientation, national origin, ancestry, or age will not be tolerated.

Evidence: The organization’s required codes of belief or expected behavior are congruent with the mission.

The commitment to honor the dignity and worth of individuals quoted above is restated throughout institutional documents and is included in Senate Institutional Policy 305, Code of Conduct. This value is also reflected in the UW Colleges statement of values (please see the 2008–2011 UW Colleges and UW-Extension Strategic Plan).

Evidence: The mission documents provide a basis for the organization’s basic strategies to address diversity.
Chancellor David Wilson created the UW Colleges and UW-Extension Office of Inclusion and appointed its first director in June 2010. The Office of Inclusion “helps facilitate the integration of inclusive excellence within the two institutions [UW Colleges and UW-Extension]. It works to build capacity in the two institutions through: assistance with planning, implementation, assessment, and communication; professional development; consultations; accommodations requests; and investigation of discrimination complaints.”

In 2011, an Affirmative Action plan was completed for UW Colleges by the Office of Inclusion. Prior to 2011, Affirmative Action responsibilities were assigned to the UW Colleges Human Resources director. While State of Wisconsin Affirmative Action plans were completed for classified employees, federal Affirmative Action plans were not completed, as UW Colleges did not meet the Office of Federal Contracts Compliance Programs (OFCCP)’s criteria as a federal contractor. In 2011, with OFCCP’s announcement that it would audit individual institutions as part of larger university systems, and the institution’s recognition that Affirmative Action plans and programs are useful tools as part of a broader Inclusive Excellence program, the director of the Office of Inclusion assigned responsibility for coordination of the UW Colleges Affirmative Action Program to the assistant to the chancellor for affirmative action. The first UW Colleges federal Affirmative Action Plan was created in 2011, and that plan will be updated on an annual basis. Affirmative Action compliance and reporting features are now being systematically integrated into tools such as the new PeopleSoft Human Resources and Talent Acquisition Management systems, UW Colleges personnel guidelines, and UW Colleges policies and procedures on discrimination and harassment.

The Office of Inclusion also supports the work of the UW Colleges Senate Inclusive Excellence Committee, created in January 2011, and described in Chapter One of this self-study report.

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

**Evidence: The board, administration, faculty, staff, and students understand and support the organization’s mission.**

**Evidence: The organization’s internal constituencies articulate the mission in a consistent manner.**

Results from a survey conducted in spring 2012 in preparation for this self-study report show “the organization’s internal constituencies articulate the mission in a consistent manner”; “The board, administration, faculty, staff, and students understand and support the organization’s mission” and “the organization’s internal constituencies articulate the mission in a consistent manner.” In this survey, all the employees of the UW Colleges were asked to explain how their work supports the mission of the UW Colleges: “The University of Wisconsin Colleges is a multi-campus institution that prepares students for success at the baccalaureate level of education, provides the first two years of a liberal arts general education that is accessible and affordable, and advances the Wisconsin Idea by bringing the resources of the University to the people of the state and the communities that provide and support its campuses.” There were 277 anonymous responses to the survey; of these responses, only 12 responses did not articulate clearly how their work furthered the mission, a rate of just 4%.

The majority of these responses catalogued a passionate and thoughtful understanding of the importance of the work conducted by the employees of the institution. Most of the responses by teaching
staff (faculty and instructional academic staff) indicated an understanding of how teaching prepares students for success at the baccalaureate level. For example, one Mathematics instructor wrote about advancing the Wisconsin Idea:

I teach Elementary Algebra which gives students a good foundation to succeed in Math 105 [Introduction to College Algebra] and Math 108/110 [Quantitative Reasoning and College Algebra, respectively] which are required for the Associate Degree and the Bachelor’s Degree at other Universities. Though it is high school material, the class makes education accessible to people who normally struggle with math as well as to non-traditional students who have not had math in many years. My work enables students to receive more attention due to smaller class sizes and a good basis for future math classes needed for their degree(s).

The understanding of mission went beyond teaching staff. One library director wrote about the way that his/her work helps prepare students for success in the UW Colleges classroom and beyond:

Everything I do in my position as director focuses on supporting this mission. Selecting materials for our collection, helping students with research questions, providing classroom instruction on information literacy skills and directing my library staff to serve students to the best of our abilities—all these activities center on preparing our students to be informed, critical researchers. Helping students learn where and how to find authoritative, accurate information supports their entire education and offers them a skill they will use beyond their time at the UW Colleges.

These articulations of mission extend beyond the classroom and libraries. One employee writes about how his/her work enables students to physically have access to educational resources:

I maintain the facilities, equipment, and grounds at [name of campus]. I work to maintain that excellent first impression for everyone that steps onto campus. It is my job to maintain the buildings in first class working order so the students can pass seamlessly from the parking lots to all their classrooms. When the students go through each day and find no problems or glitches in the physical plant and grounds then I have ‘done good.’

Finally, a returning adult student advisor writes about how specifically s/he brings the resources of the university to the residents of the state:

I work with adults in the community who are thinking about returning to college or starting college for the first time. These adults sometimes have multiple barriers to getting their education and it is my role to help them connect to available campus resources as well as community resources to help them succeed. I promote the act that our campus is both accessible and affordable regularly.

The faculty and staff of the UW Colleges have a clear understanding of the institution’s mission as well as how their work contributes to the fulfillment of the mission.

**Evidence: The organization’s strategic decisions are mission-driven.**

**Evidence: The organization’s planning and budgeting priorities flow from and support the mission.**

An institutional priority in three of the last ten years has been, “To increase the percentage of instruction carried out by faculty” (2003–2004, 2005–2006, and 2006–2007). The Office of Academic
Affairs has interpreted this as bringing the ratio of budgeted tenure-track and tenured faculty lines to instructional academic staff to as close to 60% and 40%, respectively, as possible. In 2000, according to the UW Colleges 2002–2003 Self-Study Report, budgeted faculty lines were 61%. In 2011–2012, the institution committed 64% of its direct instructional funding (exclusive of administrative personnel, non-instructional academic staff, classified staff, limited term employees, and student employees) to faculty positions, based on the fall 2011 payroll. From this perspective, the UW Colleges has successfully maintained its commitment to faculty lines and has achieved its institutional priority of increasing the ratio of faculty to instructional academic staff.

In 2011–2012, implementation of the new Human Resources System (HRS) enabled the Institutional Research Office to calculate the ratio of faculty to instructional academic staff in terms of delivered contact hours. Thus, in looking at instruction delivered in the 2011–2012 academic year (as measured in instructional contact hours), the percentage of faculty delivering the curriculum was 52%. The difference between this percentage figure and that of 64% can be accounted for by accommodations to faculty for leaves and reassigned time for shared governance or administrative duties. Presentations of this information to the UW Colleges Senate, as well as to campus executive officers/deans, associate deans, and academic department chairs, yielded interest in continued discussion about which percentage ratio should be considered to best determine the appropriate percentage of instruction that is carried out by faculty and by instructional academic staff.

As noted above, UW Colleges has maintained a commitment to a 60/40 ratio of faculty to instructional academic staff in terms of the institution’s financial commitment to tenured and tenure-track lines. The two figures below show the two approaches to calculating the ratio of faculty to instructional academic staff (IAS), comparing first by appointment type (Figure 2) and then by instructional contact hours (Figure 3) in 2010–2011.

### Figure 2. Financial Commitment to Instruction by Appointment Type, Fall 2011

<table>
<thead>
<tr>
<th>Campus</th>
<th>Computed Instructional Contact Hours</th>
<th>Faculty % of Contact Hours</th>
<th>IAS % of Contact Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>UW-Baraboo/Sauk County</td>
<td>593</td>
<td>66%</td>
<td>34%</td>
</tr>
<tr>
<td>UW-Barron County</td>
<td>696</td>
<td>64%</td>
<td>36%</td>
</tr>
<tr>
<td>UW-Fond du Lac</td>
<td>690</td>
<td>74%</td>
<td>26%</td>
</tr>
<tr>
<td>UW-Fox Valley</td>
<td>1,546</td>
<td>50%</td>
<td>50%</td>
</tr>
<tr>
<td>UW-Manitowoc</td>
<td>633</td>
<td>70%</td>
<td>30%</td>
</tr>
<tr>
<td>UW-Marathon County</td>
<td>1,280</td>
<td>58%</td>
<td>42%</td>
</tr>
<tr>
<td>UW-Marinette</td>
<td>469</td>
<td>71%</td>
<td>29%</td>
</tr>
<tr>
<td>UW-Marshfield/Wood County</td>
<td>592</td>
<td>74%</td>
<td>26%</td>
</tr>
<tr>
<td>UW-Richland</td>
<td>478</td>
<td>83%</td>
<td>17%</td>
</tr>
<tr>
<td>UW-Rock County</td>
<td>1,104</td>
<td>56%</td>
<td>44%</td>
</tr>
<tr>
<td>UW-Sheboygan</td>
<td>797</td>
<td>44%</td>
<td>56%</td>
</tr>
<tr>
<td>UW-Washington County</td>
<td>946</td>
<td>63%</td>
<td>37%</td>
</tr>
<tr>
<td>UW-Waukesha</td>
<td>1,698</td>
<td>59%</td>
<td>41%</td>
</tr>
<tr>
<td>UW Colleges-wide</td>
<td>11,520</td>
<td>64%</td>
<td>36%</td>
</tr>
</tbody>
</table>
Figure 3. Instructional and Student Contact hours by Appointment Type, Fall and Spring Terms 2010–2011

<table>
<thead>
<tr>
<th>Campus</th>
<th>Computed Instructional Contact Hours*</th>
<th>Total Student Contact Hours**</th>
<th>Faculty % of Instructional Contact Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>UW-Baraboo/Sauk County</td>
<td>848</td>
<td>17,064</td>
<td>53%</td>
</tr>
<tr>
<td>UW-Barron County</td>
<td>753</td>
<td>15,169</td>
<td>61%</td>
</tr>
<tr>
<td>UW-Fond du Lac</td>
<td>864</td>
<td>20,880</td>
<td>64%</td>
</tr>
<tr>
<td>UW-Fox Valley</td>
<td>1,865</td>
<td>44,333</td>
<td>43%</td>
</tr>
<tr>
<td>UW-Manitowoc</td>
<td>839</td>
<td>17,286</td>
<td>60%</td>
</tr>
<tr>
<td>UW-Marinette</td>
<td>649</td>
<td>9,938</td>
<td>58%</td>
</tr>
<tr>
<td>UW-Marshfield/Wood County</td>
<td>797</td>
<td>16,293</td>
<td>56%</td>
</tr>
<tr>
<td>UW-Marathon County</td>
<td>1,661</td>
<td>37,016</td>
<td>49%</td>
</tr>
<tr>
<td>Non-Online DE (NODE)</td>
<td>230</td>
<td>4,260</td>
<td>39%</td>
</tr>
<tr>
<td>UW Colleges Online</td>
<td>619</td>
<td>15,167</td>
<td>53%</td>
</tr>
<tr>
<td>UW-Rock County</td>
<td>1,338</td>
<td>30,003</td>
<td>48%</td>
</tr>
<tr>
<td>UW-Richland</td>
<td>661</td>
<td>12,238</td>
<td>69%</td>
</tr>
<tr>
<td>UW-Sheboygan</td>
<td>960</td>
<td>19,734</td>
<td>42%</td>
</tr>
<tr>
<td>UW-Waukesha</td>
<td>2,441</td>
<td>54,179</td>
<td>51%</td>
</tr>
<tr>
<td>UW-Washington County</td>
<td>1,161</td>
<td>29,617</td>
<td>55%</td>
</tr>
<tr>
<td>UW Colleges-wide</td>
<td>15,673</td>
<td>343,199</td>
<td>52%</td>
</tr>
</tbody>
</table>

*Contact hours are 50 minutes in length, e.g. a class meeting Monday, Wednesday and Friday from 8:00 to 8:50 constitutes 3 contact hours
**Student contact hours is class contact hours multiplied by the number of students in the class, e.g. a class meeting Monday, Wednesday and Friday from 8-8:50 with 20 students constitutes 60 student contact hours

In sum, the question of how best to identify the ratio of faculty to instructional academic staff remains under discussion among institutional leaders, faculty, and staff, particularly in light of topics such as how best to determine high quality instruction balanced with the need for institutional flexibility and stability.

**Recommendation:** The institution should continue to explore how to balance the institutional need for staffing flexibility provided by instructional academic staff positions with long-term stability provided by tenure-track faculty positions.

**Core Component 1d. The organization’s governance and administrative structures promote effective leadership and support collaborative processes that enable the organization to fulfill its mission.**

**Evidence:** The distribution of responsibilities as defined in governance structures, processes, and activities is understood and is implemented through delegated authority.
The UW Colleges has a formal governance structure that is clearly defined through Wisconsin State Statutes, the UW Colleges Constitution, and other documents that function to implement delegated authority and clarify processes in the institution. The Board of Regents is charged with overseeing the UW Colleges, UW-Extension, as well as the 11 comprehensive, and two Research I institutions of the University of Wisconsin System. Chapter 36 of the Wisconsin State Statutes includes a broad description of the Board of Regents’ charge:

36.09 Responsibilities
(1) THE BOARD OF REGENTS.
(a) The primary responsibility for governance of the system shall be vested in the board which shall enact policies and promulgate rules for governing the system, plan for the future needs of the state for university education, ensure the diversity of quality undergraduate programs while preserving the strength of the state’s graduate training and research centers and promote the widest degree of institutional autonomy within the controlling limits of system-wide policies and priorities established by the board.

This is followed by specific lists of the responsibilities relevant to all University of Wisconsin System institutions, including the UW Colleges, such as the definitions of faculty, the hiring and appointment of chancellors, and the setting of tuition.

In addition to being governed by the Board of Regents, the UW Colleges is also governed by the UW System Administration. The president of the UW System Administration, who reports to the Board of Regents, has full executive responsibility for the management of the UW System. Chapter 36.09 clearly identifies the responsibilities of various internal constituencies including chancellors, faculty, academic staff, and students. This section of the Wisconsin State Statutes is reflected in Chapter One of the UW Colleges Constitution, which also describes the role of the chancellor, campus executive officers/deans, faculty, academic staff, and students. Chapter Two of the UW Colleges Constitution outlines the function of the Senate as part of governance structure. The Senate, comprised of faculty, academic staff, and students with non-voting representation of campus executive officers/deans and academic department chairs, is the “deliberative and legislative body of the UW Colleges” (UW Colleges Constitution 2.09). Complete policies of the UW Colleges Senate may be found on the Senate Policies Web page.

UW Colleges Senate documents include Institutional Policies (curricular policies, policies regarding students, personnel policies), Faculty Personnel policies (hiring, promotion, merit and post-tenure review), and Academic Staff Personnel policies (hiring, promotion, merit, and review). Further, the UW Colleges Constitution mandates that each campus shall maintain a constitution:

3.00 Campus Constitution: Each campus collegium shall maintain a constitution which is in compliance with the constitution of the UW Colleges. Amendments to campus constitutions require the approval of the chancellor.

This chapter of the constitution also mandates that each campus have a collegium as “the deliberative and legislative body of the campus,” that there be divisional (Humanities, Social Sciences, Mathematics and Natural Sciences) representation on campus committees, and that each collegium elect a steering committee comprised of faculty and academic staff. Further, this chapter states that, “Each campus collegium shall elect as many standing committees as it deems necessary to serve the campus as major advisory bodies to the campus dean.”

In addition to the governance structures made clear in the Wisconsin State Statutes, UW Colleges Constitution, campus constitutions, and Senate policies, other documents function to clarify shared governance roles, such as the UW Colleges and UW-Extension organizational chart found in Figure 4.
Figure 4. Organizational Chart for UW Colleges and UW-Extension
Given that UW Colleges is a state-funded institution subject to state open records and open meetings laws, committees and governance bodies of the institution maintain meeting minutes that document that these structures are understood and implemented. For example, meetings of the UW Colleges Senate are recorded and minutes are posted on the Senate Web site and in the public folders system for the UW Colleges community to view. The Senate Steering Committee chair regularly provides updates to institutional leadership (such as campus executive officers/deans, associate deans, and academic department chairs) via email on important decisions or recommendations made at the Senate Steering Committee level (please see the Senate Steering Minutes online archive for examples of how the institution documents its governance process).

**Evidence: Board policies and practices document the board’s focus on the organization’s mission.**

Over the last ten years, the Board of Regents has made a number of policy recommendations and changes that have had significant impacts on the UW Colleges’ ability to fulfill its mission, as described below.

**UW Colleges and UW-Extension Administrative Integration**

On February 10, 2004, the Board of Regents authorized the administrative integration of UW Colleges and UW-Extension at the senior administrative levels, resulting in the granting of authority to hire a single chancellor for both institutions. The primary motivation was “operational efficiencies” rather than financial, as outlined in a report by an external consultant (“Report to the HLC Requesting Approval for Change in Structure”). The Board of Regents stated that the change would “achieve administrative efficiencies and savings and [operate] to strengthen the service capacity of both institutions to their local communities and the state as a whole.” This administrative integration had an impact on the strategic planning process of the UW Colleges.

For example, though UW Colleges developed annual institutional priorities between 2003 and 2006, the advent of the administrative integration meant that between 2007 and 2010, the institution worked instead on a shared Strategic Plan document that outlined the goals of the two institutions in a single plan (Strategic Plan for UW Extension-UW Colleges). In some ways, this shift promised ways of allowing UW Colleges to fulfill its mission in even more innovative and effective ways. For example, the institutional mission is to “advance the Wisconsin Idea by bringing the resources of the University to the people of the state and the communities that provide and support its campuses.” By opening up new opportunities for collaboration with UW-Extension, the institution “anticipated that the [new] chancellor selected to lead both Extension and the Colleges will devote a great deal of time and energy to external issues concerning both institutions.” Indeed, the newly appointed chancellor of UW Colleges and UW-Extension, David Wilson, began immediately to explore ways to make use of the resources of one of UW-Extension’s four divisions, Broadcasting and Media Innovations, to complement or enhance distance learning opportunities for students; the chancellor also explored how the UW-Extension Division of Cooperative Extension’s county-based offices might provide information about programming for UW Colleges.

**Approval of Collegiate Transfer Authority to Two Additional Institutions of the Wisconsin Technical College System (WTCS), and Expanding Allowable Levels of Transfer Credits from WTCS Institutions to UW System Institutions from 30 Credits to Unlimited Credits**

Historically, the University of Wisconsin System and the UW Colleges have had a distinct mission from that of the Wisconsin Technical College System (WTCS). However, over the last ten years, two key policy changes at the Board of Regents level have had an impact on the UW Colleges’ ability to
fulfill its mission. First, in 2004, the Board of Regents approved a “Six-Point Plan” recommended by the Committee on Baccalaureate Expansion (COBE). The six-point plan included changes to the transfer of technical courses from WTCS institutions, approving a policy that “will enable UW institutions to transfer WTCS occupational/technical courses on a course-by-course basis.” A second change included establishing a policy so that “WTCS students in applied associate degree programs will be able to transfer up to 30 credits from these courses, and apply them toward general education and/or other degree requirements at UW institutions.”

This expanded breadth has had an impact on the UW Colleges because the new policy competes with the UW Colleges mission as an institution that “prepares students for success at the baccalaureate level of education, [and] provides the first two years of a liberal arts general education.” Despite a strong statement of objection from the UW Colleges (“UW System Proposed Transfer Policy: UW Colleges Response”), the Board of Regents approved a policy expanding the number of transferable general education credits from 30 to an unlimited number in 2011 (see June 2011 version of UW System Transfer Policy).

An additional change has been expansion from three Wisconsin Technical College System institutions to five with the authority to offer a liberal arts associate’s degree and thus a collegiate transfer program. The original three institutions were Madison College (formerly, Madison Area Technical College), Milwaukee Area Technical College, and Nicolet Area Technical College; since the 2002–2003 UW Colleges continuing accreditation site visit, Western Technical College and Chippewa Valley Technical College have been given this authority, as well.

**Bachelor of Applied Arts and Sciences Degree-Completion Program**

As the UW Colleges has moved forward with the development of a proposed Bachelor of Applied Arts and Sciences (BAAS) degree-completion program (please see Chapter Seven for a full discussion of the institution’s progress), Board of Regents decisions have been critical in advancing the institution through this mission change. The UW Colleges submitted two versions of a Request for Entitlement to Plan document to UW System Administration, receiving approval to advance after the second version. This was followed by submission of a Request for Authorization to Implement document to UW System Administration. An executive summary of the Authorization document was next presented to the Board of Regents over two readings. The Board of Regents conducted a first review of the proposed degree and institutional mission change in June 2010, and approved the implementation of the degree and the revised mission in June 2011. A presentation by the provost to the Board of Regents outlines the process that led to the Board’s approval to implement the degree and their approval of the revised mission ([Board of Regents BAAS 6.11 Presentation](#)).

**Equity Scorecard, Campus Climate Study, and Inclusive Excellence**

The UW Colleges’ mission and goals have also been shaped by the Board of Regents’ endorsement of a number of sequenced diversity initiatives. One of the institution’s goals, “To serve the needs of ethnically diverse students, students with disabilities, and nontraditional students,” has been advanced by the Board of Regents’ support of three key projects: the Equity Scorecard initiative, the Campus Climate Study, and Inclusive Excellence. Each of these is discussed elsewhere in the body of this report.

**University of Wisconsin System Growth Agenda for Wisconsin**

In February 2006, the “Growth Agenda for Wisconsin” was introduced at a Board of Regents meeting. In the following year, the UW System Administration developed Growth Agenda Action Steps and
individual institutions were charged with developing institution-specific goals for achieving the Growth Agenda (UW Colleges More Graduates Plan).

**Tuition Freezes**

In 2011, the Board of Regents voted to increase tuition by 5.5%, a policy affecting all UW System institutions. For the previous four years, the Board of Regents had held tuition at its 2006 rate for UW Colleges, even while increasing the tuition rate for the other UW System institutions. This decision was especially important in supporting the UW Colleges’ mission of access, particularly the goal of providing “the first two years of a liberal arts general education that is accessible and affordable” (UW Colleges Mission). Because Wisconsin Technical College System institutions’ budgets are underwritten by local property taxes, these institutions have been advantaged by the opportunity of offering lower tuition rates than UW Colleges. The frozen tuition rates for UW Colleges helped to bring back competitive tuition and better serve students seeking access to the UW System through one of its two-year liberal arts campuses or UW Colleges Online. Continuation of the tuition freeze had shared governance support, as evidenced by the UW Colleges’ Underfunding Task Force Report (Underfunding Task Force Report--2b) completed and circulated in 2009. Further, the tuition freeze for UW Colleges allowed the institution to compete more favorably with Wisconsin Technical College System institutions with collegiate transfer programs.

**Evidence: People within the governance and administrative structures are committed to the mission and appropriately qualified to carry out their defined responsibilities.**

In keeping with the practice begun in 1933, when the forbearer of UW Colleges campuses, UW–Madison’s General Extension Division, first offered university classes for students at a branch campus in Milwaukee, the institution has been dedicated to the practice that instructors be well qualified and courses rigorous. As discussed in Chapter One of this self-study report, the UW Colleges has facets that are similar to community colleges, liberal arts colleges, and universities. Dating from the UW Colleges’ origins with UW-Madison, faculty, administrators, and academic staff must be well credentialed, in the case of faculty and administrators, usually holding a terminal degree in a field of study. The Search and Screen Handbook/Recruitment of Faculty handbook outlines the search process and ensures that qualified candidates are hired for positions. Because position descriptions are clearly articulated, as are the requirements for candidates’ credentials, search and screen committees are able to recommend the best candidates for positions. In cases where no qualified candidates are found, the UW Colleges re-opens or fails searches. Because of these careful hiring procedures, 84% of faculty have a terminal degree in their field (according to the 2011–2012 Fact Book).

**Evidence: Faculty and other academic leaders share responsibility for the coherence of the curriculum and the integrity of academic processes.**

The UW Colleges prides itself on a strong tradition of academic rigor, an essential part of which is faculty oversight of the academic and educational activities of the UW Colleges, upheld by the chief academic officer of the UW Colleges, the provost and vice chancellor for academic affairs. This tradition is illustrated and continues to be supported by several policies and practices.

First, as a public institution, the UW Colleges is governed by Wisconsin State Statutes Chapter 36, where, uniquely in North American higher education, section 36.09, “Responsibilities,” identifies
faculty, in concert with the chancellor and University of Wisconsin System Administration leadership, as the constituency primarily responsible for the academic activities of the university:

The faculty of each institution, subject to the responsibilities and powers of the board, the president and the chancellor of such institution, shall be vested with responsibility for the immediate governance of such institution and shall actively participate in institutional policy development. As such, the faculty shall have the primary responsibility for academic and educational activities and faculty personnel matters. The faculty of each institution shall have the right to determine their own faculty organizational structure and to select representatives to participate in institutional governance.

This shared governance practice is borne out in Senate and academic department policies guiding changes to the curriculum, such as approval of new courses, changes to existing courses, degree designations, or new certificates and Associate of Arts and Science degree emphases. Each academic department and the Women’s Studies Program has a curriculum committee that is responsible for reviewing and approving curricular changes. (Curricular reviews for the American Indian Studies Program, which is housed in the Political Science Department, and the Religious Studies Program, which is housed in the Philosophy Department, take place in their respective departments.) Once approved at the academic department or program level, a new course proposal or other curricular change (see “Senate Curriculum Committee Forms”) is sent to the Senate Curriculum Committee, which then recommends approval of curricular changes to the provost. All curricular change recommendations are sent to the provost and vice chancellor for academic affairs, who has final decision authority (a curricular changes memorandum distributed by the provost documents approval).

Another example of ways in which oversight for the curriculum operates in this shared governance environment is the annual curriculum and staffing plan. This plan, submitted by a campus executive officer/dean and the director of Distance Education, is first approved by the campus curriculum committee and academic department chairs, and then submitted to the Office of Academic Affairs. At each level of curriculum development and management, faculty are responsible for content and quality. This responsibility is echoed by the UW Colleges Constitution, subject to the authority of the Wisconsin State Statutes (UW Colleges Constitution). In Chapter Three, which defines the oversight boundaries of academic departments, Section 4.03: “Jurisdiction and Responsibilities,” the UW Colleges Constitution describes the role of academic departments in maintaining discipline standards and curriculum, and in advising the Senate and campus collegiums regarding curriculum:

Departments shall be responsible for maintenance of standards in the discipline, as regards to curriculum and teaching personnel. They shall develop and maintain an appropriate curriculum of courses in the discipline, advise the Senate and campus collegium on curriculum, search and screen all candidates for appointment to teach in the discipline, and regularly evaluate all department members. No appointment, renewal, or promotion may be made, and no one shall teach a credit course, without the approval of the appropriate department. The departments shall also encourage professional development of their members.

The shared governance structure of the UW Colleges, functioning within that of the UW System under Wisconsin State Statutes, operates fluidly in oversight of academic programs, as faculty responsibility for the quality and currency of discipline standards and curriculum is firmly supported by institutional practice and policy. All Senate policies must receive final approval by the chancellor to take effect. Senate policy governing curricular changes delegates authority to the provost and vice chancellor for academic affairs for final approval of the curriculum and recognizes the shared governance responsibilities of the faculty and the chief academic officer in the area of curriculum.
Evidence: Effective communication facilitates governance processes and activities.

Given the geographic distribution of the campuses and of the UW Colleges administrative offices in three buildings in Madison, it is critical that there be effective communication and careful governance processes. The conduct of UW Colleges’ shared governance is determined by Wisconsin State Statutes (such as the Wisconsin Open Meetings Laws), and communication takes advantage of a variety of media. For example, the UW Colleges Senate has its own Web site that includes policies, bylaws, committee membership, meeting dates, agendas, and minutes. In addition, there is an expectation that the Senate Steering Committee chair communicate through minutes, electronic mail, and in face-to-face Senate meetings; also, that decision-making at the Senate committee level and at Senate meetings be transparent and records of these meeting be readily available. Conference calling using the UW-Extension-managed WisLine teleconference system and emerging technologies such as Blackboard Collaborate also provide ways to communicate effectively within the institution. In addition to hosting town-hall style meetings through compressed video capabilities, the UW Colleges has begun to use a Web-based meeting format called Mediasite that is particularly useful for synchronous communication. For example, the institution has used Mediasite to “meet” for brown bag sessions and town-hall meetings to discuss important issues in the UW Colleges; this technology is used frequently by the chancellor’s office (please see archived meetings on the chancellor’s Web site, Mediasite Town Hall Meetings).

Evidence: The organization evaluates its structures and processes regularly and strengthens them as needed.

Over the last decade, the institution has adopted a regular process of academic department program reviews that takes place within a division once every three years. This process replaced an earlier one in which “all academic departments were reviewed on the same timeline. While this was done in order to take the departments through the review as a group, it inhibited the provost from being able to spend an appropriate amount of time working with departments on each review and discussing goals” (Academic Department Program Review Process). In its program review, the academic department assesses itself in several areas, including “Curriculum,” “Staffing,” and “Facilities/Resources.” A general overview of these areas is followed by a more detailed discussion of the department’s academic goals, the alignment between the department and institutional initiatives, and the interrelationship between the department curricular offerings and other departments’ curricula. Departments analyze their role in the statewide context, assessing the curricular strengths and weaknesses. They also must think in forward ways about anticipated change or shifts in their academic disciplines(s).

Another opportunity for organizational review is provided by Chancellor Raymond Cross’s Web-based Idea Form, inviting feedback and suggestions from all members of the institutional community regarding improving the institution.

Core Component 1e. The organization upholds and protects its integrity.

Evidence: The board exercises its responsibility to the public to ensure that the organization operates legally, responsibly, and with fiscal honesty.
Evidence: The organization understands and abides by local, state, and federal laws and regulations applicable to it (or bylaws and regulations established by federally recognized sovereign entities).

The UW Colleges, as noted above, is part of a larger system of governance. The institution fulfills Criterion One, Core Component 1e (“The organization upholds and protects its integrity”), by being embedded in a strong matrix of governance and oversight that ensures compliance with state guidelines and regulations. For example, Board of Regents policies offer guidelines and policies on public records management, changes to institutional mission statements, ethical institutional research, degree requirements, textbook costs, enrollment management policies, compensation, search and screen practices, contracts, discrimination, and many other aspects of the life of the university. All university activities are conducted under the auspices of these policies.

As an example of compliance with UW System, the Board of Regents, and the federal Higher Education Opportunity Act (HEOA), the UW Colleges has worked to decrease the costs of textbooks for students. Long-standing textbook rental programs are in place at UW-Barron County and UW-Richland. Three additional campuses are piloting textbook rental programs: UW-Marshfield/Wood County, UW-Sheboygan, and UW-Washington County. In addition to these programs, several UW Colleges campuses have taken other measures to control textbook costs, including heightening instructor awareness about the benefits of early adoption of textbooks. All campuses comply with the HEOA stipulation that textbook ISBNs (International Standard Book Number) be posted on the campus Web site. All of the UW Colleges campuses have reported that they continue to consider ways to reduce the cost of textbooks.

Evidence: The organization consistently implements clear and fair policies regarding the rights and responsibilities of each of its internal constituencies.

Evidence: The organization’s structures and processes allow it to ensure the integrity of its cocurricular and auxiliary activities.

As noted above, the UW Colleges is governed by its constitution and Chapter 36 of the Wisconsin State Statutes. Each of these policy documents defines the rights and responsibilities of the institution’s constituents. Further, the extensive body of UW Colleges Senate policies—Faculty Personnel policies, Administrative policies, Academic Staff policies, Institutional policies—provide clear guidelines for all processes that are core to the mission of the university. Finally, the UW Colleges is subject to the UW System-wide Policies, Procedures, and Legal Resources that govern all aspects of the university: academic planning and program review, budget preparation, financial and administrative policies, standards for consistent logo use, travel policies, and legal policies.

Evidence: The organization presents itself accurately and honestly to the public.

The UW Colleges Web site offers external constituencies a clear vision of the institution as a whole, UW Colleges Online, and each campus specifically. Additionally, each campus has numerous marketing and recruitment materials (brochures, factsheets, postcards, flyers, etc.) that provide information about its services in an accurate way. More importantly, the institution provides the public with data on its budget, student enrollment and student performance, faculty demographics, library holdings, and many other institutional features in the form of the UW Colleges Fact Book.
The institution is assisted in this presentation by being part of the UW System, which provides the resources of the UWSA Office of Policy and Academic Research, or OPAR. For example, OPAR produces informational memoranda that include demographic information on students’ academic backgrounds, their performance and graduation/retention rates, and their transfer rates, among other information about the institution. More recently, the OPAR Web site has provided resources and visibility for the UW Colleges annual “Accountability Report.” Each UW System institution presents to the public and to the Wisconsin state legislature an array of data that demonstrates each institution’s work toward advancing the University of Wisconsin System Growth Agenda. In sum, both on the institution’s own initiative and because the institution functions as one part of a larger public higher education system, the UW Colleges engages in ongoing, clear, and transparent self-assessment that is widely shared with its external and internal constituencies.

Evidence: The organization documents timely response to complaints and grievances, particularly those of students.

The Senate’s Faculty Personnel Policy 604, Standardized Grievance Procedures, governs the process for hearing and responding to grievances by faculty members; UW Colleges Administrative Policy 37, Student Discrimination, governs student grievances regarding discrimination; Academic Staff Personnel Policy 804, Non-renewal of Fixed-Term Renewable Appointments, governs grievances filed by academic staff holding fixed-term renewable appointments. Further, each academic department indicates in its bylaws (which are structured according to a common template, a change since 2003), the process for handling student grievances and complaints. Chapter Six (“Procedures for Faculty Reconsiderations, Appeals, and Grievances”) and Chapter Nine (“Procedures for Academic Staff Grievances and Complaints”) of the UW Colleges Constitution underpin the related Senate policies (Resource Room Senate Policies on Rights, Responsibilities Folder). In December 2011, Chancellor Cross approved UW Colleges Administrative Policy 5, Unlawful Discrimination, Sexual Harassment, Protected Status Harassment, and Retaliation, prepared by the Office of Inclusion (please see the Office of Inclusion Policies and Forms Web page).

Student complaints are handled at all levels of the institution (campus, academic department, administration), as outlined in the document Student Rights and Responsibilities and governed by UW Colleges Senate and University of Wisconsin System policy.

Chapter Two Recommendation

Recommendation: The institution should continue to explore how to balance the institutional need for staffing flexibility provided by instructional academic staff positions with long-term stability provided by tenure-track faculty positions.
Chapter 3

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

Core Component 2a. The organization realistically prepares for a future shaped by multiple societal and economic trends.

The University of Wisconsin Colleges is an efficient institution, and its leaders and administrators think carefully about budgetary decisions it makes, working to support the mission and institutional priorities with its resources.

According to the vice chancellor for administrative and financial services, 93% of the institutional budget supports fixed costs, such as salaries, utilities, and supplies. The UW Colleges has approached institutional budget reductions strategically by finding strategic ways to approach the necessity of accommodating one-time lapses in funding and base budget cuts. For example, the institution has managed some of the budget reductions and state lapses through contingency funding that had been set aside in anticipation of such necessary fiscal reductions. The UW Colleges has worked to avoid cutting budget items related to the institution’s stated priorities. In February 2009, the UW Colleges and UW-Extension Expanded Budget Planning Committee developed the following set of budget planning principals (UW-Colleges and UW-Extension Budget Planning Committee Recommendation):

- The institutions care deeply about, and will work to avoid negative impacts to, our faculty and staff.
- Decisions will be made which are in the best long-term interest of UW Colleges and UW-Extension.
- We should be inclusive, collaborative and consultative in our work and in our recommendations.
- The cross-institutional nature of our discussion is inherently valuable and should not be overlooked or underappreciated.
- Transparency and communication will occur throughout the budget planning process.
- Our work should focus on institutional missions; our decisions should minimize negative impacts to stakeholders, students, partners, and programs.
- We should balance short-term and long-term cost/benefit.
- This is not business as usual; we need to communicate value wherever possible.
- Ultimate decision-making authority rests with the Chancellor.

These budget planning principles guided the UW Colleges’ decision making throughout the budget reduction process.
The Engaging Students in the First Year Program provides an excellent example of planning processes that are incremental and intentional. As the UW Colleges explored the implementation of an Engaging Students in the First Year Program, there was initially no base budget allocated to the project. Early aspects of the project, such as development of pilot first-year seminar courses, were funded using carry-forward funds. In 2004–2005, the Engaging Students in the First Year Program received base funding through reallocation from other budget lines. By 2006, over $200,000 was allocated to the ESFY Program annually in the base budget. These funds are dedicated to supporting an institutional ESFY coordinator, a campus-based ESFY coordinator at each of the 13 campuses, regional and national professional development opportunities for these coordinators, funding to offer the First-Year Seminar courses (approximately 100 sections UW Colleges-wide—about 33% of UW Colleges first-year students, based on a five-year average from fall 2006 to spring 2012); funding for an annual ESFY Spring Conference, and a retreat for campus ESFY coordinators and instructors of the First-Year Seminar course.

State budget lapses prompted cost-saving measures in ESFY programming; for example, in 2007–2008, the UW Colleges found itself, like all other University of Wisconsin System institutions and Wisconsin state agencies, facing a serious budget shortfall. The UW Colleges undertook a comprehensive review of all aspects of its academic programming and administrative services. As part of an overarching curricular and staffing review called course maximization, enrollments in all the First-Year Seminar courses across UW Colleges were evaluated. Campus budget allocations for offering First-Year Seminar courses were then reduced in proportion to the number of sections that could be combined to maximize enrollment up to the course enrollment maximum. The course maximum was increased from 25 to 28, in line with increases in all other course maxima across the curriculum. These actions led to a decrease in the number of First-Year Seminar courses that were offered on most campuses, but only a small decrease in the UW Colleges-wide enrollments in the First-Year Seminar. Additionally, in 2008–2009, the annual ESFY Spring Conference was moved to coincide with the annual UW Colleges Colloquium. Cost savings in travel budgets resulted, with which the ESFY Program was able to redirect some of its budget internally to other ESFY projects.

Additional evidence of the organization’s efficient and forward-thinking resource allocation is found in UW Colleges participation in the UW System Growth Agenda for Wisconsin. Under the system-wide initiative, all UW System institutions have established attainment goals called “More Graduates Plans” in response to Wisconsin’s low rate of college degree attainment. As is noted in the “Request for Entitlement to Plan” document for the BAAS degree-completion program, “While Wisconsin ranks among the top ten states in the number of residents holding associate degrees, it ranks 35th in the nation in the percentage of bachelor’s degree holders. Demographic studies show a correlation between higher education attainment and improved health for state residents, higher rates of community development and volunteerism, and strengthened economic opportunities leading to increases in wage-earning populations.” The UW Colleges’ “More Graduates Plan” (UW Colleges More Graduates Plan) includes specific benchmarks and assessable goals for increasing overall enrollment to 16,000 (from the 2011–2012 enrollment high of 14,000), increasing retention, increasing the proportion of adult students enrolled, and increasing the number of underrepresented minority students who are enrolled. In addition, the UW Colleges “More Graduates Plan” commits the institution to studying those groups of students who are either completing the Associate of Arts and Science degree but not transferring, or who are neither completing degrees nor transferring. UW Colleges tracks its progress, which is included in the annual UW System institution-specific Accountability Reports that are publicly available to external constituents on the UW System Administration Web site (Accountability Reports--Investing in Wisconsin’s Future, UW Colleges, 2009–2010 and 2010–2011). Institutional goal-setting in the context of the UW System Administration Growth Agenda illustrates commitment to establishing goals and setting benchmarks for achieving them, as well as assessing them in the form of the accountability reports.
Evidence: The organization’s planning documents show careful attention to the organization’s function in a multicultural society.

Over the last 25 years, the UW System and subsequently the UW Colleges has participated in a series of diversity initiatives. In 1988, the UW System was the first university system in the United States to adopt a long-range plan to diversify Wisconsin’s 26 public colleges and universities. That plan, Design for Diversity, was based on the belief that a public university must serve all the people of the state and must lead the way in increasing educational opportunity for targeted racial/ethnic groups: African Americans, Hispanic/Latinos, Native Americans, and Asian Americans. In 1998, Design for Diversity continued under a new ten-year plan, Plan 2008: Educational Quality through Racial and Ethnic Diversity. Inclusive Excellence, the UW System’s successor to Plan 2008, is designed to help UW System institutions establish a set of comprehensive, well-coordinated strategic actions that foster greater diversity, equity, inclusion, and accountability at every level of institutional life. Inclusive Excellence builds on two projects that foster positive campus change, the Equity Scorecard and Campus Climate Study projects.

In March 2006, UW Colleges became one of the UW System Administration’s pilot institutions in its Equity Scorecard Project, working with Dr. Estela Bensimon and the University of Southern California’s Center for Urban Education. The Equity Scorecard provided UW Colleges with a self-assessment instrument for investigating and discussing the causes of racial and ethnic inequities related to access retention, excellence, and institutional receptivity for students. A UW Colleges team identified six factors to study as part of the Scorecard:

1. Associate of Arts and Science degree attainment
2. Performance in the top 25 enrolling courses at the UW Colleges
3. Inclusion on the Dean’s List
4. Cumulative GPA at the UW Colleges and transfer performance
5. Transfer rates to UW four-year institutions by admissibility
6. Transfer rates to UW four-year institutions by final term GPA

Between August 2007 and April 2008, listening sessions were held at each of the 13 campuses, during which the findings of the team were presented and discussed. Individual campuses moved forward with the findings to create specific action steps relevant to each campus UW Colleges. Based on the work of the Equity Scorecard Evidence Team, the group issued reports on the four aspects of Equity Scorecard assessment (Equity Scorecard Final Report with Appendices).

UW Colleges was again one of the first to participate in a UW System Administration-led diversity and inclusion study, as one in the first group of University of Wisconsin System institutions to work with Sue Rankin and Associates Consulting to distribute and analyze a comprehensive climate study. The UW Colleges Campus Climate Study was administered between March 31, and April 18, 2008, at each of the 13 UW Colleges campuses, UW Colleges Online, and the UW Colleges institutional offices in Madison. The survey instrument measured the inclusiveness for staff, faculty, and students at each site based on multiple identity groups (e.g., socio-economic class, race/ethnicity, gender, religious affiliation, veteran status, sexual orientation). Similar to the Equity Scorecard, the UW Colleges Campus Climate Study provided baseline data for campuses to develop action steps where needed.

Most recently, the UW System has been working within the Making Excellence Inclusive framework initiated by the American Association of Colleges and Universities. In March 2010, the UW Colleges established an Inclusive Excellence Working Group to explore questions about and identify steps toward incorporating diversity and inclusion into the core aspects of the UW Colleges. The working
group’s report to the provost included recommendations that have been implemented by the institution, including revising the Senate policy guiding the Interdisciplinary Studies degree designation to better reflect national understandings of interdisciplinarity; the establishment of a permanent Senate committee, the Senate Inclusive Excellence Committee, and splitting of the Status of Women Committee, which was formerly a joint committee with UW-Extension, into a UW Colleges-specific group that has subsequently taken up institution-specific issues.

As a result of these manifold diversity and inclusion efforts, the institution has continued to use the data to shape its approach to creating an inclusive and diverse institutional environment. For example, as a result of Equity Scorecard work, the Institutional Research Office has disaggregated the data collection examining the academic outcomes and experiences of students of color. As the Equity Scorecard Report states, “An accommodating step that was not taken [previously] was aggregating students from multiple racial minorities. This has been the practice in some previous diversity initiatives and is reflected in the term ‘students of color.’ The evidence team’s choice not to follow this path was justified in nearly all of its findings, where significant differences were found among and between minority racial groups, as well as between these groups and the findings for white majority students” (please see page 2, Equity Scorecard Final Report with Appendices). A number of campuses, including UW-Baraboo/Sauk County, UW-Waukesha, and UW-Rock County, offer pre-college programs that reach out to students of color and students who could become first-generation college students. Some campuses and academic departments have directed efforts towards multicultural and multilingual curricular and co-curricular activities. The Mathematics Department has been engaged in a collaborative research project based on a UW System grant with UW-Parkside, UW-Whitewater, and UW-Milwaukee focused on implementing and assessing pedagogical methods in developmental Mathematics courses that will increase student success. Such methods have been associated with higher success rates for minority students. According to the Mathematics Department chair, “The math department decision to initiate the COBE Modularization pilot was motivated by a variety of factors, one being the results of the Equity Score Card initiative in conjunction with national data suggesting that the approaches being piloted in the COBE project can substantially increase success of students of color in the basic algebra sequence.”

**Evidence: The organization’s planning processes include effective environmental scanning. The organization’s planning documents demonstrate that attention is being paid to emerging factors such as technology, demographic shifts, and globalization.**

**Environmental Scanning in the Bachelor of Applied Arts and Sciences Degree-Completion Program Planning Process**

The UW Colleges has engaged in environmental scanning, resulting in the UW Colleges Bachelor of Applied Arts and Sciences (BAAS) degree-completion program and other efforts at institutional improvement and review. First, the development of the UW Colleges Bachelor of Applied Arts and Sciences degree-completion program was heavily predicated on market research and student surveys conducted early in the process. As the “BAAS UW Colleges Request for Entitlement to Plan” document outlines, the UW Colleges “secured the services of a market research firm, Gene Kroupa and Associates, to assess the interest in this program” in 2008. Through telephone interviews with business and organizations, the study showed that a majority of employers supported the establishment of the degree, a majority identified challenges to hiring qualified workers, and most employers agreed that “teamwork, written and verbal communication, critical thinking and problem solving, and basic science and math are the main skills or subject areas to include in the BAAS degree
program.” Each of these priorities emerged as strong features of the subsequent plan for the BAAS curriculum. Additionally, the BAAS planning process included a survey of then-enrolled students (about 11% of enrolled students, n = 1400), about half of them returning adult students. Results of the survey showed that 43% of students were somewhat or very interested in the degree and one-third expressed strong support for the degree.

Attention to New Technology and Demographic Shifts in the Accelerated/Blended Program

The UW Colleges’ implementation of Accelerated/Blended learning as part of the Adult Student Initiative illustrates the institution’s attention to new developments in technology and demographic shifts. As the director of distance education notes, “Demographics played a large role in UW Colleges moving to accelerated/blended courses and the writing and awarding of the Decision Item Narrative (DIN) to fund this program. The institution has over 200 accelerated/blended courses that have been designed since 2007 when the program started with a pilot on 4 campuses.” As Figure 1 demonstrates, the UW Colleges has gradually increased the number of Blended and Accelerated/Blended courses developed over the last ten years. Prior to 2008–2009, training was offered for one cohort per year in Blended course development. In 2008–2009, two additional cohort trainings were added for Accelerated/Blended course development.

Figure 1. Blended and Accelerated/Blended Course Development

To date, 271 faculty and instructional academic staff have participated in the UW Colleges Accelerated/Blended Training Program and developed Accelerated/Blended courses (Record of Accelerated/Blended Course Offerings by Instructor).

Individual campuses have undertaken assessment efforts designed to measure campus-specific program needs. Sample reports about the Accelerated/Blended program at UW-Fox Valley, where it is known as “FastTrack” demonstrate the campus’s attention to the ongoing scheduling and academic needs of the returning adult student population that the program targets. The assessment results showed that that the program was indeed attracting a particular demographic, noting, “The winterim session found a 2:1 ratio of traditional aged students to adult students. Adults students tend to enroll
in FastTrack courses versus traditional age students during the fall and spring semester.” At the same time, a UW-Fond du Lac survey showed different findings:

- Most of the students taking the Accelerated/Blended courses are traditionally enrolled (82%) and 18-22 (75%)
- The majority of students had enrolled because it was the only section available (50%) or because they were unaware they’d enrolled in an Accelerated/Blended course (20%)
- Almost half of students said the Accelerated/Blended course they were taking was more difficult than a face-to-face course

The fall 2011 report concludes, “A/B [Accelerated/Blended] courses were initially developed for our campus as part of an Adult Student Initiative intended to attract new, nontraditional students to the campus. Our courses haven’t been enrolling the intended population. However, one national study found that while online courses tend to enroll more nontraditional students, a/b [Accelerated/Blended] courses tend to enroll the same students enrolled in traditionally taught courses. Therefore, we may want to rethink who these courses are designed for” (UW-Fond du Lac Assessment of A/B Courses”). UW-Barron County has also produced an analysis of the campus’s Fast Track program (“SWOT Summary, 2011–2012”). (Further details about these and other Accelerated/Blended programs may be found in documents located in the Resource Room, Accelerated/Blended Folder).

Faculty and instructional academic staff also use emerging technology in face-to-face classes. Figure 2 demonstrates that the use of course management software has increased steadily since 2003. Using the course management platform Desire2Learn (D2L) in face-to-face classes allows instructors to better meet the needs of students by making materials more readily available, allowing more in-depth discussion outside of class, and providing an electronic environment for assessment.

Figure 2. Desire2Learn (D2L) Usage 2003–2011
Integrating Global Perspectives into the UW Colleges Curriculum

While the UW Colleges has clearly been attentive to emerging technologies, the institution also has a strong history of academic departments infusing a global perspective into their curricula, particularly in the departments of World Languages and Anthropology/Sociology. Many other departments offer courses that have been carefully developed to address global concerns and contexts. In fall 2010, a UW Colleges team participated in the Association of American Colleges and Universities General Education for a Global Century curriculum and faculty development project. The Office of Academic Affairs will move forward collaboratively with the Senate and other appropriate units to implement recommendations prepared by the UW Colleges Global Century team to explore how the Global Century Project framework might inform a review of the institution’s Associate of Arts and Science degree. (For details about these recommendations, please see the text of an October 24, 2011 email sent by the provost to the institution that summarizes the UW Colleges Global Century Team Report.)

Second, the Bachelor of Applied Arts and Sciences (BAAS)’s Global Studies component makes up a significant aspect of the degree, illustrating the institution’s flexibility in responding to existing trends in higher education that point toward greater emphasis on global awareness and study. As the institution continues to explore the Global Century project and advances the BAAS degree development process, the institution will look for more opportunities to infuse global perspectives into the curriculum.

Attention to New Technology and Demographic Shifts through Enrollment Management

In addition to the creation of the Bachelor of Applied Arts and Sciences degree-completion program and continued study of ways to revise the Associate of Arts and Science degree, the institution has responded to demographic shifts by reorganizing administrative responsibilities in the Madison-based administrative offices. For example, prior to 2007, the position structure of the institutional offices in Madison included a “student affairs officer,” but the position was reconfigured in that year to “associate vice chancellor for student services and enrollment management.” This change was one of several arising on the heels of a serious enrollment decline of 21% in the mid-1990s. The institution assessed how to more effectively respond to enrollment fluctuations, which could be expected to increase in subsequent years.

The increase in the number of private institutions of higher education (Cardinal Stritch University, Concordia University, Upper Iowa University) and for-profit institutions (University of Phoenix, Ottawa University, Rasmussen College, Globe University, and others) that have opened campuses throughout Wisconsin means that UW Colleges, like many other institutions nationally, has become more strategic and deliberate in its enrollment management processes. Reconfiguring the chief academic officer into the combined student services and enrollment management position has allowed UW Colleges to attend to changes in the educational marketplace that directly impact student population and enrollment numbers. Chief responsibilities of this position are to “develop and implement an enrollment management plan for the institution,” to “work with various Central Administration units to provide accurate and updated enrollment data,” and to “direct the efforts of the offices of the Registrar and Admissions, Student Financial Aid, and Marketing and University Relations to improve enrollment efforts and promote student success” (Position Description, Associate Vice Chancellor for Student Services and Enrollment Management).
Evidence: The organizational environment is supportive of innovation and change.

A spring 2012 survey conducted for this self-study report posed two questions: “Have you seen the institution (at the campus, department, or institutional level) demonstrate openness to innovative practices that enhance learning?” And, “In what ways, if any, have you engaged with other constituencies (for example local-high schools, four-year campuses, etc.) to enhance student learning and strengthen teaching effectiveness?” Ninety faculty and staff responded to this survey (a response rate of 18%).

In response to the first question about openness to innovative practices that enhance learning, 88 of 90 respondents believed that the campus, department, or institution is open to innovative practices. One response points out, “mixed delivery courses, student research, and service learning have shown that the Colleges are committed to exploring fresh ways to carry out the liberal arts mission.” Another response points out the way that the institution emphasizes its openness to innovative practices at multiple levels:

On my campus, we give annual recognitions on our campus for teaching innovations. The budget committee funds innovative teaching projects and provides funds for sharing the results of that work with a larger—even national—audience. In my Department, we have received funds for curriculum innovation: work to develop a new curriculum for a cluster of courses, work to develop materials that support student learning. We also study innovative practices in our department assessment program, and encourage sharing between department members. At the institutional level, the commitment to assessment has led to a faculty that is more accepting of finding out what enhances learning and then put that information into practice.

In addition to funding opportunities, many respondents pointed out that faculty and instructional academic staff members are encouraged to write about their teaching innovations in their tenure dossiers and/or annual Activity Report.

Evidence: The organization clearly identifies authority for decision making about organizational goals.

The institutional organizational chart posted on the chancellor’s Web site and shown in Chapter Two of this self-study outlines reporting lines for the programs and functional areas that fall under the UW Colleges and UW-Extension Chancellor’s office, and beyond it into the two institutions this office leads.

As discussed in Chapter Two of this self-study, the UW Colleges has clear structures that are governed by Wisconsin State Statutes, the UW Colleges Constitution, and internal institutional documents. The institution upholds a high standard of shared governance. In most cases, decision-making around organizational goals functions effectively. For example, preparation for and development of the Bachelor of Applied Arts and Sciences (BAAS) degree-completion program went through a strong shared governance and decision-making process. An all-faculty task force developed the BAAS degree-completion program and faculty were represented on the “Request for Entitlement to Plan” working group. Following Board of Regents authorization to implement the degree-completion program, the UW Colleges Senate created a new Senate committee called the Senate Bachelor of Applied Arts and Sciences Curriculum Committee. The institution also put out open calls for faculty members to join the curriculum development committees and four faculty teams were organized to begin the curriculum development work for the Bachelor of Applied Arts and Sciences degree-comple-
tion program. The Cognitive Skills and Global Studies teams developed core courses (three credits each), the Professional Experience team developed the experiential learning component (15 credits), and a fourth team developed an approach to the Senior Capstone Seminar (six credits). Academic departments were given the opportunity to consider developing new courses or redesigning existing courses to offer at the junior or senior level, submitting these through a Senate-guided review process that would culminate in the curricular approval of the provost. In this example, faculty and staff had the opportunity to provide feedback and were involved in critical decision-making processes. These decision-making processes were clearly articulated, and both faculty and staff knew who was to be involved at different levels of the decision making process.

At other times frank dialogues around the understanding of shared governance decision-making processes have assisted institutional constituency groups to move forward through contentious issues. These dialogues have been particularly vital in a difficult economy that has been exacerbated by disproportionate reductions to the UW System budget by the State of Wisconsin and the state’s political climate. On several occasions, the institution has been challenged in its efforts to “clearly identify[ ] authority for decision making about organizational goals,” and in each of these instances a final resolution was reached by all parties through a process that respected shared governance traditions, expectations, and policies. Three examples serve to illustrate this.

In the first example, the English Department chair raised a unanimous departmental concern with the provost regarding UW Colleges acceptance of a Wisconsin Technical College System (WTCS) composition course (COM 195) in transfer as the equivalent of a UW Colleges composition course, Composition I (ENG 101). The provost asked the UW Colleges Institutional Research Office to study whether students transferring from a WTCS COM 195 course with transfer equivalency as ENG 101 subsequently performed less successfully in the next composition course in the UW Colleges composition sequence, Composition II (ENG 102). The data indicated that, in fact, UW Colleges students who had passed ENG 101 in the UW Colleges performed slightly less successfully in ENG 102 than students who had transferred the WTCS composition course COM 195 with an equivalency in ENG 101. Given these data, the provost declined to act upon the English Department chair’s concern. The English Department next interpreted the institutional data and offered additional arguments based on discipline-specific position statements and recent changes to the department’s curriculum and learning outcomes, and then resubmitted the request. The provost met with institutional officers at the Wisconsin Technical College System to raise the concern. The outcome of this meeting was a suggestion that because transfer success in composition varies across each WTCS campus and each UW Colleges campus, that WTCS and UW Colleges faculty or instructors from the respective institutions in each locality should meet to discuss differences in expectations, pedagogy, and learning outcomes between the two courses. The English Department chair agreed to this approach, which was initiated in spring 2012.

A second example of how authority and decision making interacts with the UW Colleges culture of shared governance is illustrated by the process by which the institution approached the fiscal challenges posed by the State of Wisconsin’s large budget reductions in the 2009–2011 biennium. The chancellor appointed a UW Colleges Budget Planning Work Group to identify potential areas to include in a base (permanent) reduction of $1.6 million. The work group included faculty and academic staff governance representation, academic department chairs and campus executive officer/dean representation, as well as the provost and the vice chancellor for administrative and financial services (UW Colleges and UW-Extension Budget Planning Committee Recommendation).

The work group presented a number of recommendations; among these were two recommendations for reducing the instructional budget, a course enrollment capacity exercise known as “course maximiza-
tion” and a benchmarking exercise. The first recommendation consisted of two parts: (a) campuses were to identify courses in which capacity existed for enrollment (that is, courses that were not fully enrolled), so that multiple sections of the same course could be combined to achieve full enrollment in more courses; and (b) the maximum enrollment for each course would be raised by an average of two students across the curriculum. Upon the chancellor’s accepting this recommendation, the provost sought endorsement by the Senate Steering Committee for an increase in new course maxima. The Senate Steering Committee, acting on behalf of the Senate, endorsed this in May 2009. During the summer, the provost realized that, in fact, Senate policy required further action before the new course maxima could take effect. Accordingly, he brought the matter again to the Senate Steering Committee, which brought it to the full Senate, whose senators in turn brought it to campus collegia.

After lengthy discussion during its March 2010 meeting the Senate acknowledged the permanent nature of the base budget reduction and, subsequently, of the changes to course maxima, and endorsed the new course maxima change with a vote of ten in favor, seven opposed, and two abstentions. Built into the change is an annual process to study the effects of the course maxima change on student performance. Institutional Research Office studies of student learning outcomes and grade point averages indicate that neither measure has declined since implementation of the course maxima change. Also built into the change is a process by which academic departments may request a review of the effects of the change and a reversion to the former course maxima in their departments. One academic department has requested such a review, which is ongoing by the provost.

A third example of how a robust system of shared governance plays out in practice was the implementation of a Web-based student survey of instruction to replace an outmoded paper-based process that relied heavily on an old Scantron machine and inefficient amounts of staff time in processing pen-and-paper student evaluation forms. Based on the research and recommendation of the chief information officer, the institution invested in technology and licensure for a new Web-based software package. In the course of reporting this new change in the implementation of student surveys of instruction to the Senate Steering Committee at a spring 2011 meeting, the provost was made aware that a more comprehensive review by the Senate was needed in order to implement such a change. Accordingly, the provost handed over planning for moving the Student Survey of Instruction to a Web-based environment to the Senate leadership, stopping institutional plans for a fall 2011 roll-out. This recognition that shared governance had not been appropriately consulted was thereby rectified as soon as it was realized. In spring 2012, a Senate Steering Committee-appointed subcommittee submitted its recommendations to the Senate Steering Committee and to the provost for implementing the Web-based Student Survey of Instruction. The recommendations were unanimously accepted and the Web-based Student Survey of Instruction was implemented in spring 2012.

Other examples of shared governance in practice include two new institutional collaborations announced by Chancellor Raymond Cross in June 2012. The first, a partnership between the State of Wisconsin Department of Public Instruction and UW Colleges will seek to expand dual credit/concurrent enrollment courses across the state. The second, called “UW Flexible Degree,” is a University of Wisconsin System partnership with Governor Scott Walker in which UW Colleges is included. The UW Colleges tradition of shared governance is challenged by emerging trends in higher education that call for fast-paced and responsive institutional changes that do not always allow for immediate deliberative discussion in ways that are compatible with institutional tradition. Yet these pressures are moderated by a strong commitment among all members of shared governance, from faculty, to academic department chairs, to the provost and the chancellor, that maintains open lines of communication through reports to the Senate, regularly scheduled meetings with academic department chairs, as well as frequent dialogue by telephone, email, and face-to-face meetings. This tradition ensures that faculty oversight of the curriculum and other important functions of shared governance continue to be respected.
Core Component 2b. The organization’s resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.

Evidence: The organization’s resources are adequate for achievement of the educational quality it claims to provide.

The best indicator that UW Colleges human and fiscal resources are adequate for achievement of educational quality is a combination of assessment results and processes, retention, transfer success rates (transfer success rates are discussed in Chapter One), and degree completion rates.

Assessment of Student Learning

The mission of the University of Wisconsin System is “to develop human resources, to discover and disseminate knowledge, to extend knowledge and its application beyond the boundaries of its campuses and to serve and stimulate society by developing in students heightened intellectual, cultural and humane sensitivities, scientific, professional and technological expertise and a sense of purpose” (Wisconsin Statute 36.01(2)). The Wisconsin legislature found “it in the public interest to provide a system of higher education […] which stresses undergraduate teaching as its main priority” WI 36.01(1). In fulfilling the UW Colleges select mission within the University of Wisconsin System, the UW Colleges Assessment Program focuses on undergraduate learning.

A major focus of this program is the institution-wide assessment of student learning. In preparing students for success in baccalaureate programs, the UW Colleges regards the following areas of proficiency to be of primary importance in the education of students: Analytical Skills, Quantitative Skills, Communication Skills, and Aesthetic Skills. To assess student learning in these four areas, instructors measure student proficiency using common standards applied across the academic disciplines. This activity is guided by Senate policy and its implementation is overseen by the joint efforts of the Office of Academic Affairs (which supports the Institutional Assessment Coordinator), the Senate Assessment Committee, and, in each department and the Women’s Studies Program, a department assessment coordinator who is joined in some departments by a department assessment committee. The accumulated results are presented in report form to department assessment coordinators on a regular basis, who then present them at annual department meetings for discussion and subsequent use in implementing improvements in teaching and curriculum. In addition to the four general education learning outcomes (proficiencies) noted above, the Senate Assessment Committee, Institutional Assessment Coordinator, and department assessment coordinators are working to incorporate aspects of the Inclusive Excellence effort into the UW Colleges Assessment Program. A new institutional proficiency and corresponding performance indicators are being designed to measure areas of cultural understanding and global citizenship.

The significant progress that the UW Colleges has made in the last ten years in assessing student learning outcomes (documented by the institution’s submitted and approved Monitoring Report on Assessment of Student Learning in 2006) has been due to faculty buy-in to the assessment of student learning process, as well as to the institution’s consistent base budget allocation of resources to the Assessment Program. Figure 3 illustrates the total budget allocation to the Assessment Program over the past five years.
Figure 3. Total Budget Allocations for FY09 to FY13, Program Learning and Assessment

<table>
<thead>
<tr>
<th>Line Item</th>
<th>Unclassified Provisional</th>
<th>Supplies &amp; Expense</th>
<th>Total Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY09</td>
<td>$41,550</td>
<td>$57,600</td>
<td>$99,150</td>
</tr>
<tr>
<td>FY10</td>
<td>$43,450</td>
<td>$27,700</td>
<td>$71,150</td>
</tr>
<tr>
<td>FY11</td>
<td>$43,450</td>
<td>$55,700</td>
<td>$99,150</td>
</tr>
<tr>
<td>FY12</td>
<td>$43,450</td>
<td>$55,700</td>
<td>$99,150</td>
</tr>
<tr>
<td>FY13</td>
<td>$43,450</td>
<td>$55,700</td>
<td>$99,150</td>
</tr>
</tbody>
</table>

In 2009–2010, UW Colleges responded to a decrease in state funding by instituting one-time lapses across several programs, including that of the Assessment Program’s allocation supporting academic department assessment activities. The funding was restored to academic department budgets in the following year, as shown in Figure 3 above. Figure 4 below shows the Assessment Program’s budget detail for 2012–2013.

Figure 4. 2012–2013 Budget: Program Learning and Assessment

| FY12 Allocation: $99,150 |

<table>
<thead>
<tr>
<th>Line Item</th>
<th>Uncl. Prov.</th>
<th>Supplies &amp; Expense</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program 2</td>
<td>31,000</td>
<td>-</td>
<td>31,000</td>
</tr>
<tr>
<td>Stipends for Coordinators</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall Plan/Coordination</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring Plan/Coordination</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summer/Annual Report</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment Coordinator workshops &amp; training</td>
<td>3,000</td>
<td>3,000</td>
<td>3,000</td>
</tr>
<tr>
<td>Department Assessment Meetings/Workshops</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dept Assessment Committee Meetings &amp; 1 Dept Mtg on Assmnt</td>
<td>28,800</td>
<td>28,800</td>
<td>28,800</td>
</tr>
<tr>
<td>Campus Functional Area Activities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Campus Assessment Coordinators</td>
<td>9,750</td>
<td></td>
<td>9,750</td>
</tr>
<tr>
<td>Campus and Functional Area ($500/campus)</td>
<td>6,500</td>
<td>6,500</td>
<td>6,500</td>
</tr>
<tr>
<td>Assessment Forums and Workshops</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Institution-Wide Conference</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment Conference</td>
<td>5,000</td>
<td>5,000</td>
<td>5,000</td>
</tr>
<tr>
<td>Attendance at National Assessment Conferences</td>
<td>10,000</td>
<td>10,000</td>
<td>10,000</td>
</tr>
<tr>
<td>Mentor Stipends</td>
<td>300</td>
<td></td>
<td>300</td>
</tr>
<tr>
<td>Website Development/Maintenance</td>
<td>400</td>
<td></td>
<td>400</td>
</tr>
<tr>
<td>S&amp;E to Support Dept. Assessment Efforts</td>
<td>2,400</td>
<td></td>
<td>2,400</td>
</tr>
<tr>
<td>Summer Stipend for Institutional Assess Co.</td>
<td>2,000</td>
<td></td>
<td>2,000</td>
</tr>
<tr>
<td>New Account Total</td>
<td>43,450</td>
<td>55,700</td>
<td>99,150</td>
</tr>
</tbody>
</table>

Change to Prior Year Allocation $ -
As Figure 4 above identifies, the institution has invested considerable funding in support of assessment activities. The budget includes allocations for stipends for department assessment coordinators, for campus assessment coordinators, for annual meetings of academic departments to discuss assessment findings and their relevance to the curriculum and to classroom instruction, for Web site maintenance, and for supplies and expenses. The institutional assessment coordinator also receives a course release each semester and a summer stipend to provide leadership to academic departments and campuses in the area of assessment of student learning.

**Student Retention Rates**

As an institution of access, the UW Colleges admits approximately 98% of total applicants. Figure 5 summarizes the progress of UW Colleges new student applications.

**Figure 5. New Student Application Summary**

<table>
<thead>
<tr>
<th>Application and Admission Status</th>
<th>Fall 2008</th>
<th>Fall 2009</th>
<th>Fall 2010</th>
<th>Fall 2011</th>
<th>Fall 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Applicants</td>
<td>10783</td>
<td>10748</td>
<td>11270</td>
<td>11838</td>
<td>11941</td>
</tr>
<tr>
<td>Applied but did not complete the admission process</td>
<td>801</td>
<td>1045</td>
<td>1328</td>
<td>1028</td>
<td>1383</td>
</tr>
<tr>
<td>Withdrawal application</td>
<td>1490</td>
<td>1096</td>
<td>977</td>
<td>1240</td>
<td>881</td>
</tr>
<tr>
<td>Denied admission</td>
<td>68</td>
<td>56</td>
<td>73</td>
<td>75</td>
<td>77</td>
</tr>
<tr>
<td>Admitted with admission later revoked*</td>
<td>123</td>
<td>106</td>
<td>95</td>
<td>133</td>
<td>210</td>
</tr>
<tr>
<td>Admitted and eligible to enroll</td>
<td>8301</td>
<td>8445</td>
<td>8797</td>
<td>9362</td>
<td>9390</td>
</tr>
<tr>
<td>First Day Enrollments</td>
<td>6740</td>
<td>6652</td>
<td>7051</td>
<td>7341</td>
<td>7334</td>
</tr>
<tr>
<td>From total applicants</td>
<td>63%</td>
<td>62%</td>
<td>63%</td>
<td>62%</td>
<td>61%</td>
</tr>
<tr>
<td>From admitted and eligible applicants</td>
<td>81%</td>
<td>79%</td>
<td>80%</td>
<td>78%</td>
<td>78%</td>
</tr>
</tbody>
</table>

In close consultation with assistant deans for student services and assistant deans for administrative services, the associate vice chancellor for student services and enrollment management is designing an institution-wide Strategic Enrollment Management (SEM) plan that has a strong retention component. The institution has purchased a Web-based strategic enrollment tool (designed by Hobsons) that will assist each campus, as well as UW Colleges as a whole, in this area. The institutional researcher has identified courses that pose a high risk for students (these courses have high Drop/Fail/Withdraw, or DFW, rates) and has shared this information with academic departments and campuses. The Mathematics Department is piloting a reform of the Mathematics sequence critical to retention and degree attainment.

The UW Colleges Office of Institutional Research carefully tracks retention rates of UW Colleges student populations. The most recent retention data are summarized below.

- Fall 2010 to fall 2011 retention for full-time new freshmen was 59% within the UW Colleges and 67% within the University of Wisconsin System. In the UW Colleges “More Graduates Goals,” the goal for retaining full-time students from fall semester in the student’s first year to fall semester in the student’s second year is 62%.
Retention of part-time new freshmen enrolled for six to 11 credits in the first term is 46% within the UW Colleges and 48% within the University of Wisconsin System.

Students age 25 and older are retained at the highest rate of any age group, with 70% returning for a second fall term at the UW Colleges. Unlike the overall population, the retention rate for this group of new freshmen was the same whether enrolled full-time or part-time.

Full-time new freshmen from the top quartile of their high school class were retained at very high rates, with 77% returning for a second fall term with the UW Colleges, and 88% returning for a second fall term somewhere within the UW System.

Retention rates for full-time new freshmen broken out by race show that Asian-Americans not identifying as Southeast Asian were retained at the highest rate of any race/ethnicity, at 65%. Native Americans were retained at the lowest rate, at 54%.

Transfer Success Rates

The identity of the UW Colleges as an institution of access can be shown by comparing high school rank information for the institutions within the UW System. Figure 6 includes information from the UW System Office of Policy Analysis and Research “Informational Memorandum – The New Freshman Class: Fall 2011.” This chart shows the proportion of fall 2011 new freshmen broken out by high school quartile for students who provided a high school rank. Among the UW System institutions, the UW Colleges admits a greater percentage of its new freshman from the bottom half of graduating high school classes than any other institution, and more than twice the proportion of the UW System overall.

<table>
<thead>
<tr>
<th>Top Quartile</th>
<th>2nd Quartile</th>
<th>3rd Quartile</th>
<th>Bottom Quartile</th>
<th>Top Half</th>
<th>Bottom Half</th>
</tr>
</thead>
<tbody>
<tr>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>UW-Madison</td>
<td>93.8%</td>
<td>5.9%</td>
<td>0.2%</td>
<td>0.1%</td>
<td>99.7%</td>
</tr>
<tr>
<td>UW-Milwaukee</td>
<td>27.2%</td>
<td>37.8%</td>
<td>28.8%</td>
<td>6.2%</td>
<td>64.9%</td>
</tr>
<tr>
<td>UW-Eau Claire</td>
<td>53.3%</td>
<td>43.9%</td>
<td>2.8%</td>
<td>0.0%</td>
<td>97.2%</td>
</tr>
<tr>
<td>UW-La Crosse</td>
<td>69.9%</td>
<td>28.5%</td>
<td>1.6%</td>
<td>0.0%</td>
<td>98.4%</td>
</tr>
<tr>
<td>UW-Oshkosh</td>
<td>37.9%</td>
<td>47.4%</td>
<td>14.6%</td>
<td>0.1%</td>
<td>85.2%</td>
</tr>
<tr>
<td>UW-Parkside</td>
<td>29.8%</td>
<td>37.3%</td>
<td>24.0%</td>
<td>8.9%</td>
<td>67.1%</td>
</tr>
<tr>
<td>UW-Platteville</td>
<td>35.8%</td>
<td>39.1%</td>
<td>21.0%</td>
<td>4.1%</td>
<td>74.9%</td>
</tr>
<tr>
<td>UW-River Falls</td>
<td>31.5%</td>
<td>39.2%</td>
<td>23.2%</td>
<td>6.0%</td>
<td>70.8%</td>
</tr>
<tr>
<td>UW-Stevens Point</td>
<td>49.3%</td>
<td>46.7%</td>
<td>3.8%</td>
<td>0.1%</td>
<td>96.0%</td>
</tr>
<tr>
<td>UW-Stout</td>
<td>29.0%</td>
<td>43.3%</td>
<td>27.3%</td>
<td>0.4%</td>
<td>72.3%</td>
</tr>
<tr>
<td>UW-Superior</td>
<td>36.6%</td>
<td>35.6%</td>
<td>22.4%</td>
<td>5.3%</td>
<td>72.3%</td>
</tr>
<tr>
<td>UW-Whitewater</td>
<td>32.2%</td>
<td>43.7%</td>
<td>21.6%</td>
<td>2.4%</td>
<td>75.9%</td>
</tr>
<tr>
<td>UW Colleges</td>
<td>16.8%</td>
<td>30.0%</td>
<td>35.2%</td>
<td>17.9%</td>
<td>46.9%</td>
</tr>
<tr>
<td>Total</td>
<td>44.8%</td>
<td>33.1%</td>
<td>17.3%</td>
<td>4.7%</td>
<td>78.0%</td>
</tr>
</tbody>
</table>

Note: Excludes students for whom a high school rank was not provided and students admitted to UW-Green Bay since it does not collect high school rank from applicants.

Ultimately, most students cite “transfer to a four-year campus” as their educational goal. According to the 2011 Community College Survey of Student Engagement (CCSSE), 84% of UW Colleges students identify transfer to a four-year college or university as a primary goal. Another 11% cite transfer
to a four-year college or university as a secondary goal. The transfer history of UW Colleges New Freshmen is illustrated in Figure 7, below. This table summarizes the transfer experiences of the UW Colleges New Freshmen enrolled in the fall terms 2002–2007 and transferring prior to the spring 2011 term. These data are based on information exchanges with the UW System Office of Policy Analysis and Research and with the National Student Clearinghouse.

Figure 7. UW Colleges New Freshmen from Fall Terms 2002–2007 and Transferring Prior to Spring 2011

<table>
<thead>
<tr>
<th>Campus</th>
<th>Transfers to Another UW System Institution</th>
<th>Transfers to a Wisconsin Technical College</th>
<th>Transfers to Other Institutions (other WI Colleges, non–WI Colleges, WI private)</th>
<th>No Transfer History Found</th>
</tr>
</thead>
<tbody>
<tr>
<td>UW-Baraboo/Sauk County</td>
<td>43%</td>
<td>23%</td>
<td>9%</td>
<td>24%</td>
</tr>
<tr>
<td>UW-Barron County</td>
<td>33%</td>
<td>28%</td>
<td>14%</td>
<td>25%</td>
</tr>
<tr>
<td>UW-Fond du Lac</td>
<td>45%</td>
<td>23%</td>
<td>10%</td>
<td>23%</td>
</tr>
<tr>
<td>UW-Fox Valley</td>
<td>44%</td>
<td>25%</td>
<td>7%</td>
<td>24%</td>
</tr>
<tr>
<td>UW-Manitowoc</td>
<td>48%</td>
<td>24%</td>
<td>7%</td>
<td>22%</td>
</tr>
<tr>
<td>UW-Marathon County</td>
<td>44%</td>
<td>26%</td>
<td>8%</td>
<td>23%</td>
</tr>
<tr>
<td>UW-Marquette</td>
<td>32%</td>
<td>21%</td>
<td>17%</td>
<td>31%</td>
</tr>
<tr>
<td>UW-Marshfield/Wood County</td>
<td>44%</td>
<td>24%</td>
<td>8%</td>
<td>24%</td>
</tr>
<tr>
<td>UW-Richland</td>
<td>35%</td>
<td>29%</td>
<td>9%</td>
<td>27%</td>
</tr>
<tr>
<td>UW-Rock County</td>
<td>41%</td>
<td>20%</td>
<td>9%</td>
<td>29%</td>
</tr>
<tr>
<td>UW-Sheboygan</td>
<td>33%</td>
<td>23%</td>
<td>12%</td>
<td>32%</td>
</tr>
<tr>
<td>UW-Washington County</td>
<td>43%</td>
<td>23%</td>
<td>9%</td>
<td>25%</td>
</tr>
<tr>
<td>UW-Waukesha</td>
<td>37%</td>
<td>28%</td>
<td>13%</td>
<td>22%</td>
</tr>
<tr>
<td>UW Colleges Online</td>
<td>19%</td>
<td>19%</td>
<td>22%</td>
<td>40%</td>
</tr>
<tr>
<td>UW Colleges</td>
<td>40%</td>
<td>24%</td>
<td>10%</td>
<td>25%</td>
</tr>
</tbody>
</table>

With 94% of students identifying transfer to a four-year college or university as a primary or secondary goal, it is noteworthy that the percentage of UW Colleges students achieving that goal by transferring to a University of Wisconsin System or private institution is less than 50%. The UW Colleges “More Graduates Plan” commits the institution to studying those groups of students who are either completing the Associate of Arts and Science degree but not transferring, or who are neither completing degrees nor transferring. In addition, it is notable that the UW Colleges Online program’s student population—which makes up a sizeable percentage of the overall student body (headcount of 1,596 and FTE of 510)—has a somewhat unique demographic; for example, the UW Colleges Online program has the highest proportion of students who are first-generation, nontraditional, and part-time, along with the highest average ACT score. This group also transfers to the UW System comprehensive and other UW System institutions at the lowest rate, to the institutions of the
Wisconsin Technical College System at the lowest rate, and has the highest rate of no transfer (40%, as compared with the average of 25%).

**Recommendation:** The UW Colleges should set an appropriate benchmark for transfer rates, using national data to support the benchmark and accounting for the different needs of different student populations.

### Degree Completion Rates

UW Colleges graduates are well-prepared to be successful as they move on in their college education. Of students who transfer to a four-year institution within the UW System, UW Colleges students have one of the best overall rates of graduation success of any sending institution, as Figure 8 below illustrates. Data from UW System Administration Office of Policy and Academic Research also demonstrate that UW Colleges transfer students achieve the highest success rates in most years of any of the higher education institutions in the state ([UW System Transfer Report, 2009–2010](#)).

**Figure 8. Six-Year Graduation Rates at any University of Wisconsin System Institution for New Transfer Cohort to the University of Wisconsin System by Type of Sending Institution, Fall 2002 to Fall 2004**

![Graduation Rates Chart](image)

Source: [University of Wisconsin System Administration Office of Policy Analysis and Research](#)

Private institutions include Alverno College, Beloit College, Cardinal Stritch University, Carroll University, Carthage College, Concordia University, Edgewood College, Lakeland College, Lawrence University, Marian University, Marquette University, Milwaukee School of Engineering, Mount Mary College, Northland College, Ripon College, St. Norbert College, Viterbo University, and Wisconsin Lutheran College. Other Wisconsin institutions include Bryant and Stratton College, College of the Menominee Nation, Globe University, ITT Technical Institute, Ottawa University, and Upper Iowa University.

**Evidence:** Plans for resource development and allocation document an organizational commitment to supporting and strengthening the quality of the education it provides.

**UW Colleges Virtual Teaching and Learning Center**

The institution allocated resources in 2010–2011 to launch the UW Colleges Virtual Teaching and Learning Center (VTLC), following a 1992 Self-Study Report recommendation that an “institute for teaching effectiveness” be formed. In fall 2010, with an Undergraduate Teaching and Learning Grant from the UW System Administration Office of Professional and Instructional Development (OPID), the Virtual Teaching and Learning Center began offering programming. This has included
supporting campus-based reading circles; writing white papers on the topics of inclusive pedagogy and cognitive development; presenting an online, asynchronous workshop on Teaching At-Risk Students; hosting a showcase of research on teaching and learning being conducted by UW Colleges faculty; and sponsoring podcasts. Some examples of the spring 2012 activities included a Workshop on Civility in Higher Education; reading circles based on the book *How Learning Works: 7 Research-Based Principles for Smart Teaching* by Susan Ambrose, Michael W. Bridges, Michele DiPietro, Marsha C. Lovett, and Marie K. Norman; and a podcast, “Understanding Learning Styles: A Conversation with Dr. Bill Cerbin.” For the VTLC’s first year of operation, the institution allocated $10,000 for course releases for the .50 FTE director and in the second year fiscal support was expanded for the Reading Circle project. The Virtual Teaching and Learning Center now has permanent base funding in the UW Colleges budget (Virtual Teaching and Learning Center Annual Report). It provides invaluable resources for instructors in a variety of modes to improve their work in the classroom, in particular by exploring infusing technology to improve teaching and learning.

**Support for UW Colleges Libraries**

The UW Colleges 2002–2003 Self-Study Report listed four concerns that the 1992 evaluation team had identified regarding library support services and materials:

1. Budgetary constraints have negatively impacted collection developments at the libraries as exemplified by the decline in number of volumes cataloged
2. Library staffing, including the funding for temporary staff, is not adequate to meet the needs of students, faculty, and staff
3. Some of the campus libraries have inadequate space and collections
4. Much of the media equipment is outdated and in need of replacement

By 2002, however, the institution had made excellent progress in revitalizing UW Colleges Libraries' resources. Librarians make collection acquisitions decisions in ways appropriate to the source of the funds they receive. Local acquisitions funds are expended in ways that support the curricular offerings and pedagogical approaches in place at each campus. Guided by the UW Colleges Libraries policy on acquisitions and by their strategic planning efforts, library directors consider the holdings of other UW Colleges and UW System Libraries when making selection decisions in order to provide the broadest access within budgetary limitations. A Collection Development Policy was approved by the UW Colleges Library Council in 2007. It identifies the guiding principles for collection development at the UW Colleges, including selection of materials, collection assessment, withdrawals, and gifts. As noted in the policy, library directors use various standard reviewing tools in selecting materials for the libraries. These tools are appropriate to academic libraries and generally include sources such as *Choice* and *Library Journal*. Faculty and staff are strongly encouraged, and students are also welcome, to submit requests for materials. Every effort is made to accommodate requests that conform to stated policy.

Each year the UW Colleges Library Council, which is a group that meets monthly and is made up of the 13 library directors, the director of Library Support Services, the UW Colleges automation librarian, the UW Colleges catalog librarian, and all campus-based academic (reference) librarians, prepares a proposal for the effective disbursement and use of funds that were allocated by the legislature in the 1990’s (these are referred to in Wisconsin as Decision Item Narrative, or DIN, funds) to further the vision, mission, and goals of the institution. As part of the UW Colleges-wide response in 2010–2011 to its structural budget deficit, library DIN funds were permanently reduced by $65,000, at which time the three formerly divided accounts—Electronic Access, Central Acquisitions and Collection Revitalization—were consolidated into a single UW Colleges Libraries DIN account of $129,311, which is now primarily used to license shared electronic resources.
Campus-based library allocations are disbursed from the balance of any UW Colleges Libraries DIN funds remaining after all of the UW System and UW Colleges electronic resource licenses, which make up 63% of the UW Colleges Libraries DIN funds, are paid for. In 2011–2012, the amount disbursed to the campus libraries totaled $32,500, which was divided equally amongst the campus libraries as $2,500 base amounts. In 2011–2012, the Library Council voted to allocate less to the campuses and pool the remaining balance to license additional electronic resources. This allows the UW Colleges Libraries to reach the largest number of faculty, staff and students. UW Colleges Libraries plays a key role in assessing usage statistics and continuing need for the various electronic resources that are licensed by UW Colleges. Each year when an electronic database is due for renewal, the the Library Council Electronic Resources Evaluation Committee (LCEREC) conducts a thorough assessment of the relevance of the resource. Factors such as usage statistics, price changes, recent additions or adjustments to the resource, and availability of related resources are considered in preparing a recommendation to renew or cancel each resource. This recommendation is then considered and renewal is voted upon by the Library Council. The LCEREC also evaluates and recommends any additional resources for possible subscription when notable interest is indicated by a number of libraries. This committee’s efforts are used to decide how pooled UW Colleges Libraries DIN funds can provide the best resources available.

UW Colleges Libraries DIN funds also support the UW Colleges’ share of licenses that are part of the UW System Shared Electronic Collection. Some of these funds pay for electronic journal packages and databases, and others for annual maintenance fees. This share has been steadily increasing, as funding from the state to support the collection has not been increased in over ten years. In 2011–2012, these contributions totaled approximately $18,767 (for details, please see UW Colleges Library Collection Development Policy 2012, the 2011–2012 DIN Plan and the 2010–2011 Campus Library Materials Budgets). For a description of how these funds are used by the libraries and for an explanation of how decisions are made; please see the Library Council Electronic Resources Evaluation Committee charge.

Library staffing was cited as an area of concern by the 1983 NCA team report: “The staffing levels for permanent professional and support staff at the UW Centers libraries as a whole remain essentially unchanged from 1982–83 with 25.27 FTE positions in 1992–93 and 25.51 in 1982–83 (as reported in the UW System budget which excludes certain temporary staff)” (1992–1993 UW Colleges Self-Study Report). In 2011–2012, staffing in the UW Colleges Libraries across the 13 campuses is 27.592 FTE. While headcount cannot be the only factor by which to gauge service in academic libraries, it can be noted that the UW Colleges student headcount in 1992–1993 was 7,522, and in 2011–2012 the student headcount was approximately 14,000.

**Library Task Force**

In January 2009, Chancellor David Wilson formed a UW Colleges Budget Planning Work Group and charged the group with making recommendations for handling a required institution-wide base budget reduction that was the result of two factors: state GPR reductions and the chancellor's direction to move from an ongoing institutional structural deficit to a budget with a firm fiscal foundation. Following extensive consultation and in conjunction with a number of other recommendations, the Work Group recommended that actions should be identified to achieve a $500,000 base reduction within the UW Colleges Libraries budget. The chancellor appointed a UW Colleges Library Task Force, chaired by the provost and consisting of representatives of the UW Colleges Libraries and the Office of Academic Affairs, a campus executive officer/dean, the UW Colleges Human Resources Director, a student representative, and an external member (from UW-Green Bay). The task force produced a final report in September 2009 with four recommended options. The option selected by Chancellor Wilson
after a period of consultation with the institution involved a permanent reduction of library academic staff appointment levels from 100% to 83%, primarily through reduced services during winter break and summer session, as well as several other changes. In a communiqué that articulated the recommended changes he was accepting, Chancellor Wilson modified the proposal by the Library Task Force. Dr. Wilson wrote, “I am adjusting the reduction to acquisitions funding, from the recommended amount of $119,261 to approximately $65,000. I feel that the proposed reduction level could seriously disrupt our access to information resources.” The fiscal reductions were as follows:

- $65,000 Reduce institution-wide library acquisition funding
- $20,300 Reduce LSS S&E funding
- $402,100 Total Reduction
- $500,000 Original Base Reduction Requirement
- $97,900 Amount to be derived from other sources

Spirited discussion, both electronic and face-to-face, accompanied the chancellor's meetings with UW Colleges faculty and staff prior to his decisions about the Library Task Force recommendations. Despite UW Colleges Libraries base budget reductions, adequate staffing levels have been maintained on UW Colleges campuses and in the Office of Library Support Services. While position FTE was reduced for professional library staff, no positions were eliminated, in part because during Chancellor Wilson’s visits with constituency groups and a feedback period, several campus colleges and UW Colleges Libraries advocated for this recommendation over the other three options presented in the task force’s final report.

**Recommendation:** UW Colleges should study and evaluate the results of implementing reductions to the UW Colleges Libraries budgets, including evaluation of the sufficiency of library resources and professional staffing to meet student, instructional staff, and community needs, and make decisions based on the recommendations gathered.

**Informational and Instructional Technology Development**

UW Colleges provides training and development funds to support the development of Blended, Accelerated/Blended, and UW Colleges Online courses ([UW Colleges Online Compensation Schedule](#)). The Accelerated/Blended course redesign is a good example of how the institution has modified a professional development program to help faculty and staff make the best use of their time for the Accelerated/Blended course program development. Participants meet once face-to-face, meet 12 weeks online, and end with a Web conference. This saves travel, gives faculty a blended experience and, provides flexible scheduling ([MOU for Development of Accelerated/Blended Courses, Guidelines for Development of Accelerated/Blended Courses](#)). Another example of training that the UW Colleges offers instructors focuses on Blackboard Collaborate, a Web conferencing tool. Three instructors used this tool in spring 2012 for WisLine Web (conference calling plus Internet access) courses, and several other instructors use it to teach UW Colleges Online program courses.

**Bachelor of Applied Arts and Sciences Degree-Completion Program**

As the institution undertakes implementation of the new degree, the UW Colleges has committed the financial resources in the support, should it be accredited, of the Bachelor of Applied Arts and Sciences degree-completion program. The proposed budget shown in Figure 9 was included as part of the “Request for Entitlement to Plan the Bachelor of Arts and Sciences Degree” document submitted to the UW System Administration.
Figure 9. Estimated Costs and Resources Associated with the BAAS Degree-Completion Program

<table>
<thead>
<tr>
<th></th>
<th>FIRST YEAR</th>
<th></th>
<th>SECOND YEAR</th>
<th></th>
<th>THIRD YEAR</th>
<th></th>
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<td></td>
<td>#FTE</td>
<td>Dollars</td>
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<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>ADDITIONAL COSTS</td>
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<td>#FTE</td>
<td>Dollars</td>
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<td>Dollars</td>
</tr>
<tr>
<td>Instructors</td>
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<td>15.00</td>
<td>$748,395</td>
<td>18.00</td>
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<td>Non-Instructional Academic Staff</td>
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<td>3.50</td>
<td>$179,044</td>
<td>4.25</td>
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<td>Student Employees</td>
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<td>$39,024</td>
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<td>$53,659</td>
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<tr>
<td>Fringe Benefits</td>
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<td>-</td>
<td>$375,192</td>
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<td>$446,137</td>
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<tr>
<td>Supply &amp; Expense</td>
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<td>-</td>
<td>$172,200</td>
<td>-</td>
<td>$199,200</td>
<td></td>
</tr>
<tr>
<td>TOTAL COSTS</td>
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<td>18.50</td>
<td>$1,513,855</td>
<td>22.25</td>
<td>$1,802,109</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Dollars</th>
<th>Dollars</th>
<th>Dollars</th>
</tr>
</thead>
<tbody>
<tr>
<td>GPR Reallocation</td>
<td>$898,347</td>
<td>$608,830</td>
<td>$390,270</td>
</tr>
<tr>
<td>Tuition &amp; Fees</td>
<td>$435,108</td>
<td>$905,025</td>
<td>$1,411,839</td>
</tr>
<tr>
<td>TOTAL RESOURCES</td>
<td>$1,333,455</td>
<td>$1,513,855</td>
<td>$1,802,109</td>
</tr>
</tbody>
</table>

Learning Centers

The UW Colleges has learning centers on all 13 campuses. Most learning center budgets have increased in the past three years, though funding levels vary across the campuses, as shown in Figure 10.

In surveying campus learning centers as part of the self-study process, varying assessments by learning center directors of their services surfaced. A summary prepared from the survey results offers these observations:

- The funding for the learning centers of two campuses comes from the tuition earned for developmental Mathematics and English courses. Three campuses used student fees as the funding source. Four campuses use funds from both sources.
- The amount of funding was considered sufficient by two campuses and another seven stated that needs existed that were unmet under the current budget. Three campuses noted the desire to be available for the evening students, but lacked funding to staff the center. Two centers cited a need for a larger room. Six campuses would use additional funding to increase staff, two wanted more English composition professional staff, while others cited a need for more funds to hire high-quality student tutors. Two campuses indicated a priority need for more computers and other student aid equipment.
- Regarding equipment and materials, the learning centers indicated a limited amount and one campus was quite deficient.
- Six campus learning centers provide workshops for students to improve study habits and help in selecting appropriate courses.

The learning centers, as a whole, are more involved in Mathematics instruction than other subjects, and several directors stated that more help with English composition is needed. The survey also showed that evening students need help, but that their funds were reported in the survey as being insufficient to staff the learning centers during evening hours. In fall 2011, UW Colleges Online implemented a contract with the company “Smarthinking,” which offers online tutoring for Mathematics, Chemistry, and other courses, and is available 24 hours a day, seven days a week to all students (Survey of Learning Centers Aggregate).
Recommendation: The Office of Academic Affairs should assess the resources allocated to campus learning centers, to determine appropriate levels of resources needed for staffing, supplies and expenses, and technology needs.

Online Writing Lab (OWL)

In 1999, the UW Colleges established the Online Writing Lab (OWL) on the UW-Waukesha campus, which provides services for students UW Colleges-wide. This was and remains important because not all 13 campuses have writing support services available. The Online Writing Lab created a resource available to all UW Colleges students regardless of their campus facilities. In its first year, the OWL responded to 58 student papers. By the end of the 2010–2011 academic year, the OWL was responding to nearly 1,400 students annually. UW-Washington County students used the service in the greatest number, while high numbers of student papers were also received from UW-Baraboo/Sauk County, UW-Barron County, UW-Richland, and UW-Sheboygan. At present, funding for the Online Writing Lab is from the institution’s Developmental Education revenue (Fund 136) and is approved annually by the provost.

Evidence: The organization intentionally develops its human resources to meet future changes.

Professional Development Opportunities

UW Colleges faculty members are required by Senate-mandated retention, tenure, and promotion policies to engage in scholarly research or creative activities that contribute new knowledge to their field of study or practice. While many faculty and instructional academic staff focus on discipline-related projects, others also conduct research on the Scholarship of Teaching and Learning (SoTL), as well as research in support of best practices, new technologies, and student retention. This is discussed in more detail in Chapter Five: Acquisition, Discovery, and Application of Knowledge, and in the section on Core Component 2A. The UW Colleges has taken strong steps towards providing
professional development opportunities for faculty and staff in two distinct ways: institution-sponsored development activities and funding dedicated to supporting the professional development goals of faculty and instructional academic staff.

In the last ten years, UW Colleges has provided its employees with a number of institution-sponsored activities that help faculty and staff develop the skills they need to more effectively perform their job responsibilities. For example, on August 27, 2003, the UW Colleges offered an institution-wide one-day workshop entitled, “Advancing the Practice of Teaching through Scholarly Inquiry into Student Learning,” at the UW-Fond du Lac campus, attended by 93 participants from the 13 UW Colleges’ campuses. This dynamic full-day workshop served as a starting point for internal discussions about SoTL. The institution successfully competed for a follow-up grant that was awarded from the UW System Administration’s Office of Professional and Instructional Development. In summer 2005, this grant funded department-based conversations in which faculty members within a discipline could explore teaching and learning issues and questions, discuss potential research strategies, and share SoTL successes and failures. Subsequently, in academic year 2004–2005, 113 faculty and instructional academic staff from eight of the 17 academic departments in the UW Colleges were involved in SoTL workshops and/or seminars organized by the academic department chairs and department professional development and/or assessment committees; members of academic departments explored teaching and learning issues and developed potential research strategies to study these issues. As a teaching- and learning-intensive institution whose mission is focused primarily on freshman- and sophomore-level education, these kinds of investments in faculty and instructor development are appropriate, intentional, and critical toward fulfilling the mission.

In addition, UW Colleges provides a range of professional development opportunities for faculty and staff to receive training on the latest developments in teaching and learning. These opportunities include supporting memberships in professional organizations and participation in local, regional, and national conferences, making funds available to engage in innovative approaches to teaching and learning (Human Resource Development Sloan-C Workshops Evidence and Occasional Professional Development Notes). UW Colleges also provides many other opportunities for professional development activities. For example, the institution has supported workshops on Engaging Students in the First-Year, Inclusive Excellence, Accelerated/Blended training, and an annual Colloquium for faculty and staff to share their research and engage in discussion.

The institution provides funding opportunities for faculty, instructional academic staff, and administrators to pursue professional development interests that are related to their disciplinary or area expertise and that contribute to the creation of knowledge in their field. Faculty and instructional academic staff have the opportunity to apply for department and campus based professional development funds.

Base budget funding for professional development has been stable with small fluctuations in funding among academic departments, but little or no change in overall funding. In fiscal year 2010, an additional $149,900 was distributed to departments for professional development. In fall 2010, the UW Colleges experienced a surge in enrollment which resulted in a one-time budget surplus of $969,951. The chancellor allocated a portion of these one-time funds to academic departments for professional development. These funds were then allocated to department members by academic department professional development processes as described within each department’s bylaws (Resource Room, Academic Department Bylaws Folder). Figure 11 shows the departmental funding distribution for the last three fiscal years.
### Figure 11. FY 2010–2012 Departmental Professional Development Budgets

<table>
<thead>
<tr>
<th></th>
<th>FY 2010 Allocation</th>
<th>FY 2011 Allocation</th>
<th>FY 2012 Allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Art</strong></td>
<td>$2,053</td>
<td>$1,973</td>
<td>$1,991</td>
</tr>
<tr>
<td><strong>Biological Sciences</strong></td>
<td>$3,301</td>
<td>$3,080</td>
<td>$3,062</td>
</tr>
<tr>
<td><strong>Business and Economics</strong></td>
<td>$2,816</td>
<td>$2,779</td>
<td>$2,593</td>
</tr>
<tr>
<td><strong>Chemistry</strong></td>
<td>$2,421</td>
<td>$2,438</td>
<td>$2,519</td>
</tr>
<tr>
<td><strong>Communication and Theatre Arts</strong></td>
<td>$2,511</td>
<td>$2,625</td>
<td>$2,525</td>
</tr>
<tr>
<td><strong>Computer Science, Engineering, Physics and Astronomy</strong></td>
<td>$2,484</td>
<td>$2,571</td>
<td>$2,659</td>
</tr>
<tr>
<td><strong>English</strong></td>
<td>$5,342</td>
<td>$5,350</td>
<td>$5,728</td>
</tr>
<tr>
<td><strong>Geology and Geography</strong></td>
<td>$1,783</td>
<td>$1,885</td>
<td>$1,701</td>
</tr>
<tr>
<td><strong>Health, Exercise Science, and Athletics</strong></td>
<td>$1,662</td>
<td>$1,685</td>
<td>$1,690</td>
</tr>
<tr>
<td><strong>History</strong></td>
<td>$2,259</td>
<td>$2,317</td>
<td>$2,124</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>$5,188</td>
<td>$5,314</td>
<td>$5,435</td>
</tr>
<tr>
<td><strong>Music</strong></td>
<td>$2,061</td>
<td>$2,015</td>
<td>$1,995</td>
</tr>
<tr>
<td><strong>Philosophy</strong></td>
<td>$1,942</td>
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<td>$1,934</td>
</tr>
<tr>
<td><strong>Political Science</strong></td>
<td>$1,292</td>
<td>$1,255</td>
<td>$1,322</td>
</tr>
<tr>
<td><strong>Psychology</strong></td>
<td>$2,345</td>
<td>$2,318</td>
<td>$2,230</td>
</tr>
<tr>
<td><strong>Anthropology and Sociology</strong></td>
<td>$2,289</td>
<td>$2,255</td>
<td>$2,268</td>
</tr>
<tr>
<td><strong>Women's Studies</strong></td>
<td>$1,200</td>
<td>$1,200</td>
<td>$1,200</td>
</tr>
<tr>
<td><strong>World Languages</strong></td>
<td>$1,552</td>
<td>$1,483</td>
<td>$1,522</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$44,501</strong></td>
<td><strong>$44,500</strong></td>
<td><strong>$44,498</strong></td>
</tr>
</tbody>
</table>

*An additional $149,900 was distributed among departments in FY 2010

UW Colleges supports professional development activities across units, from custodial staff to librarians. In 2001–2002, the amount dedicated to Classified Staff Professional Development Grants was $4,105 and for non-instructional academic staff the amount was $5,890. This amount has stayed relatively constant through 2010, with the total amount allocated to these groups equaling $9,995 in 2002, and $11,453 in 2010. Resources dedicated to supporting travel expenses and conference fees for faculty have increased, from $4,430 in 2002, to $22,362 in 2010 (including funding for a New Faculty Orientation, as well as orientations for new associate deans and new academic department chairs, held in Madison annually).

### Compensation Practices in UW Colleges

The method used to determine the level of salary and benefits for instructional academic staff in UW Colleges is based on a grid that compensates those employees who teach below 70% FTE, at a different rate than those who teach at or above 70% FTE (please see “Instructional Academic Staff Compensation Grid—Current”). The institution is committed to bringing all instructional academic staff regardless of percentage of appointment into the same pay range. UW Colleges planned to do so with funds that would have arisen from the annual pay plan approved by the state legislature (please see “Instructional Academic Staff Compensation Grid—Proposed”). However, such pay plans have in recent years ceased to be supported by the state legislature and, consequently, for the past two biennia, no funding has been available to put the proposed new method of calculating instructional academic staff compensation into practice.
Use of the current grid to determine instructional academic staff compensation levels has been a focus of discussion in UW Colleges for several years. In academic departments that recognize a range a contact hours as an appropriate full-time faculty load (typically, these are in disciplines in which studio and laboratory courses are offered), a standard number of contact hours, established in the mid-1990s, is applied to calculate the full-time contact hours of instructional academic staff in the discipline. Figure 12 shows the contact hours by academic department, discipline, program for instructional academic staff.

**Figure 12. Instructional Academic Staff Workload Expectations by Discipline**

<table>
<thead>
<tr>
<th>Academic Department, Discipline, or Program</th>
<th>Contact Hours per Semester</th>
<th>Academic Department, Discipline, or Program</th>
<th>Contact Hours per Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anthropology and Sociology</td>
<td>12</td>
<td>World Languages</td>
<td>12</td>
</tr>
<tr>
<td>Art</td>
<td>18 (Studio)</td>
<td>Geography/Geology</td>
<td>15</td>
</tr>
<tr>
<td>Biological Sciences</td>
<td>15</td>
<td>History</td>
<td>12</td>
</tr>
<tr>
<td>Business and Economics</td>
<td>12</td>
<td>Mathematics</td>
<td>12</td>
</tr>
<tr>
<td>Chemistry</td>
<td>15</td>
<td>Music</td>
<td>15</td>
</tr>
<tr>
<td>Communication and Theatre Arts</td>
<td>12</td>
<td>Philosophy</td>
<td>12</td>
</tr>
<tr>
<td>Computer Science</td>
<td>12</td>
<td>Health, Exercise Science, and Athletics</td>
<td>14</td>
</tr>
<tr>
<td>Engineering</td>
<td>14</td>
<td>Political Science</td>
<td>12</td>
</tr>
<tr>
<td>Physics and Astronomy</td>
<td>14</td>
<td>Psychology/Education</td>
<td>12</td>
</tr>
<tr>
<td>English</td>
<td>12</td>
<td>Women’s Studies</td>
<td>12</td>
</tr>
</tbody>
</table>

Each campus is required to use the contact hour standard established for each academic department, discipline, or program in calculating the rate of compensation for instructional academic staff members. The effect of this calculation practice is that compensation for instructional academic staff in disciplines with other than a 12-contact hour load per semester (as noted above, typically studio or laboratory courses) is lower when teaching the same number of contact hours, than that of those teaching in disciplines in which the standard full-time contact hour teaching load is 12. Figure 13 presents an example of this effect.

**Figure 13. Rate Example: Same Contact Hour Load, Different Academic Departments**

<table>
<thead>
<tr>
<th>Lecturer Teaching ENG 101 (Composition)</th>
<th>Lecturer Teaching BIO 141 (Heredity)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 contact hours/12 contact hours (Instructional Academic Staff contact hour load for English Department) = .25</td>
<td>3 contact hours/15 (Instructional Academic Staff contact hour load for Biological Sciences Department) = .20</td>
</tr>
<tr>
<td>.25 x .80 = 20% FTE</td>
<td>.20 x .80 = 16% FTE</td>
</tr>
<tr>
<td>$34,188/2 = $17,095</td>
<td>$34,188/2 = $17,095</td>
</tr>
<tr>
<td>$17,095 x 20% = $3,412 per semester</td>
<td>$17,095 x 16% = $2,729 per semester</td>
</tr>
</tbody>
</table>

The appropriateness of using the contact hour standards shown above was addressed by Chancellor Wilson in accepting a set of recommendations of the Senate Academic Staff Appeals and Grievance Committee (part of the Academic Staff Council of Senators). The Senate Academic Staff Appeals and Grievances Committee ruled in spring 2010 that the institutional standard is found in standing
practice, not in the policy of the institution, a point noted in Chancellor Wilson’s June 9, 2010, letter (regarding a grievance brought by an instructional academic staff member in the Biological Sciences Department in connection with the standard) describing “the Committee's conclusion that your employment percentage was calculated correctly, given the institution’s standing practice.”

Academic department chairs discussed their concern with this practice at the academic department chairs retreat in spring 2012. The department chairs’ concern is that compensation for instructional academic staff whose full-time teaching load consists wholly of lecture courses, rather than a combination of lecture courses and laboratory or studio sections (in such departments as Biological Sciences or Art) is not comparable to that of instructional academic staff whose full-time teaching load consists wholly of lecture courses in most departments housed in the Humanities or Social Sciences divisions. Chancellor Cross has noted publicly that he recognizes that this practice merits review; at the same time, he has stated that the institution lacks the funds to change it at present.

The academic department chairs have also expressed concern about how the institutional practice used to calculate compensation for instructional academic staff teaching face-to-face courses compares to that used in the UW Colleges Online program, in the case of laboratory sections. Their concern is based on the UW Colleges Online program use of the credit hour as a basis for determining instructional academic staff members’ compensation, whereas in courses delivered on UW Colleges campuses, instructional academic staff members are compensated on the basis of the contact hour.

**Salary Compression, Pay Plan, and Differential Salaries**

In early 2011, the Faculty Salary Compression Committee, appointed by former Chancellor David Wilson, produced an interim report exploring the outcomes of their work investigating the serious problem of faculty salary compression in the UW Colleges. As the report indicates, “The UW Colleges’ salary compression issue has become a critical concern of the administration because it is obstructing the hiring of tenure-track faculty and has created low morale among incumbent faculty” ([Faculty Salary Compression Committee Interim Report](#)).

Figure 14 contains two charts (also found in the above referenced report) that illustrate the faculty salary compression challenges faced by UW Colleges. The committee selected the UW System comprehensive institutions as its comparison group. The curve shown in the second table for UW-Oshkosh provides an example of a typical University of Wisconsin System comprehensive institution College of Liberal Arts and Sciences. Please note the comparison between UW Colleges 2010–2011 faculty salary distribution and UW-Oshkosh 2010–2011 faculty salary distribution.
Figure 14. Faculty Salary Committee Interim Report, UW Colleges FY11 Faculty Salary Distribution and UW-Oshkosh FY11 Faculty Salary Distribution (College of Letters and Science)

Note the concentration of salaries between the starting rate of $43,000 and $50,999.

Note the more even distribution of salaries, particularly from $44,000 to $60,999.
During the tenure of Chancellor Wilson, a Differential Salaries Task Force Report (Differential Salaries Task Force Final Report) observed that, “If the UW Colleges must selectively employ differential salaries in some market-driven disciplines, it absolutely must address the larger problem of low starting salaries in the rest of its departments. If the chancellor chooses to establish differential starting salaries without simultaneously developing a plan to address the lagging starting salaries for faculty across the disciplines, the institution’s esprit de corps will suffer.” The chancellor implemented differential salaries for two market-driven, high-need disciplines; however, the institution has not yet been able to address on a comprehensive scale the low faculty starting salaries or the faculty salary compression issues. In the face of the state budget crises in the last three years, the administration has been challenged with rectifying the issue of low faculty starting salary and compression amid budget reductions and lapses regarding state General Program Revenue (GPR) funding to the institution’s base budget. A final report from the vice chancellor for administrative and financial services on the findings and recommendations of the Faculty Salary Compression Committee was submitted to Chancellor Cross in April 2012.

Currently, the UW System Administration is examining restructuring the UW System personnel system and making a series of recommendations on issues such as benefits, compensation, employee categories, employee environment, employee movement, and recruitment and assessment. This work is promising for UW Colleges faculty and staff given recent decreases in pay and longstanding lack of funding for merit or general salary increases. According to the vice chancellor for administrative and financial services, “salaries for non-instructional academic staff were reviewed and adjusted in the Phase III Salary Improvement Plan of 1999.” This plan decompressed some salaries and provided a general increase. The UW Colleges will address salary compression for non-instructional academic staff by determining whether compression exists and whether it needs to be resolved in the 2012–2013 academic year.

Classified staff salaries are determined by the Office of State Employment Relations. Given the recent changes to the University Personnel System, the institution may gain more control over classified staff salaries. According to the vice chancellor for administrative and financial services, “With the new University Personnel System, due to be implemented in July 2013, we should have more control over salary rates for all employees. Funding will continue to be a limitation.”

**Evidence: The organization’s history of financial resource development and investment documents a forward-looking concern for ensuring educational quality (e.g., investments in faculty development, technology, learning support services, new or renovated facilities).**

**Capital Projects**

Because of the institution’s unique fiscal and programmatic partnership with the state and municipal partners, the UW Colleges has been able to invest in a number of capital projects over the last ten years that speak to the institution’s forward-looking concern for ensuring educational quality. Figure 15 summarizes these investments.
### Figure 15. UW Colleges Ten-Year Summary of Capital Projects

<table>
<thead>
<tr>
<th>Project Period</th>
<th>Project Title</th>
<th>Occupy</th>
<th>Local Construction $</th>
<th>State Equipment $</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Campus</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>2001–2003</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>UW-Fond du Lac</td>
<td>Campus-wide Renovation</td>
<td>Sept. 2000</td>
<td>$12,900,000</td>
<td>$972,300</td>
</tr>
<tr>
<td>UW-Fox Valley</td>
<td>Classroom Wing Remodeling</td>
<td>March 2001</td>
<td>$1,260,000</td>
<td>$360,000</td>
</tr>
<tr>
<td>UW-Marathon County</td>
<td>Art Building/South Hall</td>
<td>Sept. 2003</td>
<td>$1,200,000</td>
<td>$344,500</td>
</tr>
<tr>
<td>UW-Marinette</td>
<td>Campus Renewal Completion</td>
<td>Sept. 2001</td>
<td>$4,682,000</td>
<td>$204,000</td>
</tr>
<tr>
<td>UW-Marshfield/ Wood County</td>
<td>Remodeling and Expansion</td>
<td>Jan. 2003</td>
<td>$1,000,000</td>
<td>$263,100</td>
</tr>
<tr>
<td>UW-Washington County</td>
<td>New Science Wing</td>
<td>June 2002</td>
<td>$8,000,000</td>
<td>$1,353,200</td>
</tr>
<tr>
<td>UW-Waukesha</td>
<td>Southview Hall Remodeling</td>
<td>Sept. 2003</td>
<td>$1,500,000</td>
<td>$405,000</td>
</tr>
<tr>
<td><strong>2003–2005</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>UW-Marathon County</td>
<td>Fieldhouse Renovation</td>
<td>Sept. 2005</td>
<td>$821,000</td>
<td>$142,200</td>
</tr>
<tr>
<td>UW-Sheboygan</td>
<td>Science Building</td>
<td>Sept. 2004</td>
<td>$4,500,000</td>
<td>$1,147,500</td>
</tr>
<tr>
<td>UW-Washington Co.</td>
<td>Administration Remodeling</td>
<td>Jan. 2003</td>
<td>$2,100,000</td>
<td>$453,600</td>
</tr>
<tr>
<td>UW-Waukesha</td>
<td>Northview Hall &amp; Classroom</td>
<td>Aug. 2005</td>
<td>$3,300,000</td>
<td>$476,000</td>
</tr>
<tr>
<td><strong>2005–2007</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>UW-Barron County</td>
<td>Science &amp; Admin Addition &amp; Renovation</td>
<td>Sept. 2006</td>
<td>$5,200,000</td>
<td>$1,250,000</td>
</tr>
<tr>
<td>UW-Marathon County</td>
<td>South Hall Lab Renovation</td>
<td>Sept. 2007</td>
<td>$2,350,000</td>
<td>$640,000</td>
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<tr>
<td>UW-Marshfield/ Wood County</td>
<td>Library Remodeling</td>
<td>Dec. 2005</td>
<td>$300,000</td>
<td>$210,000</td>
</tr>
<tr>
<td>UW-Sheboygan</td>
<td>IT Resource Bldg &amp; Main Hall Remodeling</td>
<td>Sept. 2007</td>
<td>$5,790,000</td>
<td>$1,200,000</td>
</tr>
<tr>
<td>UW-Washington County</td>
<td>Lecture Hall Remodeling</td>
<td>Sept. 2006</td>
<td>$50,000</td>
<td>$40,000</td>
</tr>
<tr>
<td>UW-Waukesha</td>
<td>Lower Northview Hall &amp; Classroom Remodeling</td>
<td>Sept. 2006</td>
<td>$3,300,000</td>
<td>$300,000</td>
</tr>
</tbody>
</table>
### Project Period | Project Title | Occupy | Local Construction $ | State Equipment $
--- | --- | --- | --- | ---
**Campus** | | | | |

#### 2007–2009

<table>
<thead>
<tr>
<th>Campus</th>
<th>Project Title</th>
<th>Occupy</th>
<th>Local Construction $</th>
<th>State Equipment $</th>
</tr>
</thead>
<tbody>
<tr>
<td>UW-Rock County</td>
<td>Library Addition &amp; Admin Renovation</td>
<td>Aug. 2010</td>
<td>$10,900,000</td>
<td>$2,500,000</td>
</tr>
<tr>
<td>UW-Washington County</td>
<td>Science Building</td>
<td>Jan. 2009</td>
<td>$3,550,000</td>
<td>$740,000</td>
</tr>
<tr>
<td>UW-Fox Valley</td>
<td>Communication Arts Center</td>
<td>Jan. 2009</td>
<td>$8,000,000</td>
<td>$1,340,000</td>
</tr>
<tr>
<td>UW-Marathon County</td>
<td>Com &amp; Theatre Arts (WIPPS)</td>
<td>Sept. 2008</td>
<td>$7,500,000</td>
<td>$1,380,000</td>
</tr>
<tr>
<td>UW-Baraboo/Sauk County</td>
<td>Lecture Hall Remodel</td>
<td>Aug. 2009</td>
<td>$50,000</td>
<td>$65,000</td>
</tr>
<tr>
<td>UW-Barron County</td>
<td>Library Remodel</td>
<td>Aug. 2009</td>
<td>$70,000</td>
<td>$40,000</td>
</tr>
<tr>
<td>UW-Marshfield/Wood County</td>
<td>Laird Fine Arts Center</td>
<td>Sept. 2010</td>
<td>$150,000</td>
<td>$125,000</td>
</tr>
</tbody>
</table>

#### 2009–2011

<table>
<thead>
<tr>
<th>Campus</th>
<th>Project Title</th>
<th>Occupy</th>
<th>Local Construction $</th>
<th>State Equipment $</th>
</tr>
</thead>
<tbody>
<tr>
<td>UW-Richland</td>
<td>East Hall Renovation</td>
<td>Sept. 2010</td>
<td>$100,000</td>
<td>$190,000</td>
</tr>
<tr>
<td>UW-Fox Valley</td>
<td>Engineering Building</td>
<td>Sept. 2012</td>
<td>$3,400,000</td>
<td>TBD</td>
</tr>
<tr>
<td>UW-Richland</td>
<td>Miller Library Classroom</td>
<td>Jan. 2012</td>
<td>$</td>
<td>$120,000</td>
</tr>
<tr>
<td>UW-Washington County</td>
<td>Collins Science Building</td>
<td>Sept. 2012</td>
<td>$2,341,000</td>
<td>$203,700</td>
</tr>
</tbody>
</table>

As Figure 15 above demonstrates, the UW Colleges campuses and county partners have been dedicated to investing resources in upgrading facilities that support the institutional mission, sometimes in ways that have statewide impact. For example, in the last ten years, a number of campuses have undertaken major capital projects to upgrade science labs (UW-Barron County, UW-Sheboygan, UW-Washington County, and UW-Marathon County). Other campuses have improved their libraries (UW-Marshfield/Wood County, UW-Barron County, UW-Richland, and UW-Rock County), and several campuses have made significant improvements to facilities to support arts/fine arts education (UW-Marathon County, UW-Richland, and UW-Fox Valley).

These upgrades to the physical site often have a direct relationship to improving the quality of education on the campus. The UW-Marathon County campus is a good example of this. In 2005, the campus remodeled the fieldhouse by adding a technology enhanced classroom that could be dedicated to supporting instruction in Heath, Exercise Science, and Athletics courses, including CPR training. The UW-Marathon County campus's 2011 construction of the Center for Civic Engagement building supports the institutional mission in several ways. With classroom space, the building expands learning opportunities for students, as does the construction of theater space and a Black Box Theater. The building supports the UW Colleges mission to advance the Wisconsin Idea by bringing the resources of the University to the people of the state and the communities that provide and support its campuses through the building's housing of several outreach units, including Continuing Education, Wisconsin Public Radio, Kids Voting USA, and the UW Colleges/UW-Extension Wisconsin Institute for Public Policy and Service.
UW Colleges Libraries

As noted above, the March 2003 Higher Learning Commission evaluation team’s “Advancement Section” of the “Report of a Comprehensive Evaluation Visit” indicated improvements made:

LIBRARY SPACE AND COLLECTIONS: Significant improvements have been made in the libraries. Utilization of the DINs to acquire technology to update access methods for information enhance significantly the services by providing students with a wide array of digital research capability at all of the UW Colleges campuses.

The institution is proud of its media and learning resources, particularly the connectedness of the UW Colleges system of campuses to the larger UW System resources. For example, students and faculty at the UW Colleges may borrow efficiently from other UW Colleges campuses, as well as through the other UW System institutions, enabling students, faculty, and staff to access materials from any of the other campus libraries quickly and easily. An “Expansion of Services” chart shows new services added over the past ten years. Another chart, UW Colleges Library Classroom Capacities, shows the capacity of the library instruction labs. To maintain records of purchases, UW Colleges campus libraries work with campus business offices and UW Colleges Library Support Services to follow standard state purchasing procedures. Acquisitions (books, multi-media, periodicals, e-books, equipment, and other resources) are entered into the library catalog and are readily accessible by students, staff, and faculty members of the UW Colleges.

Sabbatical Leave Program

Over the last ten years, the institution has funded sabbatical leaves for faculty at the annual level of $55,000 (with the exception of 2003–2004, when the institution provided $30,000 for sabbatical leaves). The annual $55,000 budget line funds the cost of replacing faculty members awarded sabbaticals leaves with instructional academic staff members. Typically, three sabbaticals are funded each year. Occasionally, the institution has supplemented the budget in order to fund an additional sabbatical leave when the allocated amount falls short. However, as Figure 16 below shows, the number of sabbaticals funded has declined since 2002–2003.

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Number of Funded Sabbatical Leaves</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012–2013</td>
<td>3</td>
</tr>
<tr>
<td>2011–2012</td>
<td>3</td>
</tr>
<tr>
<td>2010–2011</td>
<td>3</td>
</tr>
<tr>
<td>2009–2010</td>
<td>4</td>
</tr>
<tr>
<td>2008–2009</td>
<td>4</td>
</tr>
<tr>
<td>2007–2008</td>
<td>5</td>
</tr>
<tr>
<td>2006–2007</td>
<td>4</td>
</tr>
<tr>
<td>2005–2006</td>
<td>4</td>
</tr>
<tr>
<td>2004–2005</td>
<td>2</td>
</tr>
<tr>
<td>2003–2004</td>
<td>7</td>
</tr>
<tr>
<td>2002–2003</td>
<td>5</td>
</tr>
</tbody>
</table>

Several factors explain the relative decline. As salaries increased for instructional academic staff, replacement costs also increased, while the sabbatical budget line has been constant. Though most sabbaticals are taken for one semester and are then fully funded, some faculty opt for a year-long
sabbatical, which are funded at 65% of the faculty member’s salary. Because over time some faculty salaries have been compressed, there have been little or no salary savings realized for academic year sabbaticals. The institution budgets for the full replacement of faculty members in the classroom while they are on sabbatical, rather than canceling any of their courses. Campus executive officers/deans hold decision-making authority over whether or not to replace the faculty members in the classroom. This budgeted funding allows campuses to maintain expected levels of tuition revenue if they choose to replace the faculty member in the classroom during sabbatical leave, by shifting the cost burden of a sabbatical to the sabbatical program. A further factor in the declining number of sabbaticals has been the declining number of applications for sabbaticals.

Recommendation: The UW Colleges should seek additional ways to invest in faculty sabbatical leave funding in order to assist faculty members in pursuing projects related to their fields of study.

Evidence: The organization’s planning processes are flexible enough to respond to unanticipated needs for program reallocation, downsizing, or growth.

The UW Colleges has made significant changes in the last ten years to look to the future and respond to unanticipated changes. From 1995 to 1999 the UW Colleges experienced a decline in student enrollment. As noted in the 2002–2003 Self-Study Report, “At the time of the last self-study, the UW Colleges had already faced two years of declining enrollments. From 1992 to 1996, full-time equivalent (FTE) enrollment in the UW Colleges decreased further from 7605 to 5983 (21%). The loss of enrollment eventually forced the institution to repay the UW System revenue shortfalls of nearly $1.5 million. This action seriously affected budgets and, especially, hiring. During this period the number of faculty positions also had declined over 25%, a problem the institution is currently addressing.” This decline in student enrollment gave the UW Colleges the opportunity to examine the relationship between the budget and enrollment, and the Madison-based administration made several strategic changes to operations. The UW Colleges began setting enrollment targets, initiated a central marketing function, and created accountability measures that connected enrollment and finances. The UW Colleges learned a valuable lesson about how to strengthen planning by accounting for multiple variables like fluctuating enrollment patterns.

In 2009–2010, the UW Colleges experienced a $1.6 million base budget reduction that represented a $300,000 reduction from the state. At the same time, the institution adjusted its enrollment targets with UW System Administration, thereby reducing the institutional budget by an additional $1.3 million. A state-imposed one-time lapse of $551,000 also occurred. Given these decreases in funding, UW Colleges campuses began to think creatively about how to generate new revenue streams in the face of fiscal reduction. At the same time, the UW Colleges administration began laying the groundwork for the Integrated Enrollment Management (IEM) model, which provides greater flexibility to campuses for program delivery through a mechanism involving campus revenue targets and incentives for use of funds that exceed the target. Revenues that the campus successfully develops and retains are used to support campus and institutional mission-informed activities.

Historically, the state of Wisconsin has looked very closely at the UW System budget, scrutinizing many categories of appropriations. For example, in the case of UW Colleges, in the past the state recognized 40 to 50 General Program Revenue (GPR) appropriations. A new block grant system of appropriations that will take effect on July 1, 2013, will recognize only two GPR allocations, one for operations and one for debt service. In the UW Colleges, the more than 50 program revenue allocations will be cut to five categories. Whereas the state formerly mandated how the budget would be spent, under this new arrangement, the State now grants UW System the ability to determine how
to allocate its budget across the 14 UW System institutions. Because Wisconsin has granted the UW System tremendous fiscal flexibility, the UW Colleges initiated a new review process for determining its internal procedure for allocating funds received from the state through the UW System. The UW Colleges created an Integrated Enrollment Management (IEM) Finance Team, led by the vice chancellor for administrative and financial services and the assistant vice chancellor for budget and planning, to examine the best ways to handle the new flexibilities created by the block grant structure. In addition, a subgroup has been created to look at salary flexibility, in particular for new faculty hires. As always in the case of budget planning, UW Colleges will think carefully and strategically about the coming budget flexibilities.

**Mental Health Counseling Services**

All 13 campuses provide mental health counseling services to students. Prior to the academic year 2006–2007, students attending the UW Colleges did not have on-campus access to mental health counseling services. However, in 2007, following the violence at Virginia Polytechnic Institute and State University, the importance of addressing the mental health needs of all university students became a priority for both UW System and UW Colleges. In the summer of 2007, UW System Administration President Kevin Reilly appointed a President’s Commission on University Security. A UW System Counseling Services Subcommittee was named and the interim associate vice chancellor for student services and enrollment management was appointed to the subcommittee as the representative from the UW Colleges. The final report of the President’s Commission on University Security was submitted in August of 2007, and mental health counseling survey results from the UW Colleges were included. In addition, the Counseling Services Subcommittee submitted a number of recommendations to improve the level of mental health service delivery at the UW Colleges.

A Position Paper, “Mental Health Counseling Services,” was submitted in September 2007 by the interim associate vice chancellor for student services and enrollment management documenting the need for consistent, accessible, and comprehensive mental health counseling services at the 13 UW Colleges campuses.

In response, the UW Colleges decided that campuses would begin to offer mental health counseling to all students by contracting with local counseling clinics for services to be provided both off-site and on-campus. As a result, 12 UW Colleges campuses opted to contract with local counseling clinics for mental health counseling services and one campus decided to hire a counselor on a half-time basis. Finding secure and sustainable funding for on-campus counseling services proved challenging. However, campus administrators and student government associations worked together to develop the most financially efficient model for mental health counseling service delivery on their campus. By 2010, ten campuses had contracted with a professional mental health counselor from a local counseling center, and three campuses had hired a part-time counselor on staff.

This is the configuration of services present on campuses today. Mental health counseling is also available to UW Colleges Online students. Several of the campuses have designed flyers, brochures, and Web sites to publicize and promote their mental health counseling services (please see the Resource Room document folder “Mental Health Counseling” for supporting information about the implementation and growth of mental health counseling on campus.)

The UW Colleges has made significant progress in providing support for students with mental health issues and continues to explore other methods of funding. The UW Colleges also provides a resource guide for faculty and staff members, Recognizing and Assisting the Emotionally Distressed Student: A Guide for Faculty and Staff.
Behavioral Intervention Teams (BIT)

The institution also supports learners by having strong and specific protocols in place to manage and respond effectively to students, faculty, or staff members who present signs of distress. In 2008, the institution formed campus based Threat Assessment Groups (TAG). In early 2011, a proposal was introduced to change the name to the Behavioral Intervention Team (BIT). While the TAG Teams had dealt with potentially violent behaviors on occasion, it became apparent that this focus was too narrowly defined and that a broader spectrum of distressing, disruptive, and disturbing behaviors needed to be addressed. The Behavioral Intervention Team is defined as a multi-disciplinary team whose purpose is to meet regularly to support students through an established protocol. The team tracks patterns, trends, and disturbances in individual or group behaviors. The Behavioral Intervention Team receives reports of disruptive, problematic, or concerning behavior (from faculty, staff, or other students), conducts an investigation, performs an assessment, and determines the best mechanisms for support, intervention, warning/notification, and response. The team then employs resources on campus or in the community and coordinates follow-up.

The BIT Protocol and BIT Incident Matrix were recently updated and revised. In addition, the resource Recognizing and Assisting the Emotionally Distressed Student: A Guide for Faculty and Staff was posted on the UW Colleges Web site. The Behavioral Intervention Team at UW-Waukesha also prepared and shared a handout entitled, “Protocol Regarding the Death of a Student”.

Information about student mental health issues and the Behavioral Intervention Team is now posted on the UW Colleges Web site for faculty and staff. An email distribution list has been created for members of the Behavioral Intervention Teams UW Colleges-wide.

Of the 13 campuses in spring 2012 surveyed in preparation for this self-study report about the effectiveness and evaluation of the Behavioral Intervention Teams, six campuses responded. Three of the five reported meeting regularly (two times per month and once per month) to address issues that arise, typically through referral. The Behavioral Intervention Teams were asked about evaluation and assessment via the following prompt: “Have there been incidents on campuses or elsewhere where the BIT teams and/or protocol have been implemented? If so, were they effective?” Largely, the respondents cited that complaints were handled in a fashion deemed appropriate by the BIT team. For example, one BIT team member wrote, “We are very comfortable with our current assessment of the process and believe each situation has been handled with a great care in an effective manner.” Another BIT team member on a different campus addressed outcomes by stating: “The most objective outcome I could address was that we have had no cases of assaults or emergency situations.” The campuses that responded generally reported that the BIT processes were effective; these responses take into consideration the assessment of the BIT team members.

**Recommendation:** The UW Colleges Behavior Intervention Teams should engage in a periodic assessment process to survey local constituencies that are most frequently served, including faculty, staff, and students.

**Evidence: The organization has a history of achieving its planning goals.**

According to the 2002–2003 UW Colleges Self-Study Report, “Probably no aspect of the UW Colleges has progressed as far over the past ten years as the planning function, including long-term strategic planning, individual functional unit planning, and annual institutional priority setting” (Chapter 13). At the same time, the institution still had areas of planning that required a more strategic approach, as evidenced in work on the Engaging Students in the First Year (ESFY) Program. During the period discussed by the March 2003 Higher Learning Commission evaluation team, the UW
Colleges made strides towards implementing strategic planning processes that focused on personnel planning, capital/facilities planning, enrollment management, financial planning, library planning, continuing education and outreach, UW Colleges Online, and informational and institutional technology.

Since the 2002–2003 report, the UW Colleges has continued development of these essential planning mechanisms. In 2002, the UW Colleges developed its Strategic Plan: 2002–2007, which focused on student success and retention, personnel issues, resource development, planning, and assessment. Following its strategic plan, the UW Colleges would invest in proven academic programs that engage faculty and students, such as First-Year Seminars, learning communities, and undergraduate research and applied learning experiences, and would improve the integration of information literacy into the general education curriculum, First-Year Seminars, and learning communities.

**Institutional Strategic Planning**

The UW Colleges Strategic Plan 2002–2007 set goals for student success and retention in regards to removing curricular obstacles to student success, improving support for UW Colleges Online students, and expanding linkages with other institutions. In addition, the plan suggested improvement relating to personnel issues, investigating hybrid (now called Blended) course development, providing support for use of instructional technology, supporting migration to new technology to enhance compressed video delivery, and implementing the PeopleSoft Administration System, among others.

In 2006, Chancellor David Wilson empanelled the Commission on Enhancing the Mission of the UW Colleges. The Commission was initiated to provide an opportunity for the institution to think about how best to use the limited resources available, improve upon the strong liberal arts curriculum already in place, and to contemplate enhancement of the UW Colleges mission.

The work completed by this commission resulted in a report, *Living the Wisconsin Idea: Extending the UW Colleges Liberal Arts Mission to the Boundaries of the State and Beyond*, which outlined a clear set of action items for the UW Colleges to consider. For example, the following actions accompanied the recommendation, “Position financial structures to maximize access”:

1. Tuition at the UW Colleges needs to be made more affordable to residents across the state and more consistent with that of other public two-year institutions in the state.
2. Financial support for traditional and returning adult students must be increased through scholarships, loans or other forms of subsidy.
3. To increase access to the UW Colleges’ campuses, the feasibility of adding residence halls should be considered.
4. The UW Colleges should continue to expand its efforts to recruit underserved and minority students.

The report’s recommendations resulted in specific actions by the institution. Chancellor Wilson advocated strongly for the tuition freezes that kept the UW Colleges tuition levels lower than the four year-comprehensive institutions (and brought the UW Colleges tuition levels closer to the tuition of Wisconsin Technical College System institutions). The UW System Administration and the Board of Regents agreed with Chancellor Wilson, and as Figure 17 illustrates, tuition levels that had been increasing leveled off because of the freeze.
A joint strategic plan, the 2008–2011 UW Colleges/UW-Extension Strategic Plan, also addressed several recommendations prepared by the Commission on Enhancing the Mission of the UW Colleges, focusing on the following priorities, known by the acronym IDEAS (Innovation, Diversity, Economic Development, Access, Service and Engagement, Stewardship and Support):

- **Strategic Priority A, Innovation:** Become more agile and proactive in responding to state needs
- **Strategic Priority B, Diversity:** Increase diversity and global awareness
- **Strategic Priority C, Economic Development:** Nurture entrepreneurship, business and economic development while preserving vital environmental and natural resources.
- **Strategic Priority D, Access:** Increase access to educational resources and degree programs of the UW System by reducing barriers to participation
- **Strategic Priority E, Service and Engagement:** Increase the capacity of Wisconsin youth, families, and communities to improve the quality of life for a healthier and more vibrant Wisconsin
- **Strategic Priority F, Stewardship and Support:** Increase and effectively invest public and private resources for UW Colleges and Extension

The most noteworthy initiative undertaken by UW Colleges as a result of the recommendations prepared by the Commission of Enhancing the Mission of the UW Colleges is the Bachelor of Applied Arts and Sciences (BAAS) degree-completion program, which serves strategic priorities A and D. The BAAS degree is discussed in depth in Chapter Seven of this report.

One of the unique features of Strategic Plan 2008–2011 is that it was a combined UW Colleges and UW-Extension plan, reflecting the administrative integration of the two institutions in 2005. Several sections, however, focused solely on one institution or the other. UW Colleges-related items focused, for example, on implementation of the Integrated Enrollment Management pilot model on three campuses. The strategic plan also set goals of working to implement curricular, marketing, and financial model initiatives and to issue an 18-month progress report with recommendations to the chancellor. This report assessing the implementation was completed and was valuable in guiding the other ten campuses in moving to this new model in July 2011 (Pilot Status Report Final).
Campus Strategic Plans

Strategic planning has proven an effective tool for change and advancement in the UW Colleges, allowing the institution to focus on a clear set of goals and to work more efficiently to fulfill its mission. In light of the positive changes that these detailed documents have initiated, all UW Colleges campuses were charged by Chancellor Raymond Cross to conduct a strategic planning process at the campus level. The campus strategic plans differ from those at the institutional level by focusing on the specific needs of the individual communities in which the campus is located, the particular constraints of a campus location, and local operations. The UW-Rock County 2008–2013 Strategic Plan provides an example of how the campus has implemented the strategic planning processes to determine a clear set of practical goals that will help to advance the campus’s execution of the mission (UW-Rock County Strategic Plan, 2008–2013).

All campuses completed strategic plans by spring, 2012. In addition, each campus will complete an operational plan that outlines the timeline for particular tasks, the functional units or offices responsible for completing each task, and resources required for supporting the task.

Each chancellor since William Messner to the present has directed that the institution have a strategic plan. The strategic planning process developed under the Integrated Enrollment Management (IEM) model continues this practice and at the same time expands it by requiring each campus to think about how it will use enrollment management, goals, and budget in specific ways to fulfill campus and institutional missions. UW Colleges has made important progress in requiring that all campuses have both a strategic plan and a system for ensuring action based on the plan.

Strategic Planning in 2012

Upon appointment as chancellor of the UW Colleges and UW-Extension in February 2011, Dr. Raymond Cross chose to update the 2008–2011 Strategic Plan rather than undertaking a full-scale revision. His reasons for adopting this approach were several: (1) the timing of his appointment, well into the 2010–11 academic year and during the tumultuous state biennial budgeting process underway in the state legislature; (2) the commitment of institutional resources to the ten-year Higher Learning Commission continuing accreditation review of the Associate of Arts and Science and accreditation of the Bachelor of Applied Arts and Sciences degrees; (3) the recruitment and appointment of seven new campus executive officers/deans; and (4) the uncertain status of the University of Wisconsin System and the state and national economies.

The chancellor began the planning process with a half-day workshop as part of the annual planning retreat of campus executive officers/deans in June 2011, which was attended by incoming new, continuing, and exiting campus executive officers/deans. In preparation for the meeting, the chancellor requested copies of all campus plans. In the workshop, he outlined his planning approach, which is based upon a narrative strategic plan that is executed through a dynamic operational plan captured in an Excel spreadsheet. While the chancellor has approached the 2012–2016 planning exercise as a refreshing of the previous plan, he has also restructured the strategic planning process and outcomes into three distinct elements: (1) An institutional plan that spans the UW Colleges and UW-Extension, focusing on the roles and responsibilities of the Madison-based administration, and separate plans for (2) UW Colleges and (3) UW-Extension. The UW Colleges strategic plan includes relevant elements of the institutional plan and is “linked” through aligned (though not identical) goals to the plans of each of the 13 campuses. At the institutional and campus levels, strategic plans are to be implemented through an operational plan. All of these plans should be informed by the strategic goals of the UW System, as determined by the Board of Regents and the president of the UW System Administration.
During the summer of 2011 campus executive officers/deans convened governance and campus leadership groups to develop the planning process for their respective campuses (which was unique for each campus, since some had already developed ongoing plans, while others needed to create a plan) and to gather updated trend and operating environment information. The chancellor later outlined the process at the Fall Convocation, the annual event that brings together faculty and staff throughout the institution in one physical location. Fall 2011 was spent drafting strategic plans at the campus level, where stakeholder groups were consulted. Plans for the 13 campuses were completed in spring 2012. As the campus plans were being developed, the chancellor continued a broad conversation about UW Colleges’ strategic goals, which were consolidated into five main areas:

1. Clarify and communicate the UW Colleges’ position within the Wisconsin higher education market by identifying our value position and by communicating our economic value to the State, our students, their families and our communities.

2. Enhance the student experience by extending high-quality University of Wisconsin education to learners throughout the state and assuring student success and degree completion.

3. Strengthen our stewardship by effectively using the university's faculty and staff time and expertise, its educational and financial assets, and campus and online environments and infrastructure.

4. Enrich our communities and the State through outreach, engagement, entrepreneurship, innovation and inclusion.

5. Increase our programs, the number of degrees granted, and our service to communities through range of programs, creative delivery, and effective assessment.

In February and March 2012, further development of the UW Colleges strategic plan took place through broad consultation throughout the organization, including the UW Colleges Senate. The goals identified by academic departments in their three-year program reviews will be connected to those of the institution. The units of the Madison-based administration will also develop their pieces of the strategic plan to be included as part of the UW Colleges strategic plan. The goals and strategies at various levels will be aligned, and the UW Colleges strategic plan will be implemented through an associated operational plan that includes connection to the UW System Administration strategic plan (The Growth Agenda for Wisconsin), timelines, assignment of responsibilities, identification of necessary resources, and status or outcome reports. The chancellor directed that operational plans be in place for the fiscal year beginning July 1, 2012.

The planning process continues to be iterative, so that information can be updated and strategies shaped in response to (1) the changing political and economic conditions at the national, state, and local levels and (2) the results of institutional activities. For example, the Wisconsin legislature is considering ways to restructure the University of Wisconsin System, and the levels of state funding for the UW System continue to be uncertain, given the slow economic recovery. Concurrent with the strategic planning process, the UW Colleges is continuing to analyze its academic programs and their operation through the continuing accreditation self-study and building the Bachelor of Applied Arts and Sciences degree-completion program. After the strategic plans have been completed and their operational plans are in place for implementation, they will be reviewed and updated on a regular basis to ensure that they provide meaningful direction for the UW Colleges and an effective basis for institutional management. Additionally, the operational plans will be used to review the performance of senior administrators.

**Engaging Students in the First Year Program**

The Engaging Students in the First Year Program is an institutional initiative to help students transition to college by maximizing academic success, fostering positive relationships among faculty,
staff and students, and providing appropriate campus resources. Since its inception in 2003–2004, the program’s base budget has provided support for First-Year Seminar sections, thirteen campus ESFY coordinators, an institution-wide ESFY coordinator, and significant professional development, including an annual UW Colleges-wide conference and an annual First-Year Instructors Retreat. In addition, the ESFY Program budget supports regional conference attendance for campus coordinators and First-Year Seminar instructors, and national conference attendance as part of the professional development of the UW Colleges ESFY Coordinator.

The program provides an important example of how the institution has carried out its planning goals. Prior to the 2003 evaluation team visit by the Higher Learning Commission, the institution requested that the team provide focused feedback on the institution’s plans for implementing its new first-year experience initiative. In the years since the 2002–2003 Higher Learning Commission site visit, the UW Colleges has fully implemented the Engaging Students in the First Year (ESFY) Program, acting upon recommendations in the site visitors’ response to the 2002–2003 Self-Study Report to strengthen the initiative, particularly to develop a “well-defined strategic center from which all the activities and funding commitments directly emerge.” (Advancement section 2003). A full discussion of the institutional actions taken as a result of the 2003 evaluation team recommendations may be found in the Resource Room (“Institutional Implementation of the ESFY Program Following 2003 HLC Recommendations”). A brief summary follows of the institution’s actions based on several recommendations.

The first recommendation found in the 2003 “Advancement Section” was that the UW Colleges “implement an ESFY team consisting of the campus ESFY coordinators and chaired by the institutional ESFY coordinator” to carry out a series of activities, including integrating two planning documents, the “ESFY Mission, Goals, and Strategies” statement with the ESFY Implementation Plan. This important planning infrastructure has been established. The ESFY Program followed the 2003 Higher Learning Commission evaluation team’s recommendations relating to forming a UW Colleges team consisting of the campus ESFY coordinators, led by the UW Colleges ESFY coordinator, a position overseen by the associate vice chancellor for academic affairs. This group has one to two phone conferences a year and meets face-to-face during the annual UW Colleges First-Year Seminar Instructors Retreat. Smaller working groups are formed each year to conduct institutional planning for the ESFY Program. Tasks that are regularly addressed in an ongoing manner by the campus ESFY coordinators include reviewing mission and goals; planning for, reviewing and evaluating the different components of the ESFY Program; proposing and implementing strategies for assessment; and planning and implementing annual UW Colleges-wide activities.

Beginning in June 2005, UW Colleges was invited to participate, as one of the ten founding institutions, in the Foundations of Excellence Study, a national study of first year programming at two-year institutions. This comprehensive examination of curricular and co-curricular programming for first-year students resulted in an individualized improvement plan for each institution. This process included a self-study, surveys, and a site visit by National Policy Center on the First Year of College staff. The final report completed by the UW Colleges Foundations of Excellence Improvement Plan Working Group in May 2007 noted a number of strengths of the UW Colleges ESFY Program, including that the ESFY Mission and Goals statement was effective in guiding ESFY programing; that learning goals were clearly stated; and that faculty were aware of them (Foundations of Excellence Working Group Final Report). The Final Report also made a number of suggestions for improvements in curricular and co-curricular areas. UW Colleges has also acted on many of those suggestions and is in the process of addressing others. Responses to the recommendations included founding a UW Colleges Virtual Teaching and Learning Center; re-examining placement criteria for entry-level English courses; and revising assessment of the First-Year Seminar. The ESFY Program
has used the Foundations of Excellence Improvement Plan Working Group’s Final Report as its strategic plan since 2007. As noted above, full discussion of institutional actions taken in response the 2003 HLC recommendations may be found in the Resource Room (“Institutional Implementation of the ESFY Program Following 2003 HLC Recommendations”).

Assessing Student Learning Outcomes in the First-Year Seminar

The 2003 Higher Learning Commission evaluation team encouraged assessment of student learning outcomes in the First-Year Seminar. Please see Chapter Four for a description of multiple ways student learning outcomes are assessed for this course. (The Resource Room also contains further information about campus-specific ESFY programming.)

Core Component 2c. The organization’s ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.

Evidence: The organization demonstrates that its evaluation processes provide evidence that its performance meets its stated expectations for institutional effectiveness.

The organization maintains effective systems for collecting, analyzing, and using organizational information. The Institutional Research Office is responsible for producing curricular and other reports that are accessible to the UW Colleges community. Regular reports are posted to an extensive Institutional Research library in a SharePoint site, and these are routinely announced to academic department chairs and campus executive officers/deans. Curricular reports on overall drop rates, low-performing courses, and grade averages for each course section can be used by academic department chairs, for instance, for curriculum planning, instructional assignments, and in tri-annual academic department program reviews.

UW Colleges evaluates and assesses programs by surveying stakeholders and monitoring student performance. Faculty feedback is collected when introducing new program innovations such as an e-portfolio initiative (e-Portfolio Pilot Project Evaluation Results) or Accelerated/Blended courses (A/B Training Program Review Survey), while student feedback is sought primarily via the Student Survey of Instruction, which is administered according to Senate Policy IP 301.01). Additionally, the Institutional Research Office conducted an institutional-level assessment, “An Assessment of the Impact of Increased Course Maxima,” which collected several types of evidence to assess how faculty, students, and the institution had been affected by the increase in course enrollment maxima. The office also used data from the assessment of student learning outcomes as well as student grades to determine impact of class size increases on student learning (Assessment of the Impact of Increased Course Maxima). The outcomes of this study showed that student learning was not diminished by the increase of course maxima, based on these measures. For additional discussion of the increase to course maxima, please see Chapter Four.

Most academic departments also make use of assessment data to inform their department discussions about teaching and learning and to evaluate institutional performance goals. For example, in a survey academic department chairs many (Psychology, Art, Business and Economics, English, History, Mathematics, Political Science, and World Languages) indicated that assessment of student
learning informs their department discussions about teaching at their twice-annual meetings. Other academic department chairs identified a number of additional performance measurements: activity reports by individual faculty members (Art, Business and Economics), classroom visit reports (Art), enrollment (Business and Economics, Geography and Geology, Political Science), grade distribution (Business and Economics, Geography and Geology, Political Science), successful transfer into a baccalaureate program (Music), placement into junior/senior level courses (Music), teaching and research awards (Philosophy), and student surveys of instruction (Art, Business and Economics, Philosophy).

Please see departmental responses located in the Resource Room in folders labeled with each department’s abbreviated name, followed by the numbers 2c-2 (Department Name 2c-2).

**Tenure, Retention, and Promotion Review Process**

In keeping with the institution's commitment to excellence in teaching, the UW Colleges has a thorough and clearly articulated process of reviewing faculty and instructional academic staff performance that ensures high quality performance in the classroom and in the discipline and institution. For example, in Senate Faculty Personnel policies 501.02, 503, 508, 506 and 505, faculty performance expectations are embedded, as well as the process for performance review. The process of evaluating meritorious performance is governed by the Senate's Faculty Personnel Policy 503, Faculty Merit Policy and Procedures, and non-instructional academic staff merit practice is outlined in the Senate’s Academic Staff Personnel Policy 703, Administrative Academic Staff (Category A) Evaluation. Instructional academic staff merit review procedures are described in IP 320, Policy on Evaluation—Instructional Academic Staff (Category B), including Returning Retired Faculty. Quality of instruction is also assessed and evaluated in the form of class visits. A class visit policy is outlined in each academic department’s bylaws (a format that was standardized following the last self-study in 2002–2003).

**Classroom Observations**

All academic departments conduct classroom observations by colleagues on a routine basis, depending on the stage at which an instructor is on the tenure track or in his/her professional employment. Frequency of classroom visitation is governed by the Senate’s Faculty Personnel Policy 501, Criteria and General Procedures for Appointment, Retention, Tenure Progress, Tenure and Promotion (FPP 501) and is specified in greater detail in most academic departmental bylaws. Classroom observations are conducted on a regular basis for instructional academic staff, as guided by the Senate’s Institutional Policy 320, Policy on Evaluation—Instructional Academic Staff (Category B), including Returning Retired Faculty (IP 320).

**Student Survey of Instruction**

The quality of the educational program is also ensured in the form of the Student Survey of Instruction. The Senate’s Institutional Policy 301.01, Administering the Student Survey of Instruction, outlines the process for collecting students' evaluations of instructional effectiveness, and is discussed in greater detail in the next section of this chapter (IP 301.01).

**Evidence: Appropriate data and feedback loops are available and used throughout the organization to support continuous improvement.**

Each year the Office of Academic Affairs and the Senate Assessment Committee produces the Institutional Assessment Report. This report summarizes the results of assessment conducted at three levels:
Student learning outcomes assessment, coordinated by academic department assessment coordinators and committees

Co-curricular and other functions assessment, coordinated by campus assessment coordinators or committees

Institutional-level assessment of general education proficiencies, coordinated by the Office of Academic Affairs

Examples of institutional level-assessment include:

- Surveys administered to students across all campuses and the UW Colleges Online program, for example, the Community College Survey of Student Engagement
- Surveys of faculty and instructional academic staff across UW Colleges, for example, the Institutional Research Office report produced based on the increased course maxima endorsed by the UW Colleges Senate in 2010
- UW Colleges-wide initiatives such as assessment of racial and ethnic equity in the transfer process or the UW Colleges Campus Climate Study
- Participation in University of Wisconsin System initiatives such as annual Accountability Reporting
- Review of faculty and instructional academic staff (retention, tenure, and promotion process; merit system; class visits on a regular basis for all instructional staff)
- Academic department chair review and evaluation (see Senate Faculty Personnel Policy 505, Process for Appointment and Evaluation of Chairs)
- Campus executive officer/dean reviews and evaluation (occurs annually at chancellor level)

The UW Colleges 2012–2017 Strategic Plan has incorporated assessment components in the form of an operational plan that includes clear accountability measures.

**Accountability Reports**

The UW Colleges, as a member of the University of Wisconsin System, also prepares and publicizes an annual “Accountability Report” that is made available to internal and external constituencies in printed form and Web-based format, produced by UW System Administration (please see Accountability Reports folder in the Resource Room).

These reports were, from 2003–2009, called “Achieving Excellence at UW Colleges,” and between 2003 and 2008 provided data on four goals: “Provide Access to Higher Education for the Citizens of Wisconsin,” “Provide Academic Support that Facilitate Academic Success,” “Provide a Campus Environment that Fosters Learning and Personal Growth,” and “Utilize Resources in an Efficient and Effective Manner.” In 2008, the UW System Administration shifted the wording of the goals slightly, but still focused on the same measures. Participation in this assessment process allows UW Colleges the opportunity to track success over time in important areas. An example from each area shows growth, progress, or opportunities for improvement. Because the mission-specific and institution-specific items do not remain consistent over the report years, tracking progress over time in some areas can be challenging:

**Goal 1. Provide Access to Higher Education for the Citizens of Wisconsin:** In this set of goals, the report demonstrates progress toward enrollment targets. In 1996, the UW Colleges enrollment target was short by 20% (target: 7,538; actual: 6,029). As the reports show, by 2003 the institution had exceeded its enrollment target of 8,732 by .03%. Each annual report includes such data that track common, UW System-wide measures and UW Colleges mission-specific goals, such
as progress toward increasing diversity, providing access through UW Colleges Online program courses, and increasing access to adult students through Accelerated/Blended course delivery. As noted in Chapter Four these kinds of data were critical in directing reorganization of position responsibilities during the administrative integration of UW Colleges and UW-Extension at the senior levels and the creation of the new position in UW Colleges of associate vice chancellor for student services and enrollment management.

- **Goal 2.** Provide Academic Support Services that Facilitate Academic Success: The UW System-wide measure in this area, “Progress toward Retention Targets,” has continued to guide UW Colleges. For example, the Accountability Reports showed that retention of new freshmen to the second year (fall semester to fall semester) at a UW Colleges campus ranged from 52.4% in 1999, to 57% in 2007. The New Freshman Retention at any University of Wisconsin System institution has since remained constant, from 64.3% in 2000, to 65% in 2006 and 2007.

- **Goal 3.** Provide a Campus Environment that Fosters Learning and Personal Growth: This goal is less easily measured; for example, a comparison shows that the 2003 and 2008 Accountability Reports do not have parallel measures. Though each refers to Community College Survey of Student Engagement (CCSSE) survey results, the 2008 Accountability Report highlights different measures, which makes it difficult to compare them. However, other, mission-specific measures such as progress in Engaging Students in the First Year (ESFY) activities, multiculturalism in the curriculum, and the Alcohol and Drug Education (AODE) Program are measured consistently over five years, allowing direct measurements over time as to how the institution is progressing in these areas.

- **Goal 4.** Utilize Resources in an Efficient and Effective Manner: Several areas are assessed over multiple years: distance education; facilities improvement; and city/county support for UW Colleges campuses. For example, the 2008 Accountability Report identifies a goal to “Enhance delivery of curriculum to meet students’ needs in a cost-effective manner,” and other years’ Accountability Reports show the number of distance education courses offered. (At the same time, there are some limitations in what 2008 information shows, since simply increasing the number of courses does not necessarily reveal whether the curriculum has actually met students’ needs, enhanced delivery, or been cost-effective.)

The more recent UW System Accountability Report format requirements focus on the UW System’s Growth Agenda. The format now offers an overview of seven strategies targeted at achieving the Growth Agenda: 1) Prepare Students, 2) More Graduates, 3) Well-Paying Jobs, 4) Stronger Communities, 5) Resources, 6) Operational Excellence, and 7) Collaborations. As the UW Colleges seeks to achieve its goals set under the Growth Agenda for Wisconsin, UW Colleges Accountability Reports submitted to the UW System Administration Office of Policy and Academic Research serve as a touchstone measure on goals attainment. The last two years of reports focus on different areas from one another and have some of the same strengths and weaknesses as earlier versions, in that at times they shift focus and examine different types of data, again posing challenges for establishing benchmarks and multi-year comparisons. In addition, the last two Accountability Reports have a UW System-required focus on some types of data that are not always a good match for the UW Colleges mission. For example, when reporting on the majors of graduates, the format requires highlighting particular types of career paths, including health sciences, business, and STEM fields, while not providing an opportunity to focus on the importance of a liberal arts mission such as that found in UW Colleges. The changes in format of the Accountability Reports are due to shifting expectations of accountability from the state governor’s office and the legislature.

**Student Survey of Instruction**
Institutional Personnel Policy IP 301.01, Administering the Student Survey of Instruction, governs the administration of the Student Survey of Instruction, or student evaluations of teaching and learning. As the policy states, for faculty, “The Student Survey of Instruction form approved by the UW Colleges shall be administered for all faculty classes every third semester (e.g. fall 2010, spring 2012, fall 2013, etc.). Additional student surveys are administered in the fall and spring semesters of classes taught by first-year probationary faculty and in the spring semester of classes taught by second-year probationary faculty and in the fall semester of classes taught by fifth-year probationary faculty.” Instructional academic staff also administer student surveys of instruction regularly in accordance with the Senate’s Institutional Policy 320. Student surveys of instruction provide feedback to instructors and to academic departments and campuses regarding student engagement in the courses, students’ perception of learning achieved and of instructor preparation and effectiveness, and other aspects of their experience in the course.

Each instructor also participates in the institutional and departmental assessment of student learning outcomes and receives the assessment results of his/her assessed courses (the assessment process is described in greater detail in Chapter Four). Instructors use assessment results to modify course materials and pedagogical approaches, to improve their own performance as instructors, as well as to help student learning outcomes improve. In order to protect the privacy of individual instructors, the individual results of student learning outcomes assessment are not reported to the academic department and assessment results may not be used in personnel decisions, as mandated by Senate policy. However, each academic department submits an annual report of its assessment activities that includes a summary of actions taken or planned by individuals in the department as a result of participating in assessment activities to improve student learning on the assessed performance indicator. These reports can be found on the UW Colleges Assessment SharePoint site (please click on Campus Assessment or Department Assessment, then Campus Reports or Department Reports). An example of how members of the History Department have made pedagogical changes based on assessment that have in turn led to improvement of student learning outcomes may be found in the department’s 2010–2011 Final Assessment Report:

Beyond the expected improvements that tend to follow specifically targeted assessment projects, many individual teaching faculty and staff directly used the results of their observations to adjust their curricular plans for future course offerings. In one instance, an instructor noted that the class time dedicated to discussing primary sources was often dominated by surface discussions of the easier documents, leaving less time for the class to really engage the more difficult documents. The instructor noted a larger than anticipated number of students who failed to comprehend the more challenging assignments. As a consequence, the instructor plans to devote more class time to specifically address the difficult to comprehend documents. One scenario might include fewer documents, with more challenging issues. In another similar example, one instructor found surprisingly positive results from combining video and written sources on the same subject. The instructor plans to expand the particular unit, and devote two more class days to the subject in the hope that an even broader array of film/written mediums might promote more comprehensive listening, observation, and reading skills.

[…] These and other examples were discussed at the spring Departmental meeting. This round-table discussion is a codified tradition in the Department, which is intended to make the assessment process more accessible to individual instructors. Through this process, all the members of the Department gain an opportunity to benefit from the informal observations of their colleague’s assessment projects. The quantitative results are gathered and submitted
to the institution, but often these less formal round-table discussions of best practices often yield directly relevant changes in individual classroom experiences and, therefore, for the Department at large.

Evidence: Periodic reviews of academic and administrative subunits contribute to improvement of the organization.

Academic Program Reviews

Every three years, the academic departments and Women’s Studies Program engage in a program review, scheduled by division: Humanities, Social Sciences, and Mathematics and Natural Sciences (Academic Department Program Review Process). During this process, the academic department chair or program director and any delegated committees conduct a guided self-analysis of curriculum, staffing demographics and trends, facilities and resources. This process allows the department or program to consider its curriculum, staffing, teaching, and other aspects in several contexts. These include institutional contexts such as congruence with the UW Colleges Strategic Plan or contributions to institution-wide initiatives such as the Engaging Students in the First Year Program or the Adult Student Initiative. Other considerations can include staffing or curriculum variations across campuses; the extent to which the academic department or program serves the Associate of Arts and Science degree designations; and the department’s or program’s impact on statewide or community needs, including its efforts at offering co-curricular programming. Academic department chairs submit the review document to the provost, who reviews it with the department chair. This exercise enables departments to engage in an ongoing strategic goal-setting and to identify gaps or needs.

Evidence: The organization provides adequate support for its evaluation and assessment processes.

Each academic department and the Women’s Studies Program is provided funding for one, two, or three department assessment coordinator (DAC) positions, depending on the size of the department or program. An academic department allotted a single DAC position may choose to split its position among two or more persons. Each department assessment coordinator is responsible for attending three face-to-face meetings with the Senate Assessment Committee (SAC), and for submitting a fall assessment plan, a spring assessment plan, a draft report and a final assessment report each year. Department assessment coordinators receive stipends upon submitting the plans and the final report. Each academic department is expected to have a committee to assist the department assessment coordinator in his/her work. In addition, each department and the Women’s Studies Program receive an annual assessment budget to support assessment activities within the assessment committee and within the department.

Each campus is provided with one campus assessment coordinator (CAC) position. Each campus assessment coordinator is responsible for attending one face-to-face meeting and two teleconference meetings with the Senate Assessment Committee, and for submitting a campus assessment plan and final assessment report each year. The campus assessment coordinators receive stipends upon submitting the required plan and report. Each campus may have a committee to assist the campus assessment coordinator in his/her work, and each campus receives an annual assessment budget to support assessment activities within the assessment committee and on the campus.

Additionally, an institutional assessment coordinator (IAC), who reports to the associate vice chancellor for academic affairs, provides support for institutional, academic department, and campus-based assessment activities. The institutional assessment coordinator, a faculty member, is
compensated with a summer stipend and one-quarter release time from teaching each semester. The institutional assessment coordinator works closely with the Senate Assessment Committee (SAC) and the Institutional Research Office. Department assessment coordinators (Departmental Assessment Coordinator Rosters) and campus assessment coordinators (Campus Assessment Coordinator Rosters) are also key participants in guiding the Assessment Program.

Core Component 2d. All levels of planning align with the organization’s mission, thereby enhancing its capacity to fulfill that mission.

As discussed throughout this chapter, coordinated planning processes center on the mission documents that define vision, values, goals, and strategic priorities for the organization. Long-range strategic planning processes allow for reprioritization of goals when necessary because of changing environments. Planning processes link with budgeting processes through the setting of institutional priorities.

Evidence: Coordinated planning processes center on the mission documents that define vision, values, goals, and strategic priorities for the organization.

Much of how the UW Colleges functions is dictated by the broad organizational structure of the University of Wisconsin System, as well as by its geographically dispersed 13 campuses, Madison-based administration, and UW Colleges Online program. Planning processes in the UW Colleges include long range planning, in which prioritizing must take place at multiple levels given the unique nature of the institution's multiple locations and constituency groups. Each of the decisions that UW Colleges makes, whether related to personnel, facilities, marketing, enrollment management, or strategic priorities, is connected to the mission. Decisions that are made at the institutional level must take into consideration the strength of the UW Colleges as a whole. Planning at the campus level is undertaken by faculty and staff who are closely connected to students' learning. Perhaps the greatest challenge in the planning process relates to the process itself. Various constituency groups must work together to define what strategic priorities should emerge, and who should be involved in the planning processes, and at what stage. When large-scale institutional changes are contemplated and enacted, the institution uses representative working groups to discuss the relevant issues, many of which center on where responsibility and authority should lie for important planning processes and decision-making. Recent examples include the UW Colleges Budget Reduction Working Group, the Academic Affairs Integrated Enrollment Management (IEM) Issues Working Group, and a working group of campus executive officers/dean and academic department chairs to negotiate changes to the staffing plan process. Ultimately, all groups engaged in planning processes have a strong regard for the mission and students, and are committed to a thriving UW Colleges. As a geographically dispersed institution, a shared commitment to a common mission helps to unite the UW Colleges in a very practical way.

The UW Colleges has continuously improved its planning processes over the last ten years. To date, UW Colleges creates several key planning documents: the UW Colleges Strategic Plan, the Chancellor’s Institutional Priorities, and campus strategic plans. Each document is prepared by the appropriate body and then discussed by multiple institutional constituencies. Accordingly, these
documents work to align with the UW Colleges’ mission and enhance institutional capacity to fulfill the mission (UW Colleges Select Mission and Goals).

The Office of Academic Affairs is guided by the Academic Affairs Mission and Priorities. Sample UW Colleges campus mission statements include those of UW-Fond du Lac, UW-Marinette, and UW-Fox Valley.

Evidence: Planning processes link with budgeting processes.

Changes in the institution’s budget and planning model over the last ten years have been reflected in changes to the institution’s process for prioritizing staffing of faculty tenure-track positions. For example, in 2004, the process required UW Colleges academic department chairs to provide the campus executive officers/deans and the provost with a summary of “department hiring priorities Colleges wide” by September. In October, campus executive officers/deans submitted position requests to the provost using a specific request form. The requests were evaluated on the basis of how each position would assist the institution with its overall academic program and how each would meet department and campus needs. At the time, the factors used for determining which campuses were awarded positions, included the ratio of faculty to instructional academic staff, or IAS. Primary consideration for faculty hires was given to campuses at which IAS represented over 30% of the campus’s total instructional FTE (faculty and IAS combined). Priority was also given to campuses meeting enrollment and retention goals, as well as to positions that addressed institutional priorities (for example, fulfilling needs in the UW Colleges Online program). Several years later, the institution changed the process by moving searches earlier in the calendar year, from the fall semester to the spring, with a “Position Fair,” in which campus executive officers/deans and academic department chairs meet in person to discuss hiring needs, occurring in March rather than October. Both academic departments and campuses were still encouraged to “use institutional data and needs assessments to make choices in program emphases,” demonstrating that the institutional process for staffing linked planning, budgeting, programming, and strategic priorities.

In April 2009, the “UW Colleges Reviewing Faculty Staffing Models and Processes Committee” submitted a memorandum to Chancellor David Wilson that reported on the work of the committee consisting of representatives from the Madison-based administration, campus executive officers/deans, academic department chairs, the Senate Steering Committee chair, and two faculty members, which was charged with discussing the “deans’ need for having more authority over establishing tenure track faculty positions on their respective campuses.” The group made two recommendations, both of which were implemented on a pilot basis for one year in 2009–2010, and then fully in 2010–2011. First, the group recommended that the institution “create an annual exigency pool of two to three undistributed faculty positions, held in reserve by UW Colleges Central Administration in the annual faculty staffing process, during which new tenure-track positions are approved for searches by the chancellor based upon recommendations prepared by the Office of Academic Affairs.” This recommendation was subsequently accepted as a solution for responding to late-announced retirements or resignations.

The second, more complicated recommendation was to shift decision-making authority for recommending staffing priorities from a shared responsibility between academic departments and campuses entirely to the campus, through the campus executive officer/dean. The rationale for this change indicated that “campuses should be primarily responsible for setting the staffing priorities on their campuses (not academic departments), with the caveat that academic departments must be consulted during this process” and should participate by “formulating data-driven justifications and rationales for recommendations to the campus deans regarding staffing priorities.” Representatives of academic department chairs on the working group stressed the importance of following through under the new
model of consultation of academic department chairs by campuses. In the new model, the annual Position Fair would become “an opportunity for consultation rather than negotiation about staffing priorities.”

In spring 2012, a new model for distributing tenure-track positions among the campuses and UW Colleges Online was piloted with the distribution of the “UW Colleges Annual Staffing Protocol Pilot Guidelines for Requesting Faculty Positions for FY 2013–2014.” The purpose of the one-year pilot is to re-engineer and streamline the campus faculty staffing requests process; to achieve greater efficiency throughout the faculty staffing prioritization, review, analysis, and decision-making processes; to achieve greater responsiveness to the institutional need for faculty tenure-track positions; and to more closely align the staffing request process with the principles of the Integrated Enrollment Management (IEM) model.

**Evidence: Implementation of the organization’s planning is evident in its operations.**

The UW Colleges engages in ongoing, long-range capital facilities planning. Each UW Colleges campus routinely develops a six-year Capital Facilities Plan that follows a common template. These plans outline campus needs in infrastructure, interior and exterior facilities, and physical property. Building and infrastructure needs are contextualized within the report using planning histories and an inventory of recent achievements. Capital Facilities plans make recommendations and outline potential costs associated with recommended projects and are mapped out by biennia. The UW-Marathon County Capital Facilities Six-Year Plan, 2011–17 serves as a representative example. For a detailed discussion of planning, please see Chapter Four.

**Evidence: Long-range strategic planning processes allow for reprioritization of goals when necessary because of changing environments.**

In the area of strategic enrollment management, the UW Colleges is making strong progress. Before the advent of the Integrated Enrollment Management model, the institution set enrollment targets for individual campuses, based upon an institutional enrollment target set by the UW System Administration. Until creating the position of associate vice chancellor for student services and enrollment management in 2007, the institution allowed campuses to substantially manage their recruitment and retention efforts individually, with guidance from the Office of University Relations and Marketing (see, for example, Marketing Plans -- UW Colleges and Campus Folder in the Resource Room). In 2011–2012, the associate vice chancellor for student services and enrollment management, working in conjunction with the assistant dean for student services and the university relations director on each campus, and with the UW Colleges director of marketing and university relations initiated discussions and planning for the institution’s first strategic enrollment management plan. The concept of an “Ideal Enrollment Range” offers a visual presentation of the thinking that helped inform a new strategic enrollment management model (please see a draft of this visual presentation in the Resource Room). The new model, Strategic Enrollment Management (SEM), was developed and implemented ahead of schedule in July 2012. The new model was designed to be sleek, simple, and intuitive, providing great flexibility with direction and a framework for all campuses and UW Colleges Online. The plan is fully and exclusively Web-based, allowing campuses to create plans online, share activities, and modify action plans as the needs within a semester change. Furthermore, instead of creating a plan over three years and then implementing a three year old plan; the UW Colleges is implementing an expandable plan throughout the three year period:
Baseline (FY13): four strategies providing initial support built in reasonable data focusing on UW Colleges’ largest population(s) by incorporating Hobsons Connect CRM as a core component.

Communicate UW Colleges (campuses & UW Colleges Online) position within the higher education market.

Begin the process of re-setting the enrollment cycle: majority of admits completed two weeks prior to the first day of classes.

Increase admit to attendance yield: 3%.

Increase retention rate of degree-seeking new freshman from fall 2012 to fall 2013.

Expansion (FY14): additional and comprehensive strategies including evaluation, revision, and underserved populations.

Full Implementation (FY15): addition of friends and alumni, specifically targeted populations, and revisions to ensure simplicity.

Evidence: Planning documents give evidence of the organization’s awareness of the relationships among educational quality, student learning, and the diverse, complex, global, and technological world in which the organization and its students exist.

The UW Colleges Central Marketing Plans show the interconnected nature of the institutional mission, the needs of students, and methods by which the institution communicates with student populations about meeting student needs as learners. For example, the Office of Marketing and University Relations produced plans in 2010–2011 and 2011–2012 that identified the institution’s mission, vision, and goals, and used evidence to (1) set marketing goals that meet the institution’s enrollment objectives, and (2) break out marketing strategies to match the differing educational goals and needs of student demographics (such as traditional and nontraditional students). For example, these plans provide direction to campus university relations staff and demonstrate an evidence-based understanding of the message that best meets the needs of prospective students. Positioning and strategies for reaching traditional students include emphases on affordability, quality, and accessibility, while messages targeted to nontraditional students emphasize some of the same messages, but also highlight flexible options that UW Colleges can offer, such as evening, online, or Accelerated/Blended courses (UW Colleges Marketing Plan 2010–2011, 2011–2012).

Planning processes involve internal constituents and, where appropriate, external constituents.

The UW Colleges consistently involves internal, and often external, constituents in its planning processes. The strongest evidence of involving both internal and external constituencies is the planning of the Bachelor of Applied Art and Sciences degree-completion program, described in detail in Chapter Seven. Other examples include the administrative integration of the senior levels of administration of UW Colleges and UW-Extension (described earlier in this chapter), as well as the search and screen process for the first joint chancellor of the two institutions, for which the search and screen committee conducted over thirteen listening sessions around the state with multiple constituency groups. At the institutional level, the approach used in reaching out to internal and external constituents during institutional strategic planning has varied. For example, Chancellor David Wilson was noted for his series of campus visits and listening sessions, in which he collected feedback from all staff about directions for the UW Colleges 2008–2011 Strategic Plan, particularly because the strategic plan needed to emphasize the shift to an integrated administration shared between UW
Colleges and UW-Extension (Chancellor Wilson Internal Listening Session Report). These listening sessions then shaped the strategic plan that governed the UW Colleges and UW-Extension's strategic direction from the 2008–2011 Strategic Plan.

In addition to involving internal constituencies, the institution has also relied on the national community of higher education leaders and other external constituencies to introduce new ideas and approaches to the UW Colleges. The leadership provided by the Office of Academic Affairs in such important diversity and inclusion initiatives as Inclusive Excellence, Give Students a Compass, American Association of Universities and Colleges LEAP learning outcomes, and pedagogical improvements such as High Impact Practices (including study abroad, undergraduate research, learning communities, and first-year seminars) has served to re-vitalize some academic departments and campuses.

**Recommendation:** The Office of Academic Affairs should conduct a review of the several institutional initiatives noted above to assess campus and academic departmental capacity for carrying out their goals and use results to inform future actions.

## Chapter Three Recommendations

**Recommendation:** The UW Colleges should set an appropriate benchmark for transfer rates, using national data to support the benchmark and accounting for the different needs of different student populations.

**Recommendation:** UW Colleges should study and evaluate the results of implementing reductions to the UW Colleges Libraries budgets, including evaluation of the sufficiency of library resources and professional staffing to meet student, instructional staff, and community needs, and make decisions based on the recommendations gathered.

**Recommendation:** The Office of Academic Affairs should assess the resources allocated to campus learning centers, to determine appropriate levels of resources needed for staffing, supplies and expenses, and technology needs.

**Recommendation:** The UW Colleges should seek additional ways to invest in faculty sabbatical leave funding in order to assist faculty members in pursuing projects related to their fields of study.

**Recommendation:** The UW Colleges Behavior Intervention Teams should engage in a periodic assessment process to survey local constituencies that are most frequently served, including faculty, staff, and students.

**Recommendation:** The Office of Academic Affairs should conduct a review of the several institutional initiatives noted above to assess campus and academic departmental capacity for carrying out their goals and use results to inform future actions.
Chapter 4

Criterion Three: Student Learning and Effective Teaching
Criterion Three. The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.

Core Component 3a. The organization’s goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.

The University of Wisconsin Colleges offers the first two years of general education classes and has adopted proficiencies that prepare students for baccalaureate and professional programs, for lifelong learning, and for leadership, service, and responsible citizenship. To provide students with the skills for success in these roles, the UW Colleges regards the following areas of proficiency to be of primary importance in the education of UW Colleges students: Analytical Skills, Quantitative Skills, Communication Skills, and Aesthetic Skills. To assess student learning in these four areas, instructors measure student proficiency using common standards applied across the academic disciplines. The accumulated results are then used as the basis for implementing changes in teaching and curriculum. The institutional proficiencies, guided by the Senate’s Institutional Policy 101 (Associate of Arts and Science Degree), appear in Chapter One.

Evidence: Assessment of student learning provides evidence at multiple levels: course, program, and institutional.

The Office of Academic Affairs, institutional assessment coordinator, and the Senate Assessment Committee, whose members are appointed by the Senate Steering Committee annually for staggered two-year terms, jointly coordinate the assessment activities of the UW Colleges’ academic departments, campuses, and UW Colleges Online. These activities are broadly divided into student learning assessment conducted at the institutional level, at the academic department level, and at the campus level. Additional types of academic, pedagogical, and curricular assessment are conducted by the Office of Academic Affairs and through the Student Survey of Instruction, as discussed later in this chapter. Other types of assessment activities include academic department program reviews, assessment of course maxima, an institutional assessment summit, and assessment of individual instructors.

Institutional-level Assessment of Student Learning

Assessment at the institutional level occurs across the four proficiency areas. To assess student learning in these four areas, instructors measure student proficiency using common standards applied across the academic disciplines. To measure each of the four areas of proficiency, department members apply rubrics to student work. These rubrics have been established by the Senate Assessment Committee in conjunction with department assessment coordinators for three levels of performance (Exceeds Expectations, Meets Expectations, or Does Not Meet Expectations). During the course, instructors communicate proficiency expectations to students through the course syllabus and other course handouts. At the end of the semester, instructors gather evidence on performance indicators for curricular experiences and activities. The results are submitted via department assessment coordinators to the Institutional Research Office, which compiles and analyzes data results that are then returned to the department assessment coordinators at joint meetings held each January.
and June. At these meetings, trends and other conclusions are discussed. Department assessment coordinators return to their respective departments to lead discussions at their department spring and fall meetings, where department members further interpret and discuss the data collected. Academic departments then use the accumulated results as the basis for implementing changes in teaching and curriculum. Results are often communicated to students by academic departments, as well.

The Senate Assessment Committee, in consultation with the department assessment coordinators and the institutional assessment coordinator, establish a proficiency rotation cycle that ensures students are assessed on the institutional proficiencies on an ongoing basis, as shown in Figure 1.

<table>
<thead>
<tr>
<th>Proficiency</th>
<th>Academic Years Assessed</th>
</tr>
</thead>
</table>

Each spring the chair of the Senate Assessment Committee submits a report to the Senate describing the ways in which the committee has overseen institutional, departmental, and campus levels of assessment activities.

As the following summaries of participation in assessment activities at the institutional (general education) level demonstrate, the percentage of enrolled students participating in institutional-level assessment has remained steady. As anticipated, participation in spring semesters is consistently lower than that for fall semesters, largely because of the alternating demographic focus built within the assessment cycle. In fall terms, departments are asked to assess high-enrolling, introductory-level classes, which constitute the majority of offerings across the UW Colleges campuses. In the spring term, departments are asked to focus on higher level, non-introductory classes in which enrollments are smaller and fewer numbers of sections are offered. Figure 2 shows instructor participation in institutional-level assessment in the fall semesters 2009–2011. In 2002, the total percentage of instructors participating in assessment activities was 56%. This number has increased by 10-15% since 2002 and remains at this consistently higher rate.

<table>
<thead>
<tr>
<th></th>
<th>Total Number of Instructors Participating in Assessment Activities</th>
<th>Percentage of Total Instructors Participating in Assessment Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall 2009</strong></td>
<td>289 faculty 256 IAS 545</td>
<td>67%</td>
</tr>
<tr>
<td></td>
<td>369</td>
<td></td>
</tr>
<tr>
<td><strong>Fall 2010</strong></td>
<td>302 Faculty 225 IAS 527</td>
<td>71%</td>
</tr>
<tr>
<td></td>
<td>377</td>
<td></td>
</tr>
<tr>
<td><strong>Fall 2011</strong></td>
<td>314 Faculty 221 IAS 535</td>
<td>69%</td>
</tr>
<tr>
<td></td>
<td>371</td>
<td></td>
</tr>
</tbody>
</table>
Figure 3 is drawn from reports provided to department assessment coordinators and shared with all instructors. It summarizes participation in institutional-level assessment for the academic years 2011–2012 thru 2007–2008.

**Figure 3. Assessment Participation Summary**

<table>
<thead>
<tr>
<th></th>
<th>2011-12</th>
<th>2010-11</th>
<th>2009-10</th>
<th>2008-09</th>
<th>2007-08</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fall</td>
<td>Spring</td>
<td>Fall</td>
<td>Spring</td>
<td>Fall</td>
</tr>
<tr>
<td>Unique Instructors</td>
<td>371</td>
<td>351</td>
<td>377</td>
<td>291</td>
<td>369</td>
</tr>
<tr>
<td>Unique Classes</td>
<td>519</td>
<td>492</td>
<td>553</td>
<td>415</td>
<td>524</td>
</tr>
<tr>
<td>Unique Students as Percent of Enrollments</td>
<td>55%</td>
<td>53%</td>
<td>59%</td>
<td>47%</td>
<td>58%</td>
</tr>
<tr>
<td>Unique Assessments</td>
<td>10904</td>
<td>9219</td>
<td>11641</td>
<td>7610</td>
<td>11265</td>
</tr>
</tbody>
</table>

Figures 4 and 5 below are also drawn from information provided to instructors. These charts summarize assessment results in regression from 2011–2012 through 2006–2007, showing the total number of assessments and the percentage of assessed students meeting or exceeding expectations in each of the assessed performance indicators, as determined through application of the common evaluative rubrics.

**Figure 4. Assessment Results from the 2011–2012, 2009–2010, and 2007–2008 Academic Years**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fall</td>
<td>Spring</td>
<td>Fall</td>
</tr>
<tr>
<td>D1 - Create or perform a work of art</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>D2 - Critically reflect upon a work of art</td>
<td>468</td>
<td>520</td>
<td>456</td>
</tr>
<tr>
<td>A1 - Interpret and synthesize information and ideas</td>
<td>3208</td>
<td>2559</td>
<td>3465</td>
</tr>
<tr>
<td>A2 - Analyze and evaluate arguments</td>
<td>406</td>
<td>651</td>
<td>1230</td>
</tr>
<tr>
<td>A3 - Construct an argument in support of a conclusion</td>
<td>2146</td>
<td>1684</td>
<td>1981</td>
</tr>
<tr>
<td>A4 - Select and apply scientific and other appropriate methodologies</td>
<td>4311</td>
<td>3365</td>
<td>4127</td>
</tr>
<tr>
<td>A5 - Integrate knowledge and experience to arrive at creative solutions</td>
<td>330</td>
<td>327</td>
<td>N/A</td>
</tr>
<tr>
<td>A6 - Gather and assess information from printed sources, electronic sources and observation</td>
<td>11</td>
<td>98</td>
<td>N/A</td>
</tr>
</tbody>
</table>
### Figure 5. Assessment results from the 2010–2011, 2008–2009, and 2006–2007 Academic Years

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fall</td>
<td>Spring</td>
<td>Fall</td>
</tr>
<tr>
<td><strong>Total Assessments</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>% Meeting or Exceeding Expectations</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>C1 - Read, observe, and listen with comprehension and critical perception</strong></td>
<td>2702</td>
<td>1430</td>
<td>2692</td>
</tr>
<tr>
<td></td>
<td>84%</td>
<td>85%</td>
<td>77%</td>
</tr>
<tr>
<td><strong>C2 - Communicate clearly, precisely, and in a well-organized manner</strong></td>
<td>1433</td>
<td>1051</td>
<td>929</td>
</tr>
<tr>
<td></td>
<td>86%</td>
<td>82%</td>
<td>82%</td>
</tr>
<tr>
<td><strong>C3 - Demonstrate a large and varied vocabulary</strong></td>
<td>2218</td>
<td>1802</td>
<td>2085</td>
</tr>
<tr>
<td></td>
<td>84%</td>
<td>87%</td>
<td>83%</td>
</tr>
<tr>
<td><strong>C4 - Recognize and use a variety of communication forms and styles</strong></td>
<td>274</td>
<td>103</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td>86%</td>
<td>91%</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>B1 - Solve quantitative and mathematical problems</strong></td>
<td>3765</td>
<td>2613</td>
<td>5006</td>
</tr>
<tr>
<td></td>
<td>70%</td>
<td>70%</td>
<td>77%</td>
</tr>
<tr>
<td><strong>B2 - Interpret graphs, tables, and diagrams</strong></td>
<td>1046</td>
<td>549</td>
<td>613</td>
</tr>
<tr>
<td></td>
<td>86%</td>
<td>91%</td>
<td>81%</td>
</tr>
<tr>
<td><strong>B3 - Use statistics appropriately and accurately</strong></td>
<td>188</td>
<td>60</td>
<td>1151</td>
</tr>
<tr>
<td></td>
<td>87%</td>
<td>82%</td>
<td>80%</td>
</tr>
</tbody>
</table>

Clearly, students are learning what the institution professes they should learn in the UW Colleges.

The Senate Assessment Committee and department assessment coordinators began the process of developing a fifth institutional proficiency, Intercultural Skills, in 2010–2011. At the Senate Assessment Committee and department assessment coordinators meeting in June 2012, continued discussion of the fifth proficiency took place and a draft of the new proficiency was discussed. The draft was completed and two performance indicators, with sample rubrics to measure them, were developed at the August 2012 meeting. Further shared governance actions will take place as part of the process by which the new institutional proficiency will gain institutional approval. The Senate Assessment Committee will guide this process in the 2012–2013 academic year.

**Academic Department-Level Assessment of Student Learning**

Institutional level assessment of general education skills, measuring student proficiency in Aesthetic, Analytical, Communication and Quantitative skills, is implemented through each academic department and the Women’s Studies Program. The performance indicators and evaluative rubrics used in this assessment are common across academic departments and the Women’s Studies Program. In addition, each academic department and the Women’s Studies Program assesses unique student learning outcomes in areas that are most appropriate for each discipline taught in that department or program. The performance indicators and evaluative rubrics used in these department-level assessments are also unique to the discipline. Every year the assessment coordinators for each academic department annually report on both of these areas of assessment to their respective departments. These reports, which are also submitted to the Senate Assessment Committee, follow a prescribed format, describing the department’s assessment processes, use of assessment findings, and assessment related activities. Each report is reviewed in both draft and final form by members of the Senate Assessment Committee and selected highlights are incorporated into the annual Institutional Assessment Report. Individual academic department reports can be found in the documents area of the department assessment tab on the [UW Colleges Assessment Program SharePoint Site](#).
In conducting discipline-specific assessment of student learning, academic departments seek to ensure that each course offered by the UW Colleges specifically addresses the proficiencies that will be taught in the course; this information can be found in the UW Colleges course guides (Resource Room Course Guides Folder). Shown in Figure 6 below are examples of discipline-specific learning objectives assessed in 2010–2011, drawn from the three academic divisions.

### Figure 6. Examples of Discipline Specific Assessment, 2010 – 2011

<table>
<thead>
<tr>
<th>Division</th>
<th>Discipline or Department</th>
<th>Learning Objective</th>
<th>Courses Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fine Arts and Humanities</td>
<td>Art</td>
<td>Demonstrate relevant skills of application in mark making and texture in drawing and design</td>
<td>Introductory studio courses</td>
</tr>
<tr>
<td>Natural Sciences</td>
<td>Biological Sciences</td>
<td>Use a large and varied Biological Sciences vocabulary to explain important course concepts</td>
<td>Beginning and sophomore level courses in Biology, Zoology, Botany, Bacteriology and Physiology</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>Economics</td>
<td>Understand graphical and algebraic representation of demand and supply concepts with appropriate application</td>
<td>Macro and Micro Economics</td>
</tr>
</tbody>
</table>

Departments articulate “Learning Objectives” for their course that follows discipline-specific goals for student learning. A review of the department assessment reports may suggest that academic departments could bring greater consistency to department-specific learning outcomes. While many courses have comprehensive learning-based objectives, there are some courses for which no objectives are listed or the objectives that are stated focus on teaching, rather than on student learning. Though there is an advantage in having broadly stated objectives, as these can allow individual instructors more flexibility in executing objectives, it is also advantageous to provide a clear and discipline-specific framework for understanding student learning goals.

**Recommendation:** The UW Colleges would benefit from having all course guides include greater specificity in listing discipline-specific learning outcomes.

### Campus Assessment

On each campus, a campus assessment coordinator appointed by the campus executive officer/dean annually prepares campus assessment plans and reports. Each campus collegium provides a forum for sharing plans and reports with the entire campus community. The annual campus assessment report describes the ways in which the campus has used information from the prior assessment cycle, the planning for the current year, and the findings from the current year. If appropriate, recommendations for change resulting from the current year’s assessment activities are also included in the report. These reports are shared during meetings that bring together members of the Senate Assessment Committee and the Campus Assessment Coordinators. The UW-Richland campus assessment project serves as a good example of how campuses can close the loop of earlier assessment activities.

UW-Richland sought to answer the following research question: “What specific steps have faculty and staff taken to improve the academic climate for minority students?” This was in response to the UW Colleges Campus Climate Study undertaken in 2007–2008. As the campus's 2008–2009 Assessment Report states,
[Campus Climate] Survey findings may point to significant differences in the way in which the multicultural population perceive campus climate versus that of the general student population. The multicultural students’ group scores suggest their feelings of less belonging to the campus and greater concern about inviting friends from home. Their strong disagreement of a feeling of belonging on the campus was in stark contrast to the general population who, on average, strongly believe that they belonged on campus (p <.0001).

The UW-Richland campus “closed the loop” in a practical way. The faculty and staff desired further understanding of the challenges faced by multicultural students and how these experiences related to administrative and academic programming. In response, the campus ESFY coordinator secured additional funding, coordinated, and held a one-day workshop for faculty and staff. This project brought in outside facilitators to present “Supporting Minority Students: A First – Step in Reworking Orientation Efforts.” The effort sought to examine how campus orientation programs may provide additional social/cultural capital so that multicultural students can better navigate potential differences that exist between past social, cultural, and academic settings and the one in which they will enter on the campus.

During the 2010–2011 academic year, other campus-based assessment topics included the effectiveness of placement processes into English courses, childcare needs on campuses, use of nontraditional teaching methods, the effectiveness of a peer tutoring program, and the campus response to a shared reading. Ultimately, as the campus assessment reports demonstrate (Resource Room, 2010–2011 Campus Assessment Reports Folder), most projects provide data that is used to identify a new way forward, a particular action item for the campus, or the next steps in longer term processes. In response to the findings of their campus assessment activities, the UW-Baraboo/Sauk County campus brought in the institutional developmental reading and writing coordinator for a presentation about developmental reading support. The UW-Marinette Campus Assessment Project for 2006–2007 assessed the campus’s strategic plan, including assessing an objective focused on implementing best practice strategies for the Recruitment and Retention Committee. As the result of UW-Marinette’s assessment project, the campus implemented several changes, including introducing a modified Early Alert Program, increasing personal contact with struggling students, evaluating the Success Labs, setting an agenda for the campus convocation focused on revisions to the Building Scholars Program, and launching a faculty mentoring program for students that involved lunch meetings and other kinds of personal contacts.

Some campuses have experienced challenges in establishing continuity between campus assessment coordinators in a way that allows a more sustainable assessment process, which can be used to measure change over time. For example, some campus assessment coordinator reports indicate problems with continuity between assessment coordinators or with sustained campus engagement with an ongoing project. These include or have included UW-Waukesha, UW-Richland, UW-Baraboo/Sauk County, UW-Sheboygan, and UW-Marinette. These campuses reported challenges in two general areas: inconsistent continuity between coordinators, and inconsistent participation, implementation, or application of campus-level results.

Responding to these challenges, the Senate Assessment Committee began discussions with campus assessment coordinators in 2011–2012 about a proposed assessment cycle for campuses that could mirror the cycle used in institutional and departmental assessment programs. The Senate Assessment Committee and the institutional assessment coordinator are currently working with campus assessment coordinators to more effectively direct campus assessment projects in a way that will provide more meaningful results and greater continuity.
Course Maxima Assessment

As is discussed in Chapter Three, one of the budget reduction measures that the UW Colleges adopted in 2009–2010 to respond to state budget reductions involved a two-step process, one of which was designed to maximize the institution’s capacity to deliver curriculum. This step also consisted of two parts. In the first, campuses were provided tools by which to identify courses that did not enroll up to the existing course maximum. This allowed campuses to determine capacity in courses and to next combine multiple sections of a course, reducing instructional budgets. In the second part of maximizing capacity, the course maxima was increased by two to three students per course, resulting in an eight to 10% increase in course maxima. Every year since, the Institutional Research Office has conducted a study of the effects of the increase in course maxima on student performance.

As described in the 2009–2010 Institutional Assessment Report, the Office of Academic Affairs assessed the impact of the increase in course maxima in two ways. First, it measured the qualitative impact of larger class sizes on the teaching environment and on instructional staff. Second, it measured the impact larger class sizes had on course completion. Information for the first part was gathered through a survey sent to all faculty and instructional academic staff. Information for the second part was gathered from the PRISM student information database.

Results from the 2009–2010 report indicated that 199 of 281 instructors reported increased class size in their fall 2009 classes, and included data on the degree to which the courses were fully enrolled (to the new maximum), as compared to those that were not. Over 40% of the 199 instructors with increased enrollments in their courses reported having to alter the topics covered or the depth in which they covered topics, and nearly 70% reported that they made changes to out-of-classroom instructional opportunities. Nearly 70% reported altering assignments or exams that required commentary. More than half of instructors reported spending more time evaluating student work. Half of the respondents articulated their perception that changes to coursework has led to lower quality learning. Instructors also reported their perception that campus climate had suffered, that they had experienced diminished job satisfaction, and that other aspects of university service and life were negatively affected.

The Institutional Research Office found that in most classes the Drop, Fail, or Withdraw (D, F, W) rates for 2009–2010 did not deviate from the academic years prior to 2009–2010. The exception was for three, five-credit laboratory science courses, in which the average D, F, W course rates were significantly different for students in larger classes. These laboratory science courses were Concepts of Biology (BIO 101, formerly BIO 109), Animal Biology (BIO 171, formerly ZOO 101), and General Chemistry I (CHE 145). The Biological Sciences and Chemistry departments used these data as a mechanism for considering departmental D, F, W rates. The information fostered discussions about best practices for course structure and course enrollment maxima. Overall, there have been no significant changes to the course maxima since 2009–2010, with the exception of non-degree credit skills courses. Assessment of student learning outcomes data were also examined by the institutional researcher to determine if learning was affected by the higher course enrollment maxima. UW Colleges continues its annual assessment of the impact of increased course maxima on student learning and is committed to making adjustments to the course maxima, as necessary.

Assessment Summit

Of note among the activities of the Senate Assessment Committee (SAC) was the hosting of an Institutional Assessment Summit. Campus executive officers/deans, members of the UW Colleges Office of Academic Affairs, academic department chairs, faculty, and staff from across the UW Colleges convened at UW-Fond du Lac on March 12, 2010, for a participatory presentation by Lynn
Priddy, Higher Learning Commission Vice President of Accreditation Services, and Susan Hatfield, Professor, Communication Studies, Winona State University and Visiting Scholar, Higher Learning Commission. The presentation focused on the collection and use of meaningful student learning outcomes assessment data to guide institutional planning. (A copy of the handout is available in the shared documents library of the UW Colleges Assessment SharePoint Site). Following the presentation, participants discussed ways of using assessment data to inform institutional planning, with an emphasis on the presentation of data in ways that invite discussion. At a later meeting, the Senate Assessment Committee debriefed and developed a short list of recommendations for future action. This list included better documenting of progress within academic department program reviews or functional areas, widening the circle of assessment so that more functional areas of the institution are participating and more functional areas are aware of what is already being done, presenting data in ways that invite meaningful conversations, and focusing on collecting and reviewing actionable data that can lead to improvements in the quality and experiences of students in the UW Colleges.

As a result of the Institutional Assessment Summit, the institutional assessment coordinator revised the Assessment Program’s Web site, added a SharePoint site to facilitate sharing of information and documents, and presented information about the UW Colleges’ Assessment Program at several national conferences. Additionally, campus assessment coordinators (CACs) and department assessment coordinators (DACs) are now invited to the annual January Assessment Program meeting to foster collaboration. Also, as noted above, the institution has begun the process of incorporating Inclusive Excellence into the Assessment Program by working on a fifth proficiency focused on intercultural competence, and is working with the faculty working groups designing courses for the proposed Bachelor of Applied Arts and Sciences (BAAS) degree-completion program to include assessment of student learning outcomes into the developing BAAS program. Finally, the institutional assessment coordinator and the Office of Academic Affairs are working towards incorporating assessment results into strategic and operational planning at the institutional level.

**Evidence:** Results obtained through assessment of student learning are available to appropriate constituencies, including students themselves.

**Evidence:** The organization integrates into its assessment of student learning the data reported for purposes of external accountability (e.g., graduation rates, passage rates on licensing exams, placement rates, transfer rates).

**Engaging Students in the First Year (ESFY)**

The UW Colleges Engaging Students in the First Year (ESFY) Program has been frequently assessed in a variety of ways since its inception. These assessment results are communicated to participating faculty and staff, and are used to improve the program and students’ first-year experiences.

In March 2006, the Office of Academic Affairs provided campus executive officers/deans and campus ESFY coordinators with assessment data through a series of reports summarizing the results of the institution’s participation in the First-Year Initiative Survey (discussed in further detail below). The UW Colleges also presented findings from an assessment of students’ experience in the First-Year Seminar at the June 2006 Summer Institute on First-Year Assessment. In June 2011, the UW Colleges ESFY coordinator and the associate vice chancellor for academic affairs reported on relevant assessment data for the First-Year Seminar at the annual campus executive officers/deans retreat. In addition, at the March 2012 meeting of the UW Colleges Senate Budget Committee, the
associate vice chancellor for academic affairs gave a presentation on the budget history of the ESFY Program and addressed assessment results for First-Year Seminar courses. Also, in July 2012, the associate vice chancellor for academic affairs and the institutional researcher presented at the International First-Year Experience Conference on the multiple audiences for and uses of assessing the First-Year Seminar (“Grappling With Contradictory Meanings: Assessing the First-Year Seminar at a Two-Year Liberal Arts Transfer Institution”).

In addition to its own internal reviews, the UW Colleges also uses two national surveys, the First-Year Initiative Survey (Education Benchmarking, Inc., EBI) and the Community College Survey of Student Engagement (CCSSE) to assess the ESFY Program.

First-Year Initiative Survey

The UW Colleges participated in the First-Year Initiative Survey in 2003–2004, 2004–2005 and 2005–2006, and did so again in 2011–2012. The EBI Survey is distributed to all students enrolled in the First-Year Seminar. Over the years, key findings from these surveys routinely indicate that students responded most to engaging and relevant reading materials, effective and engaging pedagogy, personal assistance with time management, and added help connecting with other students. The UW Colleges uses these results to better inform their ESFY administrators and instructors. Beginning in spring 2005, the ESFY Program leadership team shared these results internally through the annual ESFY Spring Conference (“Assessing the Experience of Students in Their First Year” Presentation), and this information is also communicated to campus ESFY coordinators to share with First-Year Seminar instructors and their campus executive officers/deans. EBI survey results are also discussed at the annual First-Year Seminar Instructors retreats.

This survey is administered and analyzed by Educational Benchmarking Incorporated (EBI). Analysis of the survey results allows the university to link particular characteristics of the First-Year Seminar (called factors) to the overall effectiveness of the First-Year Seminar. Figure 7 summarizes the results of the 2011, 2005, 2004 and 2003 administrations of the First-Year Initiative Survey. The results illustrate remarkable consistency in the particular characteristics that students value in a First-Year Seminar.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Included Engaging Pedagogy</td>
<td>Top</td>
<td>Top</td>
<td>2nd</td>
<td>5th</td>
</tr>
<tr>
<td>Usefulness of Course Readings</td>
<td>2nd</td>
<td>2nd</td>
<td>Top</td>
<td>Top</td>
</tr>
<tr>
<td>Course Improved Managing Time and Priorities</td>
<td>3rd</td>
<td>3rd</td>
<td>3rd</td>
<td>2nd</td>
</tr>
<tr>
<td>Satisfaction with College/University</td>
<td>Not a Factor</td>
<td>4th</td>
<td>4th</td>
<td>3rd</td>
</tr>
<tr>
<td>Course Improved Connections with Peers</td>
<td>Not a Factor</td>
<td>Not a Factor</td>
<td>5th</td>
<td>4th</td>
</tr>
</tbody>
</table>

Data such as these serve as a touchstone for instructor discussion about course improvement strategies. The consistency of these results from year to year suggests that First-Year Seminar instructors
routinely use the information about student needs and preferences in order to consistently deliver curriculum that meets their needs.

**Community College Survey of Student Engagement (CCSSE)**

Another national survey used by the UW Colleges is the Community College Survey of Student Engagement (CCSSE), which measures the degree to which students are engaged with the teaching and learning process, as well as the ways that students experience campuses. This survey was administered on UW Colleges campuses in spring 2005, 2008 and 2011. The CCSSE is not used exclusively to assess the ESFY Program, but since it is a multi-purpose tool that measures, among other things, student engagement, the survey has been very useful for evaluating the effectiveness of the ESFY Program. The CCSSE results, including benchmark scores institution-wide and campus by campus, are posted on the Institutional Research Web site (2005, 2008, 2001 CCSSE Reports Folder). The CCSSE results include a set of five “benchmarks of engagement.” Each benchmark is a composite measure made up of the results from several related questions. For example, one of the benchmarks is “Academic Challenge” and is made up of the responses to ten component questions, one of which is, “During the current school year, how much has your coursework at this college emphasized synthesizing and organizing ideas, information, or experiences in new ways?” Students answer the question using a scale of 1 to 4 (1 = very little and 4 = very much). Benchmark scores allow colleges and universities to quickly compare and contrast survey results clustered on broad areas of student engagement. The five engagement benchmarks computed by the CCSSE include Academic Challenge, Active and Collaborative Learning, Student Effort, Student-Faculty Interaction, and Support for Learners.

In 2005 and 2008, the UW Colleges received high ratings on students' overall experience and their willingness to recommend the campus to others, and on interaction with faculty. The surveys revealed lower ratings on measures regarding the availability of professional developments such as internships. Between 2005 and 2008 there was also a notable drop in academic challenge for students over the age of 25. The CCSSE results included information about services that were important to students and their general satisfaction with them. Students identified advising, access to computer labs, and assistance with transfer credits as the most important services provided by the UW Colleges to students. Satisfaction with services generally showed room for improvement. Figure 8 summarizes three years of UW Colleges CCSSE results in comparison with other large two-year colleges.

<table>
<thead>
<tr>
<th>Benchmark</th>
<th>2011</th>
<th></th>
<th></th>
<th></th>
<th>2008</th>
<th></th>
<th></th>
<th></th>
<th>2005</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>UW</td>
<td>Other</td>
<td>UW</td>
<td>Other</td>
<td>UW</td>
<td>Other</td>
<td>UW</td>
<td>Other</td>
<td>UW</td>
<td>Other</td>
</tr>
<tr>
<td></td>
<td>Colleges</td>
<td>Colleges</td>
<td>Colleges</td>
<td>Colleges</td>
<td>Colleges</td>
<td>Colleges</td>
<td>Colleges</td>
<td>Colleges</td>
<td>Colleges</td>
<td>Colleges</td>
</tr>
<tr>
<td>Part-time Active and Collaborative</td>
<td>43.9</td>
<td>45.4</td>
<td>-1.6</td>
<td>48.4</td>
<td>45.9</td>
<td>2.5</td>
<td>44.1</td>
<td>45.5</td>
<td>-1.4</td>
<td></td>
</tr>
<tr>
<td>Learning</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Part-time Student Effort</td>
<td>48.4</td>
<td>45.9</td>
<td>2.5</td>
<td>46.4</td>
<td>46.3</td>
<td>0.2</td>
<td>45.9</td>
<td>46.6</td>
<td>-0.6</td>
<td></td>
</tr>
<tr>
<td>Part-time Academic Challenge</td>
<td>48.1</td>
<td>46.0</td>
<td>2.1</td>
<td>47.7</td>
<td>46.4</td>
<td>1.3</td>
<td>45.1</td>
<td>46.6</td>
<td>-1.5</td>
<td></td>
</tr>
<tr>
<td>Part-time Student-Faculty Interaction</td>
<td>45.4</td>
<td>45.6</td>
<td>-0.2</td>
<td>44.9</td>
<td>45.7</td>
<td>-0.8</td>
<td>46.5</td>
<td>46.2</td>
<td>0.4</td>
<td></td>
</tr>
<tr>
<td>Part-time Support for Learners</td>
<td>45.7</td>
<td>47.0</td>
<td>-1.3</td>
<td>47.3</td>
<td>47.4</td>
<td>-0.1</td>
<td>44.2</td>
<td>46.8</td>
<td>-2.7</td>
<td></td>
</tr>
</tbody>
</table>

**Figure 8. UW Colleges Community College Survey of Student Engagement: 2005, 2008, 2011**
The UW Colleges responded to these surveys in several ways. An Institutional Research Office report used the CCSSE results showing the percentage of UW Colleges students owning or having access to computers to encourage continued funding of campus computer labs. This recommendation was made in contrast to the trend of the four-year UW System institutions, which were moving to discontinue such funding. Also, further effort to encourage and improve faculty advising capitalized on the institution’s strengths, as indicated by the CCSSE surveys. In the past several years, some academic departments have begun to offer internships, after a designated course number and a template for internships were approved by the Senate Curriculum Committee and the provost.

At the campus level, the 2008 reports of campus-specific data were sent to campus executive officers/deans and associate deans, along with UW Colleges-wide data that were also sent to the assistant deans for Student Services, assistant deans for administrative services, campus ESFY coordinators, and campus steering committee chairs. Summaries of data included breakdowns by student age and by campus so that CCSSE results could be used in the UW College’s assessment of the Adult Student Initiative. Of particular concern was the drop in self-reported academic challenge by adults over age 25. The institutional researcher also identified other important results and provided recommendations on how the campus leadership could make use of the data for their programming decisions.

A report prepared by the institutional researcher analyzing results of the 2011 CCSSE survey was placed on the Institutional Research Office SharePoint site (2011 CCSSE Report). Links to these were sent to the same constituencies as noted above for the results of the 2005 and 2008 EBI First-Year Initiative Survey. The report focused on comparison between full- and part-time students, with an additional comparison between students of different ages. These particular foci were chosen in light of the UW System’s Growth Agenda for Wisconsin and the goal of increasing the numbers of Wisconsin degree holders.

Two groups of students identified by the UW Colleges as potential sources for increasing the numbers of students achieving the Associate of Arts and Science degree are part-time students and returning adult students. As the report notes:

Part time students were significantly less engaged. The CCSSE results from spring 2011 indicate that for most measures of student engagement, part-time students are significantly less engaged than their full-time counterparts when factoring in the student’s age. However, when asked about the goal of obtaining an associate degree, or of transfer to a four-year college or university, the mean scores for full- and part-time students were quite similar. This comparison highlights an important challenge faced by the UW Colleges, where part-time students make up 34% of the enrollment and are retained at much lower rates than full-time students.

In the 2012–2013 academic year, the campuses and the institution as a whole will address how to use this information to improve the success of part-time students.
Assessment of the First-Year Seminar: Student Learning Outcomes

In 2008, the ESFY Program implemented an assessment of the student learning outcomes for First-Year Seminar (LEC 100). A group of campus ESFY coordinators, led by the institutional assistant ESFY coordinator and the institutional assessment coordinator, developed four common learning outcomes that were later honed to three.

First-Year Seminar instructors assessed Proficiency A: Engaging in Active Learning during the fall terms of 2008–2009, 2010–2011, and 2011–2012. In fall 2008, students were assessed on performance indicators A1 (“Engage with resources beyond the classroom”) and A2 (“Engage with other students”). During the next cycle, fall 2010 and fall 2011, these performance indicators were refined to: A1, “Participate in one-to-one or small-group, writing, reading, speaking, note-taking or study group activities,” and A2, “Become aware of learning support services on campus and be able to use them as needed.” In the most recent cycles, fall 2011 and fall 2012, some First-Year Seminar instructors assessed students using the performance indicators, A3, “Assisting students with learning how to learn” and A4, “Exhibit problem-solving and critical thinking skills.”

Results from the fall 2010 assessment were discussed at the spring 2011 First-Year Seminar Instructors Retreat. Overall, participation in assessment was fair, with a high percentage of First-Year Seminar students engaged in active learning, and below 20% failing to meet expectations, regardless of the specific performance indicator. The ESFY Program follows the UW Colleges Assessment Program’s benchmark for success of 80% scoring at the “Meets Expectations” or “Exceeds Expectations” levels. There was some concern, however, that instructors did not participate if active learning had not been covered in their seminar. By the following year, the fall 2011 participations rates of instructor and section were lower and results showed that more students failed to meet expectations, particularly in regards to performance indicator A2, “Become aware of learning support services on campus and be able to use them as needed.” Twenty-one percent failed to meet this indicator, while about 20% failed to meet the other performance indicator, as well. Also, fewer students exceeded expectations.

In response to these trends, the institutional researcher, associate vice chancellor for academic affairs, and UW Colleges ESFY coordinator met in March 2012 with campus ESFY coordinators in a Web-based teleconference. The group discussed the results of multiple measures, including that of the First-Year Seminar course-specific proficiencies, and considered a variety of responses for improving learning. It was noted that one reason for an increase in the “Fails to Meet Expectations” numbers could be related to a similar result in the early years of the UW Colleges Assessment Program, when instructors were strengthening their own standards in line with their own better understanding of the rubric after repeated uses. The results were further discussed at the First-Year Seminar Instructors Retreat that took place in May 2012.

In an effort to improve consistency among faculty assessment standards, a team including the UW Colleges ESFY coordinator, the UW Colleges institutional assessment coordinator and several First-Year Seminar instructors met during the spring 2012 term to create flexible rubrics that could be used for assessing the common learning objectives for Proficiency A, “Engaging Students in Active Learning,” in any of the wide variety of First-Year Seminar courses offered in the UW Colleges.

In addition to Proficiency A: “Engaging in Active Learning,” the First-Year Seminars also assess students through Proficiency B: ‘Developing Life Management Skills” and Proficiency C: “Engaging on the Campus.”
Other Assessment of the First-Year Seminar

In assessing the First-Year Seminar (LEC 100), the UW Colleges has tracked student success in a number of ways, including effects on retention and grade point averages.

Reports by the Institutional Research Office compare the retention of new freshmen who enrolled in First-Year Seminar with those who did not. This is done both for a UW Colleges-wide population and for each campus (Five-Year LEC 100 Retention Summary by Campus). All retention reporting is distributed through the Institutional Research SharePoint site. Results across campuses can vary widely, as shown in Figure 9 below.

**Figure 9. Fall 2006 to Fall 2010 Retention by Campus of Full-Time New Freshmen**

<table>
<thead>
<tr>
<th>Campus</th>
<th>With LEC 100</th>
<th>No LEC 100</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Count</td>
<td>Retained</td>
<td>Count</td>
</tr>
<tr>
<td>UW Colleges</td>
<td>6155</td>
<td>58%</td>
<td>12582</td>
</tr>
<tr>
<td>UW-Baraboo/SC</td>
<td>813</td>
<td>57%</td>
<td>103</td>
</tr>
<tr>
<td>UW-Barron County</td>
<td>252</td>
<td>55%</td>
<td>671</td>
</tr>
<tr>
<td>UW-Fond du Lac</td>
<td>260</td>
<td>61%</td>
<td>968</td>
</tr>
<tr>
<td>UW-Fox Valley</td>
<td>974</td>
<td>59%</td>
<td>1527</td>
</tr>
<tr>
<td>UW-Manitowoc</td>
<td>148</td>
<td>56%</td>
<td>816</td>
</tr>
<tr>
<td>UW-Marathon County</td>
<td>894</td>
<td>59%</td>
<td>1363</td>
</tr>
<tr>
<td>UW-Marinette</td>
<td>286</td>
<td>62%</td>
<td>343</td>
</tr>
<tr>
<td>UW-Marinette</td>
<td>286</td>
<td>62%</td>
<td>343</td>
</tr>
<tr>
<td>UW-Marshfield/WC</td>
<td>260</td>
<td>61%</td>
<td>765</td>
</tr>
<tr>
<td>UW-Richland</td>
<td>480</td>
<td>60%</td>
<td>455</td>
</tr>
<tr>
<td>UW-Rock County</td>
<td>176</td>
<td>54%</td>
<td>1258</td>
</tr>
<tr>
<td>UW-Sheboygan</td>
<td>267</td>
<td>49%</td>
<td>879</td>
</tr>
<tr>
<td>UW-Washington County</td>
<td>129</td>
<td>60%</td>
<td>1469</td>
</tr>
<tr>
<td>UW-Waukesha</td>
<td>1194</td>
<td>55%</td>
<td>1829</td>
</tr>
</tbody>
</table>

Additional retention reporting further disaggregates these two groups (students who enrolled in First-Year Seminar and those who did not) based on high school rank, summarizing on top and bottom half of graduating class. Just as with the results shown in Figure 9, the comparison of campus populations based on this further disaggregation reveals significant differences in rates of retention, both within campuses and across campuses, as shown in Figure 10 below. The reporting and discussion of these differences in rates of retention is crucial in the continuing assessment of the ESFY Program.
Additional reporting examines differences in course performance between students who enrolled in the First-Year Seminar with peers who did not. Peer groups were formed on the basis of placement into first English and Mathematics courses. Figures 11 and 12 allow comparison of student performance in degree breadth areas for two peer groups: those who placed into developmental English and developmental Mathematics, and those who placed into the AAS core requirement English, Composition II (ENG 102) and the core requirement Mathematics, College Algebra (MAT 110).
### Figure 11. Full-time New Freshmen Beginning Fall Terms 2005–2009
All Enrolled in Developmental English and Developmental Mathematics in the First Term
Average GPA across Four Terms by Course or Breadth Area

<table>
<thead>
<tr>
<th>Course ID or AAS Breadth Code</th>
<th>LEC 100 Group Enrollment</th>
<th>Non-LEC 100 Enrollment</th>
<th>LEC 100 Group Avg Grade</th>
<th>Non-LEC 100 Avg Grade</th>
<th>Diff</th>
<th>Sig at .05</th>
<th>LEC 100 Group Drop Rate</th>
<th>Non-LEC 100 Drop Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Developmental English</td>
<td>242</td>
<td>443</td>
<td>2.48</td>
<td>2.25</td>
<td>0.24</td>
<td>*</td>
<td>2%</td>
<td>6%</td>
</tr>
<tr>
<td>Developmental Math</td>
<td>247</td>
<td>460</td>
<td>2.23</td>
<td>1.93</td>
<td>0.31</td>
<td>*</td>
<td>3%</td>
<td>4%</td>
</tr>
<tr>
<td>AP-Application and Performance</td>
<td>673</td>
<td>1234</td>
<td>2.78</td>
<td>2.67</td>
<td>0.11</td>
<td>0</td>
<td>7%</td>
<td>9%</td>
</tr>
<tr>
<td>FA-Fine Arts</td>
<td>123</td>
<td>171</td>
<td>2.12</td>
<td>2.09</td>
<td>0.02</td>
<td>0</td>
<td>9%</td>
<td>10%</td>
</tr>
<tr>
<td>HU-Humanities</td>
<td>172</td>
<td>346</td>
<td>2.10</td>
<td>2.02</td>
<td>0.08</td>
<td>0</td>
<td>17%</td>
<td>14%</td>
</tr>
<tr>
<td>LS-Lab Science</td>
<td>192</td>
<td>341</td>
<td>1.82</td>
<td>1.95</td>
<td>0.13</td>
<td>0</td>
<td>17%</td>
<td>13%</td>
</tr>
<tr>
<td>MS-Math Science</td>
<td>153</td>
<td>227</td>
<td>1.98</td>
<td>1.83</td>
<td>0.14</td>
<td>0</td>
<td>11%</td>
<td>16%</td>
</tr>
<tr>
<td>NS-Natural Science</td>
<td>293</td>
<td>508</td>
<td>1.80</td>
<td>1.92</td>
<td>0.12</td>
<td>0</td>
<td>16%</td>
<td>13%</td>
</tr>
<tr>
<td>SS-Social Science</td>
<td>546</td>
<td>1024</td>
<td>1.73</td>
<td>1.71</td>
<td>0.03</td>
<td>0</td>
<td>14%</td>
<td>13%</td>
</tr>
</tbody>
</table>

These data, which were gathered over a four-year period, and similar studies have been regularly discussed with campus ESFY coordinators and presented at the First-Year Seminar Instructors Retreat and the ESFY Spring Conference. Campus coordinators, instructors, and the Office of Academic Affairs will use these data to determine which kinds of First-Year Seminar models are most appropriate by campus. Instructors also use the data to consider how best to modify their courses. (For additional reports, please see the [ESFY Assessment Reports Folder](#) of the Institutional Research Office’s SharePoint site.)

### Figure 12. Full-time New Freshmen Beginning Fall Terms 2005–2009
All Enrolled in Composition II (ENG 102) and College Algebra (MAT 110) in the First Term
Average GPA across Four Terms by Course or Breadth Area

<table>
<thead>
<tr>
<th>Course ID or AAS Breadth Code</th>
<th>LEC 100 Group Enrollment</th>
<th>Non-LEC 100 Group Enrollment</th>
<th>LEC 100 Group Avg Grade</th>
<th>Non-LEC 100 Group Avg Grade</th>
<th>Diff</th>
<th>Sig at .05</th>
<th>LEC 100 Group Drop Rate</th>
<th>Non-LEC 100 Group Drop Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 102</td>
<td>826</td>
<td>1718</td>
<td>2.62</td>
<td>2.59</td>
<td>0.03</td>
<td>0</td>
<td>5%</td>
<td>6%</td>
</tr>
<tr>
<td>Math 110</td>
<td>775</td>
<td>1669</td>
<td>2.36</td>
<td>2.35</td>
<td>0.01</td>
<td>0</td>
<td>12%</td>
<td>9%</td>
</tr>
<tr>
<td>AP-Application and Performance</td>
<td>2490</td>
<td>5044</td>
<td>3.19</td>
<td>3.19</td>
<td>0.00</td>
<td>0</td>
<td>6%</td>
<td>6%</td>
</tr>
<tr>
<td>FA-Fine Arts</td>
<td>613</td>
<td>1260</td>
<td>2.98</td>
<td>2.95</td>
<td>0.03</td>
<td>0</td>
<td>5%</td>
<td>4%</td>
</tr>
<tr>
<td>HU-Humanities</td>
<td>1437</td>
<td>3156</td>
<td>2.83</td>
<td>2.76</td>
<td>0.07</td>
<td>0</td>
<td>6%</td>
<td>6%</td>
</tr>
<tr>
<td>LS-Lab Science</td>
<td>1398</td>
<td>3236</td>
<td>2.74</td>
<td>2.74</td>
<td>0.01</td>
<td>0</td>
<td>4%</td>
<td>5%</td>
</tr>
<tr>
<td>MS-Math Science</td>
<td>609</td>
<td>1692</td>
<td>2.55</td>
<td>2.49</td>
<td>0.06</td>
<td>0</td>
<td>10%</td>
<td>8%</td>
</tr>
<tr>
<td>NS-Natural Science</td>
<td>1850</td>
<td>4145</td>
<td>2.73</td>
<td>2.75</td>
<td>0.02</td>
<td>0</td>
<td>5%</td>
<td>5%</td>
</tr>
<tr>
<td>SS-Social Science</td>
<td>2843</td>
<td>6110</td>
<td>2.68</td>
<td>2.69</td>
<td>0.00</td>
<td>0</td>
<td>6%</td>
<td>5%</td>
</tr>
</tbody>
</table>
Evidence: Assessment of student learning includes multiple direct and indirect measures of student learning.

Assessment of student learning in the UW Colleges includes multiple direct and indirect measures. Institutional and department assessment of student learning often takes place as a direct measure, with faculty and instructional academic staff examining student work to identify whether students have demonstrated the assigned proficiency. Examples of this evidence are documented in the annual institutional assessment reports and in annual academic department assessment reports.

The Institutional Research Office provides a variety of reporting tools to help the UW Colleges understand student performance more clearly. For example, the “UW Colleges All Students Performance Summary” catalogues the grade point average of all students in the UW Colleges, the “UW Colleges New Freshman Performance Summary” classifies information from first-year students, and other reports on retention, transfer, and enrollment are presented at multiple levels (academic department, campus, and institution). The Institutional Research Office also prepares an annual UW Colleges Accountability Report. The UW Colleges uses information generated by the Institutional Research Office to understand, in a broad way, the institution’s success in fulfilling its mission. For example, the Institutional Research Office tracks baccalaureate degree attainment at the six and eight year mark. Figure 13 shows the success and progress rates for first-time, full-time UW Colleges students, while Figure 14 that follows shows the success and progress rates for UW Colleges full-time transfer students.

Figure 13. UW Colleges Success and Progress Rates for First-Time, Full-Time Students
The Institutional Research SharePoint Site is accessible to all UW Colleges faculty and staff, and provides access to campus, academic department, and UW Colleges institutional reports, as well as external surveys and data requests.

**Institutional Assessment Report**

A comprehensive reporting tool used by the UW Colleges is the annual Institutional Assessment Report, drafted by the Office of Academic Affairs and the Senate Assessment Committee (SAC). This report summarizes the results of assessment conducted at three levels:

- Institutional level assessment coordinated by the Office of Academic Affairs
- Student learning assessment coordinated by academic department assessment committees
- Campus-based co-curricular functions assessment coordinated by campus assessment coordinators or committees

These annual institutional reports are accessible to all internal and external constituencies through the recently updated UW Colleges Assessment Program Web site. As new assessment data is gathered each semester, the institutional researcher compiles detailed summaries broken down by academic department and by course, and presents the information to each department at the joint meetings of the Senate Assessment Committee and department assessment coordinators (DACs). In turn, each departmental assessment coordinator shares the data with his/her department, and combines that information with any other data gathered for departmental assessment, to create an annual assessment report at the end of each assessment cycle. This annual report summarizes both the institutional and departmental assessment activities for the department, including results and recommendations for how the department might use the data to “close the loop.” Annual reports are shared personally with the department during their fall Convocation meetings, and also shared with the Senate Assessment Committee and the institutional assessment coordinator for review and feedback. At the campus level, the Senate Assessment Committee meets every year with campus assessment coordinators to review final reports. After their review by the Senate Assessment Committee, all final reports by academic department assessment coordinators and campus assessment coordinators are posted on the UW Colleges Assessment SharePoint site (click on Campus Assessment or Department Assessment, then Campus Reports or Department Reports). While the
annual institutional assessment reports are posted on the UW Colleges Web site, which is public and available to students, their parents, and external constituencies, preparation for this self-study report has nevertheless suggested that the institution could improve its work in sharing assessment of student learning results with students.

**Recommendation:** The UW Colleges should make assessment of student learning results more widely available, including providing all UW Colleges instructional staff with some levels of access to the institutional Assessment Program SharePoint site and creating a dedicated Web page available to students where assessment of student learning results are presented.

The Institutional Research Office develops and maintains a variety of measures of effectiveness in carrying out the mission of the UW Colleges. It provides campus reports with information and metrics for the institution, and for each UW Colleges campus and academic department or program. In addition, it provides information and metrics on external surveys taken on the performance and effectiveness of UW Colleges academic programs via the [UW Colleges Web site](http://uwcolleges.wisc.edu). The Institutional Research Office also maintains an [Institutional Research SharePoint site](http://research.wisc.edu) as a resource for faculty and staff.

The Institutional Research Office produces the UW Colleges section of the annual UW System Accountability Report that serves the purpose of external accountability. The information included in the Accountability Reports, along with equivalent reports from the other UW System institutions and from the UW System Administration, together makes up the UW System Accountability Report distributed widely to stakeholders and decision makers throughout Wisconsin.

**Evidence:** The organization’s assessment of student learning extends to all educational offerings, including credit and noncredit certificate programs.

Student learning outcomes in credit offerings are assessed as part of the UW Colleges Assessment Program. Non-credit offerings are assessed by campus-based Continuing Education offices through written evaluations for all programs and classes. In general, Continuing Education offices are the entrepreneurial, risk-taking units of the UW Colleges, and as such they often experiment with many different programs. Assessment tools vary depending on the type of program offered. Using a common template as a starting point, campus Continuing Education offices have developed course evaluations that are customized to fit the specific program or course. For example, an educational travel program might include questions regarding the quality of logistics, transportation and accommodations, something which wouldn’t apply to a traditional academic offering. Nevertheless, as a result of preparing this self-study report, the Office of Academic Affairs recognizes the need to work toward a more systematic assessment approach for non-credit course offerings provided by campus-based Continuing Education offices.

**Recommendation:** The UW Colleges Office of Academic Affairs should explore and assist the campus directors of Continuing Education offices in implementing more systematic assessment of non-credit course programs.

**Evidence:** Faculty are involved in defining expected student learning outcomes and creating the strategies to determine whether those outcomes are achieved.

The institutional assessment coordinator, voting members of the Senate Assessment Committee, and department assessment coordinators are all members of the faculty or instructional academic
staff. In addition, because these positions typically have fixed terms on the Senate Assessment Committee, a variety of people have the opportunity to experience multiple levels of leadership in the Assessment Program. These leaders represent the instructors in each academic department and the Women’s Studies Program. Over the past ten years, the institutional assessment coordinator, Senate Assessment Committee, and department and campus assessment coordinators have been instrumental in creating and revising the Assessment Program’s general education proficiencies, performance indicators, and assessment strategies, and in evaluating and revising rubrics used to assess general education learning outcomes. Each department assessment coordinator is expected to regularly seek input from his/her department in regard to the assessment process. Each department is also charged with conducting assessment at a discipline-specific level, which include defining learning outcomes and rubrics as appropriate. For a list of general education proficiencies, performance indicators and rubrics, please see the UW Colleges Assessment Program Web site.

Core Component 3b. The organization values and supports effective teaching.

Evidence: Qualified faculty determine curricular content and strategies for instruction.

Shared Governance, Faculty, and the Curriculum

As discussed in Chapter Two, the UW Colleges is governed by Wisconsin State Statutes Chapter 36.09, “Responsibilities,” which identifies faculty, in concert with the chancellor and UW System Administration leadership, as the constituency primarily responsible for the academic activities of the university:

The faculty of each institution, subject to the responsibilities and powers of the board, the president and the chancellor of such institution, shall be vested with responsibility for the immediate governance of such institution and shall actively participate in institutional policy development. As such, the faculty shall have the primary responsibility for academic and educational activities and faculty personnel matters.

This shared governance practice is borne out in Senate and academic department policies guiding changes to the curriculum, such as approval of new courses, changes to existing courses, degree designations, or new certificates and Associate of Arts and Science degree emphases. Each academic department and the Women’s Studies Program has a curriculum committee that is responsible for reviewing and approving curricular changes. (Curricular reviews for the American Indian Studies Program, which is housed in the Political Science Department, and the Religious Studies Program, which is housed in the Philosophy Department, take place in their respective departments.) Once approved at the academic department or program level, a new course proposal or other curricular change is sent to the Senate Curriculum Committee, which then recommends approval of curricular changes to the provost (please see the Resource Room’s Senate Curriculum Committee Forms Folder). All curricular change recommendations are sent to the provost and vice chancellor for academic affairs, who has final decision authority (documented by a curricular changes memorandum distributed by the provost).

Another example of ways in which oversight for the curriculum operates in this shared governance environment is the annual curriculum and staffing plan. This plan, submitted by a campus executive officer/dean and the director of Distance Education, is first approved by the campus curriculum
committee and academic department chairs, and then submitted to the Office of Academic Affairs. (Different campuses operate slightly differently: sometimes campus curriculum committees simply prepare initial curriculum plans that are then finalized by the campus associate dean, who is then responsible for submitting the annual curriculum and staffing plan to the provost.) At each level of curriculum development and management, faculty are responsible for content and quality. This responsibility is echoed by the UW Colleges Constitution, subject to the authority of the Wisconsin State Statutes (UW Colleges Constitution). In Chapter Three, which defines the oversight boundaries of academic departments, Section 4.03: “Jurisdiction and Responsibilities” the UW Colleges Constitution describes the role of academic departments in maintaining discipline standards and curriculum, and in advising the Senate and campus collegiums regarding curriculum:

Departments shall be responsible for maintenance of standards in the discipline, as regards to curriculum and teaching personnel. They shall develop and maintain an appropriate curriculum of courses in the discipline, advise the Senate and campus collegium on curriculum, search and screen all candidates for appointment to teach in the discipline, and regularly evaluate all department members. No appointment, renewal, or promotion may be made, and no one shall teach a credit course, without the approval of the appropriate department. The departments shall also encourage professional development of their members.

The shared governance structure of the UW Colleges, functioning within that of the UW System under Wisconsin State Statutes, operates fluidly in oversight of academic programs, as faculty responsibility for the quality and currency of discipline standards and curriculum is firmly supported by institutional practice and policy. All Senate policy must receive final approval by the chancellor to take effect. Senate policy governing curricular changes delegates authority to the provost and vice chancellor for academic affairs for final approval of the curriculum and recognizes the shared governance responsibilities of the faculty and the chief academic officer in the area of curriculum.

Qualified Faculty

Academic department bylaws contain standards that articulate the criteria for hiring tenure-line faculty. The template for academic department bylaws includes a section on personnel policy and procedures, and criteria for new faculty hires. As reported in the 2009 – 2010 UW Colleges Fact Book, 82% of UW Colleges faculty members hold terminal degrees.

Additionally, the Faculty Recruitment 2011 Handbook produced by the UW Colleges Office of Human Resources discusses the hiring practices relevant to recruiting and hiring qualified faculty members. Of particular note are the clear instructions for defining the faculty position. According to the handbook, the Position Vacancy Announcement details the required (minimum) qualifications, as well as responsibilities and/or duties associated with the position. After applications are collected, the candidate application materials are examined by the academic department search and screen committee. A slate of finalists is then sent to the campus for further consideration. The Human Resources Office participates in the process throughout the various stages, including review and approval of slates, as does the Office of Inclusion. This process ensures that the slate includes an appropriate level of diversity and that the campus hires an appropriately credentialed candidate. Departmental hiring and staffing guidelines complement these documents as the sections on search and screen committees reinforce the search process (please see academic department bylaws and sample search and screen documents in the Resource Room Faculty Hiring Folder).

Strategies for Instruction
Academic departments approach strategies for instruction with some variation. Faculty and instructional academic staff members are required to address institutional proficiencies and departmental learning objectives/outcomes in each course; however, faculty and instructional academic staff have freedom in how they choose to address these requirements. Some departments include a list of topics that must be covered within a course; for example, the Art Department includes a master list of topics that must be covered. These coverage models are created and upheld by faculty in the department.

**Evidence: The organization supports professional development designed to facilitate teaching suited to varied learning environments.**

**UW Colleges Online Training**

The UW Colleges Online program offers an orientation to instructors who are new to the online mode of delivery (New Instructor Orientation Presentation). While much of the orientation focuses on administrative matters, such as ordering textbooks and using course reporting software, there is also discussion of the pedagogical differences between online and face-to-face classes (New Instructor Orientation Meeting Agenda). As the “Individual Instructor Training Fall 2010–2012” document demonstrates, many faculty and instructional academic staff members who are new to UW Colleges Online receive this training. UW Colleges Online focuses extensively on ensuring that participating faculty and instructional academic staff are familiar with the course platform software, Desire2Learn, or, D2L (please see the document, New Instructor Checklist).

**UW Colleges Accelerated/Blended Course Training**

The Accelerated/Blended Course Program at the UW Colleges began as the hybrid program in 2005, and then became part of the Adult Student Initiative, funded by a special legislative allocation to the UW System Growth Agenda to support the increase in the number of college graduates in the state. Several goals were established for the UW Colleges:

a) Expand course offerings by developing Accelerated/Blended courses

b) Experiment with “Fast Track” Programs for returning adults: with Accelerated/Blended courses, offered in the evenings, sequenced to complete an Associate of Arts and Science degree

c) Hire Adult Recruiters to focus on recruiting, enrolling and retaining adults

d) Hire additional Adult Student Initiative embedded positions in the Madison-based administration: Registrar, Student Financial Aid, Marketing, Office of Academic Affairs

e) [Establish a] supplemental marketing budget ($4,000) to promote Fast Track Program (FY 2008–2011)

The Accelerated/Blended course training program assesses itself to gauge the usefulness of the program. Course evaluations for the training focus attention to what topics instructors had not considered previously, as well as what questions participants felt had not been answered. In addition, course evaluations by instructor cohort have addressed the effectiveness of the training on a scale of 1-5. Generally, the training is well received by participating instructors, one of whom commented, “I could not have done this without the training. It was extremely helpful to me in designing my course. Perhaps more important, it was a new way of looking at teaching in general (for example, beginning with objectives and then moving to activities), and I will use this insight in all of my classes from now on.” Additional discussion of how campus Accelerated/Blended programs have been assessed may be found in Chapter Three.

**Scholarship of Teaching and Learning (SoTL) and Lesson Studies**
The UW System Administration Office of Professional and Instructional Development (OPID)'s mission is “to provide leadership in fostering the pursuit of effective and innovative teaching to enhance student learning for all students and promote academic quality throughout the University of Wisconsin System and beyond.” UW Colleges has benefitted from OPID through the Lesson Study for Assessment Project. The College Lesson Study Project trains and supports instructors to engage in lesson study, a process in which small groups of instructors collectively examine their teaching and student learning by designing, teaching, observing and refining individual class lessons. Since 2003, the UW Colleges faculty have undertaken over a dozen lesson study projects (see the OPID Lesson Study Page).

**Evidence: The organization evaluates teaching and recognizes effective teaching.**

The UW Colleges evaluates teaching in a variety of different ways, including collection of student evaluations through the Student Survey of Instruction.

**Student Survey of Instruction**

According to Senate Institutional Policy 301.01, the Student Survey of Instruction (SSI) form approved by the UW Colleges shall be administered for all faculty classes every third semester (e.g. spring 2012, fall 2013 etc.). Additional Student Survey of Instruction forms are administered in the fall and spring semesters of courses taught by first-year probationary faculty, in the spring semester of classes taught by second-year probationary faculty, and in the fall semester of classes taught by fifth-year probationary faculty. This is documented in the [IP 301.01: Administering the Student Survey of Instruction](#).

Through the Student Survey of Instruction, the UW Colleges collects qualitative and quantitative data. While there are general questions that relate to instruction that are shared across all courses, individual academic departments may add up to ten additional questions. The statistical results are electronically distributed to individual faculty members, to the relevant departments and to the campuses. In addition, departments, campuses, and individual instructors make use of these data in specific ways. Faculty members include copies of the results of the Student Survey of Instruction distributed in their courses, in their tenure and retention dossiers. On the campus and department levels, Student Survey of Instruction results are provided to campus evaluations (sometimes called merit) committees who consider it in the annual merit rating exercise conducted for faculty and instructional academic staff.

In 2010, the UW Colleges purchased Scantron Class Climate software to move the Student Survey of Instruction to a Web-based format and process. Implementation was put on hold while the Senate Steering Committee appointed a working group to examine alternative forms of student evaluations. Because the SSI is used in personnel decisions, the provost and the Senate Steering Committee agreed that shared governance should be involved in decisions about its administration. The working group concluded its work with a report containing recommendations being implemented in spring 2012 and fall 2012, using the Scantron software originally purchased in 2010.

**Classroom Observation**

UW Colleges Senate policies govern classroom observation for faculty and instructional academic staff. Senate Faculty Personnel Policy 501.02 (Probationary Faculty Retention Review Dossiers), Section II, “Materials” indicates that tenure-track faculty members must include the reports from classroom visitations in their retention dossier. These documents are guided by academic department bylaws that outline specific information about the nature of classroom visitations. Nearly all
the departments have a classroom visitation policy, with the exception of the departments of Political Science; Health, Exercise Science, and Athletics; and Philosophy. Additionally, there is variation among academic department bylaws requiring faculty members to have observations prior to promotion to the rank of professor.

Policies on conducting visits to the classrooms of instructional academic staff members are outlined in IP 320 (Policy on Evaluation—Instructional Academic Staff [Category B], including Returning Retired Faculty). Newly hired instructional academic staff receive a departmental visit within the first semester of initial employment. Some items that may be evaluated are teaching skills, student participation, presentation methods and relevancy of information presented. Returning instructional academic staff can expect a departmental visit to occur at least once every four years of employment. Academic department bylaws may establish a regular visitation schedule beyond the minimum required, but not to exceed one visitation every two years.

**Recognizing Effective Teaching**

The UW Colleges' highest recognition of teaching is the Chancellor’s Excellence in Teaching Award. According to Senate Institutional Policy 406 (UW Colleges Chancellor’s Awards for Excellence in Teaching), “Each year, the UW Colleges shall recognize teaching of outstanding quality that leads to substantial intellectual growth in students. One award of at least $500 shall be presented to a faculty member and one award of at least $500 to an Instructional Academic Staff member. Criteria, eligibility, nomination requirements and procedural guidelines shall be dictated by the Senate with the approval of the Provost on the basis of recommendations given to the Senate by the Senate Teaching Awards Committee.” Senate Teaching Awards Committee members with outstanding individual teaching records select the recipients of the awards. Recipients of the Chancellor’s Excellence in Teaching Award are honored each year at the UW Colleges Fall Convocation.

**Alliant Energy Underkofler Excellence in Teaching Awards**

Each year, members of the faculty at UW System institutions located within Alliant Energy’s service area compete for the Alliant Energy Underkofler Excellence in Teaching Awards, which recognize a faculty member’s outstanding commitment to student success. A list of past recipients may be found on the UW System Office of Professional Development and Instructional Development Web site. Figure 15 lists past UW Colleges recipients.

**Figure 15. UW Colleges Recipients of the Alliant Energy Underkofler Excellence in Teaching Award**

<table>
<thead>
<tr>
<th>Year</th>
<th>Recipient</th>
<th>Title</th>
<th>Academic Department</th>
<th>UW Colleges Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>Michael Jurmu</td>
<td>Associate Professor</td>
<td>Geography and Geology</td>
<td>UW-Fond du Lac</td>
</tr>
<tr>
<td>2011</td>
<td>James Reitter</td>
<td>Assistant Professor</td>
<td>English</td>
<td>UW-Sheboygan</td>
</tr>
<tr>
<td>2010</td>
<td>Norlene R. Emerson</td>
<td>Assistant Professor</td>
<td>Geography and Geology</td>
<td>UW-Richland</td>
</tr>
<tr>
<td>2010</td>
<td>John Pruitt</td>
<td>Assistant Professor</td>
<td>English</td>
<td>UW-Rock County</td>
</tr>
<tr>
<td>2009</td>
<td>Aharon Zorea</td>
<td>Assistant Professor</td>
<td>History</td>
<td>UW-Richland</td>
</tr>
<tr>
<td>2008</td>
<td>Thomas C. Uebelherr</td>
<td>Associate Professor</td>
<td>Art</td>
<td>UW-Sheboygan</td>
</tr>
<tr>
<td>2007</td>
<td>Tom L. Neal</td>
<td>Associate Professor</td>
<td>Chemistry</td>
<td>UW-Baraboo/Sauk County</td>
</tr>
<tr>
<td>2006</td>
<td>Thomas Klubertanz</td>
<td>Professor</td>
<td>Biological Sciences</td>
<td>UW-Rock County</td>
</tr>
<tr>
<td>2005</td>
<td>Karl Byrand</td>
<td>Assistant Professor</td>
<td>Geography and Geology</td>
<td>UW-Sheboygan</td>
</tr>
<tr>
<td>2005</td>
<td>Scott E. Walter</td>
<td>Associate Professor</td>
<td>Biological Sciences</td>
<td>UW-Richland</td>
</tr>
<tr>
<td>2004</td>
<td>Thomas A. Kleese</td>
<td>Assistant Professor</td>
<td>Art</td>
<td>UW-Richland</td>
</tr>
<tr>
<td>2003</td>
<td>Karen McLeer</td>
<td>Assistant Professor</td>
<td>English</td>
<td>UW-Richland</td>
</tr>
<tr>
<td>2001</td>
<td>Marnie Bullock Dresser</td>
<td>Associate Professor</td>
<td>English</td>
<td>UW-Richland</td>
</tr>
</tbody>
</table>
Evidence: The organization provides services to support improved pedagogies.

Wisconsin Teaching Fellows and Scholars

According to the UW System Administration Office of Professional and Instructional Development Web site:

The Wisconsin Teaching Fellows Group will include outstanding early-career, untenured faculty and teaching academic staff who show exceptional promise as college teachers. They should be interested in SoTL (Scholarship of Teaching and Learning) research and in examining the issues faced by early-career faculty. The Wisconsin Teaching Scholars group will include tenured faculty and teaching academic staff with at least ten years of college teaching. Candidates must be exceptional teachers who already contribute their expertise and leadership publicly. They should be familiar with Scholarship of Teaching and Learning (SoTL) research. Each Fellow and Scholar undertakes a significant SoTL project, records the project’s progress on an electronic poster tool, and disseminates the results in public forums. Teaching Fellows and Scholars are expected to serve as leaders and mentors in UW System SoTL work.

Annually, one junior faculty member and one senior faculty member from the UW Colleges are selected by the Senate Professional Development Committee and approved by the provost through a competitive application process to participate in these professional development programs. The first two runners-up for these awards are recommended by the Senate Professional Development Committee to serve as the UW Colleges Chancellor's Teaching Fellow and Chancellor's Teaching Scholar. All four individuals typically take part in the annual UW System Faculty College, held each June on the UW-Richland campus.

Virtual Teaching and Learning Center

The Virtual Teaching and Learning Center (VTLC) has become a clearinghouse for teaching and learning-related resources. The VTLC’s goals are as follows:

- Facilitate the sharing of the pedagogical knowledge available in research on teaching and learning and through the expertise of faculty and instructional academic staff (IAS) of the UW Colleges and the wider University of Wisconsin System
- Provide resources that lead to understanding and use of documented best practices in teaching and learning
- Offer programs and resources that engage faculty and instructional academic staff in reflections and discussions that encourage purposeful, informed pedagogy

The Virtual Teaching and Learning Center achieves its mission and goals by making virtual programming, resources, and consultation available to faculty and instructional academic staff on the 13 UW Colleges campuses and UW Colleges Online. Assessment of staff use of the resource is built into the annual reporting process. As the 2011 report demonstrates, the VTLC director used Google Analytics to assess which features were most used; please see Figure 16.
The Virtual Teaching and Learning Center promotes and supports the professional development of teaching by encouraging and disseminating in a variety of convenient and accessible formats evidence-based research on student learning and effective teaching (via white papers, showcases of UW Colleges examples, and podcasts), workshops drawing on SoTL research, and reading circles. The VTLC also supports teaching improvements in a variety of learning environments, including those populated by at-risk learners (Teaching At-Risk Students Workshop, spring 2011) and a diverse student body (Stereotype Threat podcast, spring 2011; White Paper on Inclusive Pedagogy, spring 2011). The White Paper on Online Pedagogy (fall 2011) summarized research that helps UW Colleges instructors teach in online and blended learning environments.

Officially launched in February 2011, the UW Colleges Virtual Teaching and Learning Center (VTLC) was developed over the summer and fall of 2010, supported by an Undergraduate Teaching and Learning Grant from the UW System Administration Office of Professional and Instructional Development (OPID) and by the UW Colleges Office of Academic Affairs. Virtual Teaching and Learning Center programs and services are based on the premise that teaching, like other forms of scholarship, is complex intellectual work and that excellent teaching is a scholarly activity.

The Virtual Teaching and Learning Center seeks to cultivate a collaborative relationship with other UW Colleges and UW System offices, programs, and initiatives, such as the 13 UW Colleges campuses and UW Colleges Online, academic departments, the UW Colleges institutional assessment coordinator, the UW Colleges Engaging Students in the First Year (ESFY) coordinator, the UW Colleges developmental reading and writing coordinator and the UW Colleges Mathematics
coordinator, and the UW Colleges Office of Academic Affairs, including the institutional researcher. Other collaborative partners include the UW Colleges and UW-Extension Office of Inclusion, the UW System Administration Office of Professional and Instructional Development (OPID), and the teaching and learning centers of the other UW System institutions.

In fall 2011, the Virtual Teaching and Learning Center offered four Teaching and Learning Grants to support individual and collaborative research on teaching and learning with one-time funds that remained from an OPID grant. With the recent reconfiguration of the UW System Administration grants program that included discontinuation of two OPID-sponsored programs, the OPID Undergraduate Teaching and Learning Grants (UTLG) and Conference Development Grants (CD Grants), the Virtual Teaching and Learning Center's role in supporting and promoting the professional development of teaching is even more critical.

**Evidence: The organization demonstrates openness to innovative practices that enhance learning.**

Because of the geographically-dispersed nature of the UW Colleges, the institution has always relied on innovative ways of enhancing and expanding curriculum through the use of technology.

An example of such innovation is Non-Online Distance Education (NODE) programming. The NODE Committee provides oversight for delivery of courses that are offered across the state in a variety of ways. NODE courses typically use compressed video (synchronous, live audio and video), WisLine Web (synchronous, live audio and content sharing), and streaming video (archived, Web-viewable lectures using streaming video through Mediasite and the Web-based Desire2Learn, D2L, course management system) that are broadcast to multiple campuses. In spring 2011, the NODE Committee was charged by the provost and vice chancellor for academic affairs to review the purpose for NODE; conduct a needs survey; determine the appropriate scope for the program; consider growth for the compressed video (CV) and/or the WisLine Web (WLW) program; determine the program’s place within other modalities (including blended, Accelerated/Blended, courses delivered directly from one campus to another via distance technology—called point-to-point—and streaming video); and review the organizational structure of the UW Colleges Distance Education program, of which the NODE program is a part. In addition to considering the broad assessment of the program, the NODE Committee also considered its role in ensuring strong pedagogy. The committee made fifteen recommendations, three of which demonstrate a commitment to practices that enhance learning. The committee also made several recommendations that demonstrate the institution’s commitment to innovative and technology-enhanced ways of teaching and learning:

- Create best practices manuals or training videos for NODE instructors and NODE students.
- Establish a mentoring and best practices program for new and continuing instructors
- Continue to encourage the development of blended NODE classes to expand offerings, create greater scheduling flexibility for students and campuses, and reduced costs for technology and bridging [a term referring to networked systems for delivering streaming video across campuses]
- Continue to enforce the requirement of the use of D2L in all NODE and other distance education classes.

Historically, UW Colleges had access to funding in support of innovating teaching and learning practices provided by the UW System Learning Technology Development Council. According to the LTDC Web site, “The Learning and Technology Development Council, a recognized unit of the UW System Office of Learning and Information Technology (OLIT), brings together learning technologists, instructional designers, and faculty technology support professionals on all UW campuses in
their quest to support faculty and students to integrate instructional technology with the goal to improve student learning outcomes.” The LTDC Mission is to encourage UW System-wide collaboration and individual campus efforts that promote professional development in the effective use of learning technologies and explore new teaching and learning applications of existing and emerging technologies.

In response to reduced budgets, as well as the public’s heightened interest in accountability reporting, UW System Administration grant funding was restructured in 2011–2012, effective 2012–2013. For example, Curricular Redesign Grants (1999–2011) offered by LTDC no longer exist, having been incorporated into the UW System Growth Agenda for Wisconsin Grant Program. In the past, UW Colleges faculty and staff were recipients of a number of UW System grants similar to this one.

The new UW System Growth Agenda for Wisconsin Grant Program is divided into “Institutional Change Grants” and “Conference Development Grants.” With many UW System institutions making requests for multi-year Institutional Change Grant funding of up to $500,000, funded proposals are intended to bring about large-scale, systemic change. Under the new structure, major grant proposals must be institution-authorized and limited to two proposals per institution (unless the request is in the form of collaboration with another UW System institution). The smaller scale Conference Development Grants may be submitted by individuals, academic departments or units, or the institution, and support smaller conference projects, much as in the past. The following UW System Administration grant funding opportunities have been consolidated and folded into the new grant programs: Closing the Achievement Gap, Supporting the Growth Agenda, Applied Research, OPID Undergraduate Teaching and Learning Grants, OPID Conference Development Grant Program, Support Grants for Racial and Ethnic Studies, Curricular Redesign Grant Program, PK-16 Grant: Teacher Quality Initiative, PK-16 Grant: Teacher Recruitment and Retention Initiative, Race and Ethnicity Campus Reading Seminars, Wisconsin ESEA Title II Improving Teacher Quality Program (WITQ), and COBE (Committee on Baccalaureate Expansion). Although these more targeted funding options no longer exist and their absence may prove a drawback for individual applicants seeking support for smaller-scale projects, the UW Colleges remains committed to seeking funding from many sources to support “innovative teaching practices that enhance learning.”

**Evidence: The organization supports faculty in keeping abreast of the research on teaching and learning, and of technological advances that can positively affect student learning and the delivery of instruction.**

**Sloan Consortium Membership**

The UW Colleges is a member of the Sloan Consortium, an organization that is committed to high-quality online education. As the spreadsheet Sloan College Pass Registrations demonstrates, many UW Colleges faculty and staff have taken advantage of Sloan resources since 2006. Some of the most recent resources used include “Teaching and Learning with Online Labs Across Science Disciplines: Making a Case for a Greater Acceptance,” “Copyright Compliance for Online Educators,” “Providing Effective Feedback in Online Classes for Establishing Student Learning,” and “Avoiding Faculty Burnout.”

**Other Resources**

Additionally, a broad range of other professional development funding opportunities is available to faculty and instructional academic staff. For example, each academic department and campus offers professional development funding that supports a variety of research, conference, and professional travel needs. Institution-level funding opportunities found on the UW Colleges Grants [Web](#).
include the UW Colleges Knowledge and Skills Expansion Grant (KSEG) program designed to support professional development activities that enhance the knowledge or skills of faculty and instructional and professional academic staff in areas of institutional need (list of KSEG recipients). This program recognizes that educational needs change over time and that existing faculty and staff may be the best people to address those changing needs, but may need additional training or education to do so. The ultimate aims of these professional development funds are to “Increase the ability of the UW Colleges to meet changing educational needs within communities with existing faculty and staff” and to “More fully utilize the potential of faculty and staff and develop their careers within the institution.”

**Evidence: Faculty members actively participate in professional organizations relevant to the disciplines they teach.**

Each year, the UW Colleges professional development coordinator compiles a comprehensive listing of faculty and staff professional development activities for the UW Colleges Fall Convocation, including service to professional organizations (please see the Professional Development Activities and Documents folder in the Resource Room). The UW Colleges intentionally aligns professional development with UW Colleges-wide initiatives, including, for example, the Engaging Students in the First Year Program, the Assessment Program, and the Adult Student Initiative. There are professional development budget lines within each of these UW Colleges-wide programs. The funds primarily support participation in national and regional conferences. UW Colleges faculty members actively participate in professional organizations relevant to the disciplines they teach (please see the document, “Professional Organizations”). Please see Chapter Three for additional discussion of professional development opportunities.

**Core Component 3c. The organization creates effective learning environments.**

**Evidence: Assessment results inform improvements in curriculum, pedagogy, instructional resources, and Student Services.**

The UW Colleges has made great strides in the assessment of student learning over the last ten years. Campuses, academic departments, and the institution all work to measure student learning in a practical way. Student learning is assessed through the Student Survey of Instruction, the UW Colleges Assessment Program, and other methods. These results are used to inform improvements across the curriculum, as well as pedagogical practices, learning resources provided for students, and Student Services offices.

**Institution-wide Planning and Student Learning Assessment Results**

As acknowledged in the 2006 Monitoring Report, UW Colleges has been challenged to use student learning assessment results to inform institution-wide planning. This continues to be an area in which the institution seeks to improve. As described earlier in this chapter, an Assessment Summit held in March 2010 brought together academic department chairs, campus executive officers/deans, administrators from the Madison-based institutional office, and assessment leaders to address this topic directly. On the department level, a survey of academic department chairs conducted in preparation for this self-study showed that most department chairs effectively communicated how they use assessment findings to inform planning and decision-making. Eight academic departments and
one program (of a total of eighteen) responded to queries about how the department uses assessment results. Six articulated specific ways in which the department draws from assessment results to influence curriculum and planning. Examples below include the departments of English and World Languages, and the Women’s Studies Program:

- **English Department**: Assessment findings are shared with the department both via email and at department meetings. These results are used to shape curricular changes as needed. For example, one year we discovered through our departmental assessment project that students struggled with using sources in English 102 [Composition II]. As a result, we now require the introduction of writing with sources in English 101 [Composition I] to help better prepare students for English 102.

- **World Languages Department**: In recent years the department has used Learning Styles Inventories to develop learning goals. To cite a specific example, when results of the Learning Styles Inventories showed that students were generally not auditory learners, the department selected listening proficiency as an area to assess. In terms of curricular changes, the results of the listening comprehension assessment activities led to many discussions regarding learning goals for students. For example, should the goal for first year language be the ability to understand native speakers speaking at a normal speed? The discussions we’ve had as a result of our assessments of student learning have led to the development of two LEC 100 [First-Year Seminar] courses, one for World Languages students and another for Spanish language students.

- **Women’s Studies Program**: We have used our assessment results to inform the focus of our faculty development. For example, we devote time during our program meetings to reviewing assessment results and are in the process of using results from assessment (particularly the different results between core and cross-listed courses in terms of students’ achievement of learning outcomes) to develop a program position statement on the core concepts that define a Women’s Studies course.

The Senate Assessment Committee (SAC) provides regular oversight for academic department assessment programs, and the reports received by SAC and posted on the UW Colleges Assessment SharePoint site offer evidence that departments are conversant with the goals of both the institution and their respective departments.

**Academic Department Assessment and Closing the Loop**

UW Colleges academic departments regularly engage in “closing the loop” activities when assessing student learning outcomes. As noted earlier in this chapter, there are three levels of curricular and instructional assessment in the UW Colleges: institutional, departmental, and campus-based. For each of these areas, the Senate Assessment Committee (SAC) carefully scrutinizes annual reports for evidence that departments are closing the loop, or taking follow-up action, based on their assessment activities.

The UW Colleges departmental assessment reports require an accounting of both institutional (general education) and academic departmental-level assessment activities and results. Department assessment coordinators (DACs) report to the Senate Assessment Committee on closing the loop in a two-part report ([Assessment Program SharePoint Site, Department Reports Folder](#)). The Senate Assessment Committee department report template includes the following prompts:

- **Use by instructors (instructional process)** - Summarize the ways individual instructors plan to use assessment results to improve the instructional process.

- **Course of action (student performance)** - After discussion of the results by the department, what course of action will the department as a whole take to improve student performance with respect to the assessed proficiency?
Each department assessment coordinator thus considers on an annual basis how assessment results can inform department-level curriculum and instruction, and improve teaching and learning practices. In addition, department assessment coordinators complete the following prompt:

- Use by department (assessment process) – Look back at the previous report. Did suggested changes to the assessment process happen? What effects did they have? What changes will you and/or the department assessment committee recommend to your department to implement for this assessment cycle? Include changes to the following issues if they are pertinent to your department.

This approach to assessment ensures that academic departments in the UW Colleges regularly review educational strategies, activities, processes, and technologies for how well they enhance student learning.

In preparation for this self-study report, the department assessment coordinator email distribution list received a survey in spring 2012 about the academic discipline or academic departments’ evaluation of how well assessment results are used to improve the instructional processes at the individual and/or department level. Of the twenty-six faculty or instructional academic staff who serve as either an assessment coordinator for their discipline or a co-coordinator for their department, nine responded, representing seven departments. Two respondents indicated that assessment results did not inform improvement; one stated that it sometimes did. The other four stated that the department level or institutional level activities were part of their system for improvement. For example, the Geography and Geology Department respondent wrote:

“Closing the loop,” was the major topic of our Department’s meeting on assessment on Saturday morning. It was the consensus of the department that more needed to be done in this area than the practices that have been used. The Department has always taken great care in developing our rubrics in the assessment process and we thoroughly review the results at our Department meetings. Our assessment questions that we use are uniform for the three major course clusters in the Department, physical geography and geology, cultural geography, and meteorology. In our discussions it came to light that many of us felt that we were teaching to the rubric and that we doubled our efforts in the spring semester to improve our students’ scores if they did not do well in the fall semester.

The assessment does help improve the instructional process, but it was felt that we needed to do more to consider how the students were learning. Members of the Department felt that we need to have a good grasp of the developmental level of the students in our classes in order to frame the results of the assessment. In this regard, the Department Assessment Committee will be working over the summer in developing testing instruments. We will be using modifications of standardized tests such as the National Geographic Society’s Geographic Literacy survey to determine the developmental level of our students. We will also develop assessment instruments that will be designed to test the learning process of students that will assess them on material after it is first introduced and also later in the semester after similar subject matter has been introduced in class to determine the degree of improvement over time.

The results of this survey support other evidence provided in this self-study that the assessment process is much improved since the 2002–2003 Self-Study Report.

**Recommendation:** The Assessment Program should periodically assess the success of its ongoing work in assisting academic departments with reviewing and designing department-level assessment projects that are meaningful to the department.
**Assessing Co-Curricular Programs**

Another major focus of the UW Colleges Assessment Program is the assessment of campus functions or co-curricular experiences (for example, a campus strategic plan, facilities use or needs, or co-curricular programming such as the shared reading program). Each of the 13 campuses conducts a project and submits a report, which is reviewed annually by the Senate Assessment Committee (Assessment Program SharePoint Site, Campus Folder). This assessment provides a measure of the overall experience that students have on campus. Areas that have been assessed include academic advising, student organizations, campus climate, collaboration with four-year institutions, course presentation models (including evening degree programs, campus technology and accelerated/blended programs), Inclusive Excellence, and the use and success of various Student Services such as tutoring centers and writing labs. Each campus can use the data collected to improve the student experience on campus and to advance its strategic plan.

Academic department and campus assessment reports, in particular the sections on “closing the loop,” reveal that the UW Colleges is using assessment as a tool to make strategic decisions about how best to serve students and enhance student learning. Assessment reports are tailored to the specific needs of the institution, academic department and campus, which allow the institution, each academic department and each campus to think carefully about its various constituencies and how they can be best served.

**Evidence: The organization provides an environment that supports all learners and respects the diversity they bring.**

The UW Colleges has historically served a wide range of students. The UW Colleges Vision Statement, also discussed in Chapter Two, states that an environment that supports and recognizes diversity is critical to the institution’s functioning as an academic community:

*Respect for Persons*

Basic to respect is the freedom of inquiry and expression — the right to be heard and the obligation to listen. Respect is mutual; it is founded on the recognition that members of the community are multi-faceted with many gifts and challenges and come from diverse cultural and socio-economic backgrounds. The campus environment should be free from intimidation and harassment. Disagreement within the community is expected to be resolved through a process of mutual respect.

In support of this vision statement, the UW Colleges and UW-Extension Office of Inclusion has adopted the following vision statement in support of its purpose to help “create and sustain inclusive and engaged living, working, and learning environments through individual and organizational capacity building”:

**Vision**

University of Wisconsin Colleges and the University of Wisconsin-Extension are organizations that have a culture where individuals and groups:

- Sustain and continue adapting and developing programs that provide students, clients, audiences and colleagues the skills, knowledge, and mindset needed to effectively participate in an intercultural and global world
- Intentionally engage in dialogue and ask questions in order to listen and understand others’ perspectives
- Approach interpersonal and intergroup conflict constructively, creatively, and effectively
Reflect on our own biases and assumptions, and are open to changing our perspectives

Effectively implement programs that support the success of all individuals, including those from underserved groups

Consider intercultural issues when developing programs for the communities we serve, and when engaging others within the organization

This statement was approved by the chancellor, the UW Colleges provost and vice chancellor for academic affairs, and the UW-Extension provost in fall 2011. The UW Colleges also provides a [Faculty/Staff Guide for Accessibility Services](#).

**Inclusive Excellence**

An important initiative within the institution involved the transition from earlier diversity work in the form of participation in UW System’s 1998–2008 “Plan 2008: Educational Quality for Racial and Ethnic Diversity,” to a broader initiative entitled “Inclusive Excellence,” which emerged from the UW System Administration’s effort of the same name, as introduced in Chapter One. The Inclusive Excellence effort is another way the institution has demonstrated its commitment to safe, supportive, and inclusive learning environments for all students.

In March 2010, the UW Colleges established the Inclusive Excellence Working Group, which submitted a report to the provost and vice chancellor for academic affairs in August 2010. The report recommended an agenda for implementation of Inclusive Excellence in the UW Colleges, including the following actions (when actions have since been implemented, this is indicated parenthetically):

- The formation of a permanent Inclusive Excellence structure charged with developing a comprehensive set of goals for Inclusive Excellence in UW Colleges. These goals should: build upon existing foundations like the UW Colleges Campus Climate Study and the Equity Scorecard Initiative, reflect issues of core concern for the institution, respond to local needs and values, and encompass all areas of the university’s work. (Implementation: In April 2011, the UW Colleges formed the Senate Inclusive Excellence Committee. In addition, a network of campus-based Inclusive Excellence point persons was created in March 2012 to work with the UW Colleges and UW-Extension Office of Inclusion in conjunction with the Senate Inclusive Excellence Committee.)

- Frame the practice of Inclusive Excellence as a consistent dimension in which individuals, programs, offices, and campuses plan and assess their work. (Implementation: Inclusive Excellence work is part of the 2012–2017 UW Colleges Strategic Plan and the operational plans that will enact the strategic plan.)

- Create structures that enable widespread communication, e.g., an Inclusive Excellence Web site, handbook and newsletter, and make professional development widely available. (Implementation: The UW Colleges and UW-Extension Office of Inclusion has undertaken this work.)

- Enable definitions of the roles and responsibilities for Inclusive Excellence to grow organically through focused discussions and ongoing learning throughout the university’s existing structures. (Implementation: In addition to the creation of the Senate Inclusive Excellence Committee, which was approved through the shared governance process of amending the UW Colleges Senate Bylaws, and the Inclusive Excellence Network, which was created through a recruitment and appointment process led by campus executive officers/deans, the UW Colleges and UW-Extension Office of Inclusion led the UW Colleges and UW-Extension Inclusive Excellence Task Force’s many listening sessions to develop the two institutions’ shared Inclusive Excellence Framework.)

**Equity Scorecard Project**

Additionally, the UW Colleges benefited from its participation in the Equity Scorecard project. In 2007–2008 the UW Colleges Equity Scorecard Evidence Team completed its work on the Equity
Scorecard Initiative (please see the Resource Room, Equity Scorecard Reports Folder). The final report includes highlights of the most important findings from the project’s four framing perspectives. These findings, which are summarized below, were considered salient at the UW Colleges level. In some cases, data for individual campuses revealed differences with the UW Colleges institutional findings. Those differences were communicated during face-to-face discussions held at each of the 13 campuses by the provost and the institutional researcher.

- **Access Perspective:** Providing access to high school seniors – When comparing rates of enrollment at the UW Colleges by race from the high schools that supply the most new freshmen, the study found that high school enrollment rates for Hispanic and Native American 12th graders exceeded the rate for White students, while the rate for Asian and Black 12th graders lagged behind that of White students. Rates of enrollment of Asian students lagged the farthest behind White students. A complete description and summary of findings for the high school access equity model can be found in the Interim Access Perspective report.

- **Retention Perspective:** Retention of full- and part-time students – Retention was measured using the standard definition of fall term to following fall term enrollment at the same institution. Factors known to affect student retention, including course load, age, and readiness for college, were incorporated into the analysis. When taking these other factors into consideration, the retention experience of full-time students of color in the UW Colleges was found to be very similar to that of full-time White students. The one significant exception was the retention of traditional age Black students who graduated in the top half of their high school class. These students were being retained at less than one-third the rate of the comparable group of White students, and being retained at less than one-half the rate of traditional age Black students who graduated in the bottom half of their high school class. Retention rates for part-time students generally fall significantly below those for full-time students. This has a disproportionate impact on students of color, who are more likely to be enrolled part-time than are White students.

- **Excellence Perspective:** Excellence and Access – In the analysis of excellence, the evidence team considered traditional measures like grade point average, while recognizing the UW Colleges’ mission of access. Two groups of students were studied: (1) students enrolled at the UW Colleges who could have enrolled elsewhere in the UW System, and (2) UW Colleges students who, according to published admission standards, could not have been admitted elsewhere in the University of Wisconsin System. (As a standard proxy definition for this “nonadmissible” group, the study used a combined measure that included a composite ACT score of less than 20, and graduation in the bottom half of high school class.) The study found that disproportionate numbers of Black, Hispanic and Southeast Asian students fell into the non-admissible group and, the academic achievement of non-admissible students generally lagged far behind that of admissible students. For most measures and in both groups, students of color lagged slightly to significantly behind White students. Looking only at students of color, there was a high degree of equity across races except for Black students, who lagged far behind.

- **Institutional Receptivity Perspective:** Campus and classroom climate – The assessment of institutional receptivity focused on measures of campus and classroom climate. The data revealed that students of color, regardless of race, were much more likely to be aware of or to perceive inequities in both the campus and classroom environments than were White students, regardless of the perceived causes of those inequities. These same students of color were also more likely to hear disparaging or insensitive remarks. Over 30% of Black, Hispanic and Native American students reported frequently hearing disparaging or insensitive remarks from other students. At the same time, students of all races reported they were more likely to hear disparaging or insensitive remarks from other students than from faculty or staff.
The UW Colleges has engaged in a variety of activities based on the information gathered by the Equity Scorecard, including engaging with local high school students. At UW-Rock County, an International Charter School on campus offers morning and afternoon classes. This program brings high school students to campus and demonstrates to those students that college is a possibility. Additionally, after the provost and vice chancellor for academic affairs and the institutional researcher visited each of the UW Colleges campuses to discuss the Equity Scorecard Project’s findings, faculty at UW-Rock County responded to the suggestion to reach out to the city of Beloit and soon developed a “Books for Boys” program. By bringing books to middle-school boys, the faculty and staff at UW-Rock County again demonstrate that higher education is available and accessible to everyone.

**Campus Climate Study**

In 2007–2008, the UW Colleges participated in the UW System Campus Climate Study, in order to gather more information about the UW Colleges campus and institutional office environments. In November 2007, Chancellor Wilson appointed the UW Colleges Diversity Leadership Committee to oversee implementation of the UW Colleges Campus Climate Study, part of the UW System Diversity Climate Assessment Project led by the national research team of Rankin and Associates. Four other UW System institutions also participated in this first wave of institutions. The Campus Climate Study survey tool was administered to each of the 13 UW Colleges campuses, UW Colleges Online, and the UW Colleges Madison-based administration from March 31 to April 18, 2008. The survey was open to everyone on campus and in the UW Colleges—students, staff, faculty, and administrators—and everyone was strongly encouraged to participate. The survey was administered in both Web-based and paper and pencil formats. Answers were strictly confidential and anonymous. The institution and each campus received reports of group results only, and no individual was identified in the results. The final institutional report and the 13 campus-specific reports were delivered to the UW Colleges and shared via a Town Hall meeting with the institution in fall 2008. The Campus Climate Study provided a systematic, methodologically rigorous set of benchmarks from which to build new programs or strengthen existing programs. Executive summaries for each campus report, as well as the institutional aggregate report, are posted on the UW Colleges Web site. Campus action plans were prepared as a result of the study; a summary of campus actions to date may be found in Chapter One (for more information, please see the UW Colleges Campus Climate Survey Web site).

**Developmental Reading and Writing Programming**

Perhaps no part of the UW Colleges curriculum has received more attention in recent years than the developmental curriculum in reading and writing and the developmental curriculum in Mathematics.

The Office of Academic Affairs and the English Department created the institutional Developmental Reading and Writing Coordinator position in 2010. Before that time, the UW Colleges did not officially have a developmental reading and writing program; instead, campuses offered sets of unlinked, individual courses. Basics of Composition (ENG 097 and ENG 098) and Composition Tutorial (ENG 099) were the only courses offered through the English Department. The most important program change in 2010–2011 was that the UW Colleges moved oversight for learning resources courses (LEA) to the English Department. Previously, LEA courses were coordinated at the campus level, usually through campus Student Services offices, though a few campuses offered them through their local English departments. Moving LEA courses to the English Department effectively addressed several different institutional concerns about developmental courses, including a lack of a unified curriculum, no course guidelines
or learning outcomes, significant gaps between some courses and the requirements for degree-credit coursework, no clear procedure for assessing instructors, no guidelines for hiring new instructors, and limited or no mentoring and support for instructors. The English Department now has the structure in place for developing a cohesive developmental skills program that is aligned with the first-year writing program and focused on learning outcomes that prepare students for degree-credit academic coursework.

The UW Colleges Developmental Reading and Writing Program now includes non-degree credit writing, reading, learning skills, English language, and composition tutorial courses (UW Colleges Developmental Reading and Writing Program Report). In the past year, the UW Colleges English Department has made substantial changes to the developmental program to align courses with the first-year writing program, the proficiencies required for success in degree-credit coursework, and national disciplinary guidelines. Further, in the past two years, several campuses have made significant improvements to the numbers of programs and courses for underprepared students while also focusing on improving instruction in those programs. However, not all campuses provide students with learning support programs beyond Basics of Composition (ENG 098) or Learning Skills (LEA 102).

The UW Colleges is an open-access institution that admits almost all students who apply. The Developmental Reading and Writing Program has established several key priorities for the UW Colleges as a whole, for the English Department, and for individual campuses to:

a) Expand learning support programs that address the needs of underprepared and at-risk students,
b) Assess the effectiveness of related local campus programs, and
c) Take steps to ensure that students receive instruction in developmental courses and co-curricular programs (like writing centers) that prepares them to make a successful transition to college-level reading, writing, and learning.

The UW Colleges has implemented important changes to the developmental and learning support curriculum in the last two years that demonstrate careful and rigorous attention to meeting the needs of the student population (please see the document “Developmental Writing Courses”). Enrollments in Basics of Composition (ENG 098) have increased significantly in the past five years. In fall 2007, the course was the 25th highest enrolled course, while in fall of 2011 it was the 12th highest enrolled course, as shown in Figure 16.

<table>
<thead>
<tr>
<th>Term</th>
<th>Rank</th>
<th>Total Enrollment</th>
<th>% of All Course Enrollments</th>
</tr>
</thead>
<tbody>
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</tr>
<tr>
<td>Fall 2010</td>
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<td>753</td>
<td>1.4%</td>
</tr>
<tr>
<td>Fall 2009</td>
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<td>579</td>
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<tr>
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<tr>
<td>Fall 2007</td>
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<td>358</td>
<td>.8%</td>
</tr>
</tbody>
</table>

**Developmental Mathematics Program**

The UW Colleges has a Developmental Mathematics Program and an institutional Developmental Mathematics Coordinator committed to improving success rates in UW Colleges developmental Mathematics courses. Figure 18 summarizes enrollments in Mathematics courses in a typical fall term (2010). These data highlight the high percentage of students enrolled in non-degree developmental Mathematics, with many enrolled in classes below the first non-degree credit level (MAT 09X). Students enrolled in Basic Mathematics (MAT 090) and Topics in Geometry (MAT 081) will
likely need to successfully complete more than one developmental Mathematics course before they can enroll in their first credit-bearing Mathematics course.

**Figure 18. Course Enrollment Summary for Mathematics – Fall 2010**

The Developmental Mathematics Coordinator produces an annual report that updates the institution on progress toward the Developmental Mathematics Program Assessment plan that was proposed to the department in 1999. The intent of the assessment was to use five criteria to evaluate overall program effectiveness in quantifiable terms. As the document “Principles of Data-Driven Scheduling Change” outlines, the Mathematics Department has engaged in ongoing work examining five areas:

- Students will be successful in developmental Mathematics courses
- Students will move from the developmental Mathematics program to degree credit Mathematics courses
- Successful developmental Mathematics students will perform at least as well as other students in Introduction to College Algebra (MAT 105)
- Successful developmental Mathematics students are prepared for college credit courses
- Developmental Mathematics students will achieve designated course proficiencies

The above referenced document also outlines the assessment methods and results that have been collected as part of the Developmental Mathematics Coordinator’s work. Specific illustrations of the way that the Mathematics Department has used assessment exercises and results to shape their approaches to curriculum and pedagogy in service of student success is demonstrated by this reflection from the Developmental Mathematics Coordinator’s 2010 Report:

This goal will be measured through the MAT 091 Assessment plan, which began in the spring, 2001 semester. During the Developmental Mathematics Conference/Workshop in January 2005, discussions and input led to revisions in the scoring procedure and the question pool for the MAT 09X Assessment. At the 2007 Developmental Mathematics Conference/Workshop, more discussion and input led to both a decrease in the number of problems on the assessment and a different method of scoring. For each of the seven proficiencies, the lower level question was eliminated, thereby leaving only two questions to measure each of the seven course proficiencies. In addition, instead of imposing a scoring rubric, it was decided that each instructor would be allowed to give partial credit for the questions. It was suggested that each question carry a point between 2 and 6 points, at the discretion of the instructor. In addition, the assessment is currently integrated into each instructor’s final exam for the course. There were six semesters (three academic years) worth of initial assessment data prior to spring 2005 which demonstrated some base expectations. After the assessment was revised in 2005, there were
two academic years of comparable assessment performance. As the assessment was yet again revised again in 2007, comparative data will begin in spring, 2007. Previous semesters of assessment data prior to the above stated revisions will henceforth be treated as historical and can be found in prior program reports on the developmental Mathematics Web site. Thus, the spring, 2007 assessment will mark the beginning of a new set of baseline data.

The Developmental Mathematics Program has engaged and continues to engage in assessment strategies to determine the needs of students and how best to meet them in and outside of the classroom. The program is clearly committed to improving student success in the developmental Mathematics course sequence.

For more detailed information about assessment results, please see the 2011 final reports of the Developmental Mathematics Program and the Developmental Reading and Writing Program.

Evidence: Student development programs support learning throughout the student’s experience regardless of the location of the student.

Each UW Colleges campus houses a learning center to provide academic support for students (these centers are discussed in Chapter Three). There is much variation in the centers. In a survey asking learning center directors about their strengths and challenges, some campuses reported that their centers are adequately funded and that their resources are well matched to the student population. Other learning centers reported that they are growing out of their current space, are not adequately funded, and depend on uncompensated volunteers to help with some tutoring. Use of evaluations to assess services vary; some centers request satisfaction information from students, others track usage, and some centers have not yet begun the process of self-assessment.

A number of other electronic resources that support learning are available to all students. The UW Colleges Online Writing Lab is available to all students in the UW Colleges (for more information about the Online Writing Lab, please see Chapter Three). Additionally, the UW Colleges Libraries offer a live chat (Web-based) reference service called “LibraryH3lp,” which enables any librarian at any campus to help answer student questions. For UW Colleges Online students, the Web-based, 24-hour tutoring service, “Smarthinking,” provides access to tutoring in many subjects, including Chemistry and Mathematics.

The UW Colleges has federally funded TRIO programming on several campuses. The programming includes Upward Bound, learning support centers, and the TRIO Talent Search Program.

The first Student Support Services TRIO program in the UW Colleges began at UW-Waukesha in the late 1970s. The program funding now includes UW-Rock County and UW-Marathon County. This federally funded program is designed to help low-income individuals, first-generation college students, and individuals with disabilities in their academic pursuits. The UW Colleges Student Support Services TRIO program assists approximately 450 disadvantaged students with advising and academic skills activities conducted by professional staff in individual and group formats, and with an emphasis on a comprehensive freshman experience program. Activities include goal setting, academic major and career planning, and academic and personal advising. Academic support activities promote successful completion of credit-bearing academic courses. The UW Colleges’ strong institutional commitment to fostering a climate of success for eligible TRIO students is represented by a significant in-kind contribution to the program of more than one quarter of the operating expenses for the program. Each of the campuses that house a Student Support Services TRIO program has an assistant director (the director of the program is housed at UW-Rock County), an adviser, and Mathematics and writing specialists. The Student Support Services TRIO program has
a clear set of objectives and proficiencies that it must meet for continued federal funding. Seventy percent of all Student Support Services TRIO students must persist from one academic year to the next (or graduate with a two- or four-year degree, or transfer). Seventy-five percent of students in the program must remain in good academic standing. The UW Colleges Student Support Services TRIO program has been successfully renewed for an additional five years, effective September 12, 2012.

As TRIO Program Data Summary documents show, the UW Colleges Student Support Services TRIO program has been very successful in meeting its benchmarks for student success. The Prior Experience (PE) Assessment chart shown in Figure 19 illustrates the program’s achievements in the four required prior experience measures.

Figure 19. TRIO Program Prior Experience (PE) Summary

<table>
<thead>
<tr>
<th>Prior Experience Criteria</th>
<th>Maximum Points Allowed</th>
<th>Prior Experience Assessment Year</th>
<th>Prior Experience Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>2006-07</td>
<td>2007-08</td>
</tr>
<tr>
<td>Persistence</td>
<td>12</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Good Academic Standing</td>
<td>12</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Associate’s Degree and/or Transfer to 4-Year Institution</td>
<td>12</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>Administrative Requirements</td>
<td>9</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Total Previous Experience Points Earned</td>
<td>45</td>
<td>11</td>
<td>12</td>
</tr>
</tbody>
</table>

Average PE Score 11.33

The UW Colleges was the recipient of federal TRIO grant funds to operate an Upward Bound Program from 1991 to 2012 at two campuses, UW-Manitowoc and UW-Sheboygan. In January 2012, Chancellor Cross determined it was necessary to end the program after a history of troubled program management. The UW Colleges continues to operate the TRIO Educational Talent Search Program at the UW-Fox Valley campus, a pre-college program to encourage students to complete high school and attend college.

Through pass-through funding arrangements, some UW Colleges campuses offer federally-funded TRIO support programming beyond the support centers at the campuses noted above, such as Upward Bound and Talent Search programs. For example, through its Continuing Education office’s arrangement with the state Department of Public Instruction, the UW-Marathon County campus offers a summer Upward Bound program annually that provides programming in Art, English, Science, Mathematics, and World Culture.
Evidence: The organization employs, when appropriate, new technologies that enhance effective learning environments for students.

The UW Colleges employs, when appropriate, new technologies that enhance effective learning environments. This is most recently demonstrated by the development of the Accelerated/Blended Course Program, which emerged out of the Adult Student Initiative supported by UW System funding (please see Chapter Three for more discussion of this initiative). For example, in its Integrated Enrollment Management Transition Plan, UW-Marinette wrote that the campus would “Develop an Alternate Delivery Modality/Flexible ‘Path-to-Degree’ to serve students who are unable to access the traditional course delivery schedule.” While such course programs have different names across the UW Colleges campuses, such as FastTrack or MyTrack, they share the common feature of using a combination of evening, weekend, off-site or on-site, accelerated, Accelerated/Blended, and streamed modalities to offer students a complete pathway to the Associate of Arts and Science degree on a regular cycle. These programs have been valuable in that they allow campuses to reach under-served populations, offering place-bound students expanded degree options beyond those afforded by more expensive for-profit university programs.

UW Colleges uses Desire2Learn (D2L) for its learning management system. It is hosted by the UW-Madison Department of Instructional Technology for all University of Wisconsin System institutions. Currently, approximately 75-80% of UW Colleges course sections are available to students in Desire2Learn. The number of instructors using Desire2Learn continues to rise each year. Blackboard Collaborate was integrated into Desire2Learn in 2011–2012 to provide a synchronous online tool for office hours, tutoring sessions, and other instructional uses. With Desire2Learn’s e-Portfolio and an integrated media application, Kaltura, being introduced in fall 2012, the number of users should increase even more.

Interactive classroom-based clickers are being used on all 13 UW Colleges campuses. Kits were purchased and training provided to instructors interested in using this instructional technology. Over the past three years, campuses and academic departments have purchased more kits; some campuses and faculty members are requiring that students purchase their own clickers. The use of clickers is contributing to student engagement, better assessment of concepts, and information literacy.

Recently, instructors from across the UW Colleges have made use of several Web-based collaboration applications. Google Apps were introduced in spring 2011 as a pilot. The first application offered was Google Sites, which are being used as wikis, although instructors are moving beyond the wiki application and using other tools on Google Sites to enhance their wikis. The successful pilot led to a full scale rollout, making Google Sites available to all instructors for use as a wiki. Another application, called Blogger, will soon be offered to faculty members who are interested in using a blog in their courses.

Mobile learning is in its early stages in the UW Colleges. Some instructors are using iPads in the classroom to enhance teaching of STEM courses. UW-Fond du Lac is piloting use of iPads in the classroom, with each faculty member having been issued an iPad in August 2012. While the institution is in the early stages of developing curriculum conducive to mobile learning, the early adopters are finding the mobile tablets to be an effective way to engage students, especially in STEM courses.
Core Component 3d. The organization’s learning resources support student learning and effective teaching.

Evidence: The organization ensures access to the resources (e.g., research laboratories, libraries, performance spaces, clinical practice sites) necessary to support learning and teaching.

Decisions made regarding facilities are informed by academic program needs. An example may be found in a planning group’s work at UW-Rock County. In a discussion considering recent renovation to classroom space at UW-Rock County Andrews Hall, the facilities planning group noted, “The Andrews classroom environment limits effective instruction: Furniture is designed for passive lecture attendance. It cannot be easily moved to configurations more conducive to group work and discussion, nor does it provide effective group workspace.”

Some campuses have undertaken major renovation projects that reveal the substantial investment their communities make in the campus infrastructure. For example, at UW-Washington County, the growing need for facilities to support collaborative efforts accelerated the building out of the third floor shell in the science building in 2008. The project received unanimous support from both the City of West Bend and from Washington County. The space includes mechanical and electrical engineering labs, three 50-60 seat classrooms, two 70-90 seat classrooms (one of which supports interactive distance education), a learning resource center, a conference room, and faculty offices. Occupancy date was January 2009. The project also included renovation and expansion of the Music area, as the former rehearsal room and piano area were inadequate. The rehearsal room was expanded, a classroom was converted to a piano lab, and Music Department offices were relocated across from the new piano lab. The total cost of the project was $2,340,843, of which Washington County contributed $1.5 million and the City of West Bend contributed $500,000. The balance of $340,843 was funded by private funds raised by the campus.

Each of the UW Colleges campuses has at least one theater, and many campuses have both a proscenium or thrust theater, and a black-box theater. These theaters are used for student musical and theater productions, as well as for professional performances, lectures, and community events. Numerous renovations or new construction for theaters has occurred since the 2003 Communication and Theatre Arts Department Review, in which it was noted that “great discrepancies exist in not only the condition of the UW Colleges theater facilities, but also in terms of how they are staffed, maintained, and the terms under which they are made available for outside users.” Earlier department reports over the previous ten years had cited the need for new facilities at UW-Fox Valley, UW-Marathon County, and UW-Richland (along with updates and renovations needed at UW-Rock County, UW-Marshfield/Wood County, and UW-Baraboo/Sauk County). The UW Colleges has added new theaters at UW-Fox Valley and UW-Marathon County. The theater at UW-Fox Valley is a 361-seat proscenium theater. The main floor seats about 240, with nearly 100 more in the balcony. Features include an orchestra pit, 4,000-square-foot stage, full fly tower, video/data projection, and audio system. A black-box theater is also part of the new facility. Though new theater facilities were provided at those campuses mentioned above, two campuses continue to need upgraded facilities, UW-Richland and UW-Washington County.

The construction project at UW-Marathon County resulted in a new Communication and Theatre Arts building, housing the campus Continuing Education office, Wisconsin Public Radio, the Wisconsin Institute for Public Policy and Service, and the campus Communication and Theatre Arts Department, along with a 365-seat theater.
In the most recent Communication and Theatre Arts Department Program Review, the provost and department chair discussed an observation in the department’s report that in some cases campuses are still in serious need of renovated or new facilities to provide students with a high quality education and a safe working environment. As an instance, the chair identified safety concerns about the lighting system at UW-Marshfield/Wood County, which the campus executive officer/dean is addressing.

Each of the 13 UW Colleges campuses also has an art gallery. These spaces are used for student displays, professional exhibits, lectures, community events, and Art classes. In 2003, UW-Marathon County constructed a new Art Building, engaged in a limited renovation of the old Art Shop, and renovated space vacated by the Art Department in South Hall. UW-Richland also has added an Art building to its facilities.

Because the UW Colleges facilities were built and are renovated at different times across the 13 campuses, there are variations among the science facilities on the campuses. All UW Colleges campuses have laboratory space for Biological Sciences, Physics, and Chemistry classes. UW-Marathon County remodeled its South Hall science labs in spring 2007, with student study areas adjacent to instructor offices. UW-Barron County completed a construction project that joins Meggers Hall (the administration building) and Ritzinger Hall (the main classroom and laboratory building). Parts of Meggers and Ritzinger halls were reconstructed, rehabilitated, or updated. The project doubled the number of science laboratories from two to four, created dedicated labs for Botany, Zoology, Physics, and Chemistry, and added a greenhouse. Science faculty offices are contiguous to the labs. A new, gently tiered lecture hall replaced a large classroom that was eliminated to create the new labs.

In 2003, UW-Sheboygan added a new 26,780-square-foot science building that currently houses six science laboratories, a 62-seat lecture hall, and a greenhouse. The previous science labs were remodeled into Smart classrooms and office space. In 2006, UW-Waukesha renovated the lower and main level classrooms, Biological Sciences labs, faculty offices, and lecture halls of Northview Hall. Campuses and academic departments are also equipping their laboratories. For example, UW-Manitowoc’s Biological Sciences and Chemistry departments combined for the purchase of eight DNA analysis kits. Several campuses have Geology and Geography labs, including UW-Marshfield/Wood County, UW-Rock County, and UW-Sheboygan.

In addition to these traditional facilities, both UW-Fox Valley and UW-Marathon County have planetariums that offer public showings. UW-Marshfield/Wood County and UW-Fond du Lac each offer arboreta that serve as educational resources, as well as a beautiful natural resource for community members to enjoy.

**Student Support Centers and Libraries**

UW-Baraboo/Sauk County is planning for construction of the Living and Learning Center that will begin along with the expansion and remodeling of the Lange Center to accommodate the new facility.

In addition to the renovations in science labs noted above, UW-Barron County’s 2005 renovations included two computer classrooms; a learning center that tripled the size of the last tutorial room; a reconfigured Student Services and business office complex to provide easy one-stop access to services; centrally located student government, newspaper, and student organization offices; new and larger restrooms; and a commons/lobby that can accommodate large group events such as student orientations and placement testing.
At UW-Sheboygan, upon the completion of the Brotz Science Building, a new partnership with Acuity Insurance garnered a $1.8 million donation for the construction of a new library and technology center in fall 2004. The county agreed to fund the balance of the $5.7 million building project. The project began in spring 2006 and was completed in June 2007.

In 2005, the UW-Marshfield/Wood County library was remodeled, resulting in more open space, additional reduction of physical barriers, increased numbers of small study areas for students, enhanced availability of technology, integration of the Academic Skills Center into the library, and the development of a multi-purpose space dedicated to teaching and learning.

There have been other, more modest renovations on UW Colleges campuses. At UW-Marinette, the campus received and invested over $36,000 in funding for classroom technology and equipment. In 2009–2010, UW-Richland received computer access funds of $30,151 to upgrade computers in the student general access computer laboratory in the library.

Though there are challenges to upgrading physical resources such as theaters, labs, and other learning resources, the campuses at the UW Colleges have a clear vision of how such development needs to take place to enhance student learning. Campus executive officers/deans have developed strong and enduring local relationships that encourage and persuade communities to invest in UW Colleges facilities.

**Evidence: The decisions that the campuses make are tied to the mission, and very clearly to education.**

The UW Colleges, in partnership with counties and cities, provides physical resources necessary to support learning, teaching and civic engagement. As is discussed in Chapter One, when UW-Madison had branch campuses, satellite locations were provided by local communities that had a strong desire to bring the resources of the university into the local community. Today, the counties and cities that partner with UW Colleges campuses are integral in planning and financing UW Colleges facilities.

There are multiple strengths in the relationships that the campuses share with their respective city and county partners. The most obvious strength is the service-based relationship itself that the campuses and local communities share with one another. The campuses provide services to the local communities, and the campuses benefit from the facilities provided. Examples of these positive relationships can be found at each campus, and in particular at UW-Baraboo/Sauk County, UW-Marathon County, and UW-Fox Valley, where significant infrastructure and facilities construction and development have occurred in recent years, leading to more community outreach and services provided by each campus. Campus executive officers/deans continue to build and maintain strong, positive relationships with their county and city partners.

Many UW Colleges campuses have established guiding principles for their facilities planning (please see the Six-Year Facilities Plans folder in the Resource Room). UW-Manitowoc provides a good example:

In fulfillment of its responsibility to the mission of the University of Wisconsin System and the select mission of the UW Colleges, the University of Wisconsin - Manitowoc is committed to providing its constituents with the tools, facilities, and services essential to high quality, competitive, and accessible freshman-sophomore university education, and to providing those facilities and services which meet the outreach and cultural enrichment needs of its community.

It is, therefore, incumbent on the University periodically and responsibly to review existing facilities, determine needed improvements, and seek financial and logistical support to bring about appropriate changes to the campus. In all such deliberations, we are guided by two balancing
concerns: one, the educational interests of our students and community; and the other, the judicious use of the limited public resources of Manitowoc County and the State of Wisconsin.

Evidence: The organization regularly assesses the effectiveness of its learning resources to support learning and teaching.

There are several levels of assessment of the different learning resources found on the 13 campuses. For example, the UW Colleges Library Council has an Assessment Web site that provides a series of data points for assessing library resources.

As outlined in other chapters, curriculum and instruction experience an array of assessments. In 2012, the UW Colleges Library Council undertook an assessment activity to gauge student information literacy skills, using Project SAILS, a standardized assessment tool developed at Kent State University. The test items are based on the Association of Colleges and Research Libraries (ACRL) Information Literacy Competency Standards for Higher Education and measure different aspects of understanding, evaluating, and using information. Test one was taken during the first four weeks of the semester and test two was taken during the last four weeks of the semester. At some campus locations, including UW-Rock County, UW-Washington County, UW-Baraboo/Sauk County, UW-Waukesha, UW-Marinette, and UW-Marathon County, instructors volunteered to have students in one or more of their classes take the tests. At others, students volunteered to take the tests as individuals, arranging with the librarian to stop by a proctored computer lab at pre-arranged times.

Though the number of students scoring at the competency level was low, some interesting trends were revealed by the study. Scores on the test improved with number of credits earned (sophomores had a higher mean score than freshmen). Students who stated they never had been taught information literacy or who were last taught it in high school scored lower than those who had experienced instructional sessions with instructors or librarians, or who had taken an information literacy class for credit. Because scores on the Project SAILS test correlate to ACT/SAT scores, the low proficiency level at the UW Colleges could be a reflection of its status as an open access institution. Figure 20 below illustrates the differences in scores between freshman and sophomore students, and the numerical distribution of responses to Test One questions.

<table>
<thead>
<tr>
<th>Test One Readiness Question</th>
<th>Test One (48% correct)</th>
<th>Test Two (48% correct)</th>
<th>Test One (56% correct)</th>
<th>Test Two (55% correct)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Librarian worked with class once</td>
<td>90</td>
<td>108</td>
<td>78</td>
<td>18</td>
</tr>
<tr>
<td>Librarian worked with class more than once</td>
<td>78</td>
<td>108</td>
<td>78</td>
<td>18</td>
</tr>
<tr>
<td>Professor taught library skills in class</td>
<td>90</td>
<td>108</td>
<td>78</td>
<td>18</td>
</tr>
<tr>
<td>Learned library skills in high school</td>
<td>90</td>
<td>108</td>
<td>78</td>
<td>18</td>
</tr>
<tr>
<td>Took course in library research</td>
<td>90</td>
<td>108</td>
<td>78</td>
<td>18</td>
</tr>
<tr>
<td>Never was taught library skills</td>
<td>90</td>
<td>108</td>
<td>78</td>
<td>18</td>
</tr>
</tbody>
</table>

Through the years, the organization has undertaken several assessment activities, including the GIANT (Graduate Information Assessment Tool) and POGIL (Problem-Oriented Group Investigation Learning) activities, which are designed to assess the effectiveness of the learning resources in supporting the educational interests of our students and community.

Figure 20. Project SAILS Findings by Class Level and by Test One Readiness Question
Results by competency level

- Scores of 70% and above were considered to be at the competency level and scores of 85% and above were considered to be at the mastery level. For test one, 9% (43 students) scored at the competency level or higher. For test two, 12% (40 students) scored at the level of competency. No students scored at the mastery level for either test.

- The mean score for test two (50.17%) was slightly higher than that for test one (49.85%).

Results by information literacy standard:

- Questions that measured knowledge about Standard Two, “The information literate student accesses needed information effectively and efficiently,” had the highest level of improvement between test one (46% average correct) and test two (49% average correct).

- Students had the most difficulty with questions that assessed Standard Five, “The information literate student understands many of the economic, legal, and social issues surrounding the use of information and accesses and uses information ethically and legally.” The mean score was 44% on that standard for test one and 43% for test two.

- Knowledge about Standards One, “The information literate student determines the nature and extent of the information needed,” and Three, “The information literate student evaluates information and its sources critically and incorporates selected information into his or her knowledge base and value system,” declined over the course of the semester.

- Students had higher mean scores for questions that supported Standards One (mean scores of 58 and 56 for tests one and two, respectively) and Three (mean scores of 56 and 52).

Members of the Library Council’s Assessment Committee shared preliminary findings with other librarians at the Library Council Professional Development Day and shared them more broadly, with faculty and other staff, at the UW Colleges Colloquium/ESFY Spring Conference in May 2012. The committee will continue to analyze results and to discuss ways to use the information gained to improve the libraries’ educational program.

Assessment of the Developmental Programs in Mathematics, and in Reading and Writing

The work of the UW Colleges Developmental Reading and Writing Coordinator has also been valuable in assessing how programs are currently meeting the needs of UW Colleges students, particularly the underprepared students that the institution’s open-access admissions policy serves. For example, a review of multiple data sources (including developmental and core English programming, of institutional research, and UW System-sponsored data) has provided the institution with an agenda for improvement for the next several years. Please see the 2011–2012 Developmental Reading and Writing Program Report.

Enrollment in Learning Support Courses

One measure of readiness for success in college is the American College Testing (ACT) admission test taken by the majority of students entering the UW System. The ACT test is actually a battery of several sub-tests in specific subject areas. For each sub-test the American College Testing Service has developed and published a benchmark based on follow-up research with prior test-takers. The benchmark indicates the minimum score that would predict student success in the first credit-bearing college-level course in a given area. For example, students earning the benchmark score of 22 or higher in the Mathematics sub-test would have a 50% chance of earning a B or higher in their first credit-bearing Mathematics course, and a 75% chance of earning a C or higher.
Figure 21 summarizes the results of ACT test takers entering the UW Colleges in the fall 2007, 2008 and 2009 semesters. These results indicate the relative level of readiness for college-level work in specific subject areas.

<table>
<thead>
<tr>
<th>Term</th>
<th>ACT Sub-test</th>
<th>Benchmark Score</th>
<th>% Meeting Benchmark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2007–2008</td>
<td>English</td>
<td>18</td>
<td>66%</td>
</tr>
<tr>
<td></td>
<td>Mathematics</td>
<td>22</td>
<td>35%</td>
</tr>
<tr>
<td></td>
<td>Reading</td>
<td>21</td>
<td>47%</td>
</tr>
<tr>
<td></td>
<td>Science</td>
<td>24</td>
<td>22%</td>
</tr>
<tr>
<td>Fall 2008–2009</td>
<td>English</td>
<td>18</td>
<td>66%</td>
</tr>
<tr>
<td></td>
<td>Mathematics</td>
<td>22</td>
<td>37%</td>
</tr>
<tr>
<td></td>
<td>Reading</td>
<td>21</td>
<td>48%</td>
</tr>
<tr>
<td></td>
<td>Science</td>
<td>24</td>
<td>23%</td>
</tr>
<tr>
<td>Fall 2009–2010</td>
<td>English</td>
<td>18</td>
<td>64%</td>
</tr>
<tr>
<td></td>
<td>Mathematics</td>
<td>22</td>
<td>36%</td>
</tr>
<tr>
<td></td>
<td>Reading</td>
<td>21</td>
<td>50%</td>
</tr>
<tr>
<td></td>
<td>Science</td>
<td>24</td>
<td>23%</td>
</tr>
</tbody>
</table>

While the data clearly show that English and reading are the two areas of the four tested in which UW Colleges students do the best, the level of performance is such that additional support is more than warranted. Equally clearly, students come to UW Colleges with even more significant support needs in the fields of Mathematics and science. Greater learning support services would be beneficial in all of these areas.

**Learning Support Programs Availability**

One significant issue facing the UW Colleges is the lack of fully developed learning support programs in the areas of reading and writing on many campuses. More than half of all UW Colleges campuses do not have reading programs, which may in part be explained by the relatively new emphasis being placed on such programs. UW-Baraboo/Sauk County, UW-Marinette, and UW-Richland offered no remedial support courses except for English 098 (Basics of Composition) in 2011–2012, although UW-Marinette plans to offer composition tutorials in fall 2012. Two campuses (UW-Marshfield/Wood County and UW-Washington County) offer only a single learning skills course. UW-Rock County has a support program for students who are enrolled in the federally funded Student Support Services TRIO program; however, as noted elsewhere in this chapter, this program is limited to students who meet certain criteria.

**Recommendation:** The Office of Academic Affairs should facilitate the efforts of the developmental reading and writing coordinator in two major areas: (1) working with campus associate deans and campus curriculum committees to communicate the importance of regularly scheduling reading courses on each campus; and (2) working with campus associate deans in developing campus developmental writing programs aligned with English Department Composition Program guidelines and best practices in assigning instructors to developmental writing courses.

**Recommendation:** Campuses may wish to consider funding course releases or stipends for English Department campus-based associate chairs, especially on larger campuses, to provide time and...
resources for working with campus developmental English programs and mentoring English Department instructional academic staff.

The English Department recently identified other challenges that are now in the process of being resolved, including alignment of the UW Colleges Online’s Basics of Composition (ENG 098) course to department standards; clarification with campuses, by way of a new set of tutorial guidelines, on the nature of the Composition Tutorial (ENG 099), and expansion of writing centers from three campuses (UW-Fox Valley, UW-Marathon County, and UW-Sheboygan) to all campuses, including professional staffing.

**Developmental Mathematics Program Assessment**

The UW Colleges developmental mathematics coordinator regularly assesses the program to determine its effectiveness in helping students achieve learning outcomes. The program assesses five criteria:

- **Criterion One:** Students will be successful in developmental math courses
- **Criterion Two:** Students will move from the developmental math program to degree credit math courses
- **Criterion Three:** Successful developmental math students will perform at least as well as other students in MAT 105 [Introduction to College Algebra]
- **Criterion Four:** Successful developmental math students are prepared for college credit courses
- **Criterion Five:** Developmental math students will achieve designated course proficiencies

In applying these criteria, the program looks carefully at student success in the developmental Mathematics courses; the percentage of students who move on to degree-credit Mathematics courses; success rates of students moving into degree-credit Mathematics from developmental Mathematics courses, in contrast to success rates for students who place directly into the degree-credit bearing courses, Introduction to College Algebra (MAT 105), Quantitative Reasoning (MAT 108), or College Algebra (MAT 110); and whether developmental Mathematics students are successful in other courses requiring numeracy skills.

Assessment of student success in College Algebra (MAT 110), and in the courses leading up it, continues to be an area of emphasis in the UW Colleges. An annual report is prepared by the developmental mathematics coordinator summarizing these efforts. Figure 22 provides an example of the assessment being done. In this chart a comparison is made between all Introduction to College Algebra (MAT 105) students and MAT 105 students with previous developmental Mathematics courses (MAT 09X).
Figure 22. Performance in College Algebra (MAT105) Based on Prior Enrollment in Developmental Mathematics

<table>
<thead>
<tr>
<th>Calendar Year</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MAT105/MAT 09x previous</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All 105 09x Success</td>
<td>3318</td>
<td>1058</td>
<td>3071</td>
<td>129</td>
<td>3289</td>
</tr>
<tr>
<td><strong>No. of Different MAT 105 Students</strong></td>
<td>3526</td>
<td>1323</td>
<td>3323</td>
<td>1468</td>
<td>3498</td>
</tr>
<tr>
<td><strong>No. of MAT105 Attempts</strong></td>
<td>1.06</td>
<td>1.26</td>
<td>1.08</td>
<td>1.3</td>
<td>1.06</td>
</tr>
<tr>
<td><strong>Average No. of Attempts</strong></td>
<td>1896</td>
<td>686</td>
<td>1838</td>
<td>765</td>
<td>2102</td>
</tr>
<tr>
<td><strong>No. of Course Successes</strong></td>
<td>53%</td>
<td>52%</td>
<td>55%</td>
<td>52%</td>
<td>60%</td>
</tr>
<tr>
<td><strong>MAT105 Success Rate (without W's)</strong></td>
<td>2.04</td>
<td>2.0</td>
<td>2.09</td>
<td>1.96</td>
<td>2.18</td>
</tr>
<tr>
<td><strong>Average MAT105 Grade</strong></td>
<td>2.26</td>
<td>2.38</td>
<td>2.32</td>
<td>2.4</td>
<td>2.35</td>
</tr>
<tr>
<td><strong>Cumulative GPA</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Note:** Success Rate reported in parentheses is computed without Withdrawals (W’s).

Some general observations regarding the trends in Introduction to College Algebra (MAT 105) student performance follow:

- Over the last five years, the numbers of students taking MAT 105, who have previously taken MAT 09X, have been steadily increasing.
- In 2010, approximately 38% of students enrolled in MAT 105 had taken MAT 09X previously, up from 33% in 2009.
- The average number of attempts by all students in MAT 105 has remained steady over the last five years at approximately 1.07 attempts per student, while the numbers of MAT 105 students, who have taken MAT 09X previously, reflect a slightly higher average of 1.3 attempts per person.
- The success rate of all MAT 105 students in 2010 was 61% (without W’s, 68%), up slightly from 59% (without W’s, 65%) in 2009.
- The success rate of MAT 105 students in 2010, who had taken MAT 09X previously, was 56% (without W’s, 64%), up from 54% (without W’s, 61%) in 2009.
- The average success rate of all MAT 105 students, since 2006, is approximately 58%, while the average success rate of MAT 105 students with MAT 09X previous is approximately 54%.
- The course withdrawal rate of all MAT 105 students in 2010 was at approximately 10%, while the course withdrawal rate of MAT 105 students with MAT 09X previous was at approximately 12%.
- The percentage of Repeat (R) grades administered in 2010 for all MAT 105 students was 3.5%, while the R grades administered to MAT 105 students with MAT 09x previous was 4.5%.
- The average grade in the course for all MAT 105 students in 2010 was 2.23, up from 2.16 in 2009.
The average grade in 2010 for all MAT 105 students, with MAT 09X previous, was at 2.02, reflecting little change from the average grade in 2009, at 2.01. Though performance of Introduction to College Algebra (MAT 105) students with MAT 09X previous is less than that of the population of all MAT 105 students, the success rates and the average grades earned by the two groups only slightly differ, indicating that the MAT 09X course is having the desired effect of raising student skill levels to a level equivalent to those students who come to the UW Colleges prepared for the MAT 105 course.

Evidence: The organization supports students, staff, and faculty in using technology effectively.

The UW Colleges offers technology support on each campus and also offers services to support learning in various disciplines. Institutional membership with ARTstor provides all instructors and students access to an online repository of thousands of works of art. Membership with the Sloan-C Consortium provides opportunities for online workshops for instructors and staff in many areas related to the use of technology and teaching. There are both Central Information Technology Services (CITS) and campus-based Information Technology (IT) services for students, faculty, staff, and administrators. In addition, Information Technology specialists also support the UW Colleges Distance Education program.

The Central Information Technology Services mission statement describes the services provided: “The Service Center is the single point of contact for all service and project requests and serves as a liaison between customers and technical support staff. The Service Center strives to ensure customer satisfaction by providing prompt, courteous and effective support for UW-Extension and UW Colleges.”

Evidence: The organization provides effective staffing and support for its learning resources.

As discussed in Chapter Three, in January 2009, Chancellor Wilson formed a UW Colleges Budget Planning Work Group and charged the group with making recommendations for handling a required institution-wide base budget reduction. Following extensive consultation and in conjunction with a number of other recommendations, the Work Group recommended that actions should be identified to achieve a $500,000 base reduction within the UW Colleges Libraries budget. The chancellor appointed a UW Colleges Library Task Force, chaired by the provost and consisting of representatives of the UW Colleges Libraries and the Office of Academic Affairs, a campus executive officer/dean, the UW Colleges Human Resources Director, a student representative, and an external member (from UW-Green Bay). The task force produced a final report in September 2009 with four recommended options. The option selected by Chancellor Wilson after a period of consultation with the institution involved a permanent reduction of library professional staff appointment levels from 100% to 83%, primarily through reduced services during winter break and summer session, as well as several other changes.

In the face of these reductions, UW Colleges Libraries professional staff continue to exercise their best effort to ensure that students, faculty, staff, and administrators have access to the resources they need to do their work. As of June 2012, the UW Colleges Libraries list 129 electronic resources, including electronic periodical databases, e-journals, online references sources, and the WorldCat database (UW Colleges Libraries List of E Resources 2012). Each campus library has access to usage statistics for all databases purchased by the UW Colleges Libraries, and the UW Colleges Library Council regularly assesses which databases are proving of use to patrons.
Campus library Web sites and the Virtual Teaching and Learning Center Web site provide links to licensed resources that are restricted to use by UW Colleges students, faculty, staff, and administrators. In the majority of cases, anyone using a computer physically located on a UW Colleges campus is allowed automatic access via Internet Protocol (IP) address. Those using the Internet from off-campus may also access these resources by using their UW Colleges username and password.

The American Library Survey 2010 provides an overview of information on UW Colleges expenditures for staffing, books, media, and electronic resources, collection numbers, total staffing by type of position (professional and support), and data on the use of library services (circulation counts, gate counts, reference questions answered, interlibrary borrowing and lending, and instructional sessions taught). The completed UW Colleges survey is shown below in Figure 23.

### Figure 23. 2010 American Library Survey

<table>
<thead>
<tr>
<th>Staff</th>
<th>FALL 2010 Number of full-time equivalents (FTEs)</th>
<th>2008</th>
<th>FY 2010 Salaries and wages (whole dollars only)</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(1)</td>
<td>(2)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Librarians</td>
<td>23.83</td>
<td>25.58</td>
<td>1,495,693</td>
<td>1,492,783</td>
</tr>
<tr>
<td>Other professional staff</td>
<td>5.50</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total librarians and other professional staff (sum items 200 and 201)</td>
<td>29.33</td>
<td>28.58</td>
<td>1,495,693</td>
<td>1,492,783</td>
</tr>
<tr>
<td>All other paid staff (except student assistants)</td>
<td>7.42</td>
<td>9.1</td>
<td>197,173</td>
<td>253,844</td>
</tr>
<tr>
<td>Students assistants from all funding sources</td>
<td>11.51</td>
<td>8.97</td>
<td>91,664</td>
<td>94,956</td>
</tr>
<tr>
<td>Total full-time equivalent (FTE) staff (sum items 202, 203, and 204)</td>
<td>48.26</td>
<td>46.65</td>
<td>1,784,530</td>
<td>1,841,583</td>
</tr>
</tbody>
</table>

Are employee fringe benefits paid from library budget? If no, select “N” and skip to item 300

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employee fringe benefits (if paid from library budget)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Expenditures**

| Total salaries and wages (from previous page) | 1,784,530 | 1,841,583 |
| **Information Resources:** | |
| One time purchases of books, serial backfiles, and other materials | 257,057 | 239,026 |
| Electronic | 11,538 | 14,633 |
| Audiovisual | 46,401 | 47,577 |
| Ongoing commitments to serial subscriptions | 163,686 | 213,000 |
| Electronic serials | 63,780 | 68,403 |

**Other Information Sources**

| Document deliver/interlibrary loan | 19,627 | 14,642 |
### Preservation

<table>
<thead>
<tr>
<th></th>
<th>0</th>
<th>0</th>
</tr>
</thead>
</table>

| Other expenditures for information resources | 0   | 0   |
|                                               |-----|-----|

### Operating Expenditures:

<table>
<thead>
<tr>
<th>Operating Expenditures</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer hardware and software (include maintenance)</td>
<td>39,832</td>
<td>54,418</td>
</tr>
<tr>
<td>Bibliographic utilities, networks, consortia</td>
<td>29,641</td>
<td>27,022</td>
</tr>
<tr>
<td>All other operating expenditures</td>
<td>31,250</td>
<td>41,055</td>
</tr>
<tr>
<td><strong>TOTAL EXPENDITURES (Sum 205, 300, 303, and 305 through 310)</strong></td>
<td><strong>2,325,623</strong></td>
<td><strong>2,430,746</strong></td>
</tr>
</tbody>
</table>

### Collections

<table>
<thead>
<tr>
<th>Collections</th>
<th>Added during the Fiscal Year</th>
<th>Held at End of Fiscal Year</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Books, serial backfiles and other paper materials (include government documents)</td>
<td>6,537</td>
<td>6,819</td>
<td>498,865</td>
</tr>
<tr>
<td>E-Books</td>
<td>64,055</td>
<td>12,659</td>
<td>312,324</td>
</tr>
<tr>
<td>Microforms</td>
<td>0</td>
<td>0</td>
<td>29,967</td>
</tr>
<tr>
<td>Audiovisual materials</td>
<td>2,686</td>
<td>2,631</td>
<td>39,765</td>
</tr>
<tr>
<td>Current serial titles</td>
<td>1</td>
<td>12</td>
<td>1,101</td>
</tr>
<tr>
<td>Electronic reference sources and aggregation services</td>
<td>26</td>
<td>10</td>
<td>118</td>
</tr>
<tr>
<td>Is the Library collection entirely electronic? (Yes/No)</td>
<td>Yes</td>
<td>No</td>
<td></td>
</tr>
</tbody>
</table>

### Services

<table>
<thead>
<tr>
<th>Information services to groups:</th>
<th>Number</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of presentations</td>
<td>540</td>
<td>582</td>
</tr>
<tr>
<td>Total attendance at all presentations</td>
<td>8,094</td>
<td>8,478</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Information services to individuals</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Reference (under 20 minutes):</td>
<td></td>
<td></td>
</tr>
<tr>
<td>In-person</td>
<td>34,039</td>
<td></td>
</tr>
<tr>
<td>Virtual</td>
<td>1,194</td>
<td></td>
</tr>
<tr>
<td>Total Reference (sum of items 511 and 512)</td>
<td>35,233</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Consultations (20 minutes or more):</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>In-person</td>
<td>1,298</td>
<td></td>
</tr>
<tr>
<td>Virtual</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Total Consultations (sum of items 514 and 515)</td>
<td>1,300</td>
<td></td>
</tr>
<tr>
<td>Total information services to individuals (sum of items 513 and 516)</td>
<td>36,533</td>
<td>57,928</td>
</tr>
</tbody>
</table>

---

**Chapter 4**
The American Library Survey also provides an overview of additional available services. New additions to the library services since the 2002–2003 UW Colleges Self-Study Report include access to library materials from Desire2Learn (D2L). Library Course Pages (LCP) are a UW Colleges-developed tool designed to provide students with access to course-specific library resources at the point of need. Every course developed in D2L has a library link on the navigational bar that connects to a Library Course Page. The content is fully customizable by the instructor and by the campus librarian.

The UW Colleges Libraries prepare a staffing matrix annually in the spring. Figure 24 below is this matrix prepared in spring 2012.

**Figure 24. Professional and Classified Library Staff in UW Colleges Campus Libraries, 2011–2012**

<table>
<thead>
<tr>
<th>Campus</th>
<th>BRB</th>
<th>BRN</th>
<th>FDL</th>
<th>FOX</th>
<th>MAN</th>
<th>MNT</th>
<th>MSF</th>
<th>MTH</th>
<th>RLN</th>
<th>RCK</th>
<th>SHB</th>
<th>WAK</th>
<th>WSH</th>
<th>LSS</th>
<th>ONL</th>
<th>Total (excludes LSS and ONL)</th>
</tr>
</thead>
<tbody>
<tr>
<td>FTE Students Spring 2012</td>
<td>446</td>
<td>388</td>
<td>510</td>
<td>1119</td>
<td>464</td>
<td>259</td>
<td>404</td>
<td>877</td>
<td>298</td>
<td>805</td>
<td>540</td>
<td>1331</td>
<td>668</td>
<td>632</td>
<td>8742</td>
<td>624</td>
</tr>
<tr>
<td>Professional Staff</td>
<td>1.66</td>
<td>1.66</td>
<td>0.83</td>
<td>1.66</td>
<td>1.00</td>
<td>1.83</td>
<td>1.66</td>
<td>1.66</td>
<td>1.00</td>
<td>1.33</td>
<td>1.66</td>
<td>1.58</td>
<td>1.66</td>
<td>2.76</td>
<td>0.25</td>
<td>21.95</td>
</tr>
<tr>
<td>Classified Staff</td>
<td>0.00</td>
<td>0.50</td>
<td>1.94</td>
<td>0.50</td>
<td>0.50</td>
<td>0.00</td>
<td>0.00</td>
<td>1.00</td>
<td>0.50</td>
<td>0.50</td>
<td>2.00</td>
<td>0.50</td>
<td>2.25</td>
<td>10.69</td>
<td>0.65</td>
<td></td>
</tr>
<tr>
<td>Total Professional/Classified Staff</td>
<td>1.66</td>
<td>2.16</td>
<td>2.77</td>
<td>2.16</td>
<td>1.50</td>
<td>1.83</td>
<td>1.66</td>
<td>2.66</td>
<td>1.50</td>
<td>1.83</td>
<td>2.16</td>
<td>3.58</td>
<td>2.16</td>
<td>5.01</td>
<td>32.64</td>
<td>2.13</td>
</tr>
<tr>
<td>FTE Students/Professional Staff</td>
<td>268</td>
<td>233</td>
<td>614</td>
<td>674</td>
<td>464</td>
<td>142</td>
<td>243</td>
<td>528</td>
<td>298</td>
<td>605</td>
<td>326</td>
<td>842</td>
<td>403</td>
<td>434.01</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FTE Students/Professional &amp; Classified Staff</td>
<td>268</td>
<td>179</td>
<td>184</td>
<td>518</td>
<td>309</td>
<td>142</td>
<td>243</td>
<td>330</td>
<td>199</td>
<td>440</td>
<td>250</td>
<td>372</td>
<td>309</td>
<td>288.03</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Limited Term Employee (LTE) Staff</td>
<td>0.22</td>
<td>0.50</td>
<td>0.10</td>
<td>0.40</td>
<td>0.20</td>
<td>0.20</td>
<td>0.50</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Updated May 12, 2012

Library hours are shown in Figure 25 below.

**Figure 25. Hours of Service at the UW Colleges Campus Libraries, 2011–2012**

<table>
<thead>
<tr>
<th>Campus</th>
<th>Hours of Service</th>
<th>Total Hours per Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>UW-Baraboo/Sauk County</td>
<td>M-R: 8am-7pm, F: 8am-5pm</td>
<td>58</td>
</tr>
<tr>
<td>UW-Barron County</td>
<td>M-R: 8am-8pm, F: 8am-5pm</td>
<td>57</td>
</tr>
<tr>
<td>UW-Fond du Lac</td>
<td>M-R: 8am-8pm, F: 8am-4:30pm</td>
<td>56.5</td>
</tr>
<tr>
<td>UW-Fox Valley</td>
<td>M-R: 8am-9pm, F: 8am-4pm, Sun 1pm-5pm</td>
<td>64</td>
</tr>
<tr>
<td>UW-Manitowoc</td>
<td>M-R: 8am-8pm, F: 8am-3pm</td>
<td>55</td>
</tr>
<tr>
<td>UW-Marinette</td>
<td>M-R: 8am-10pm, F: 8am-5pm, Sat: 11:30am-4pm, Sun: 1pm-5pm</td>
<td>73.5</td>
</tr>
<tr>
<td>UW-Marshfield/Wood County</td>
<td>M-R: 8am-6pm, F: 8am-4pm</td>
<td>48</td>
</tr>
<tr>
<td>UW-Marathon County</td>
<td>M-R: 7:45am-7:30pm, F: 7:45am-4pm, Sun: 5pm-8pm</td>
<td>58.25</td>
</tr>
<tr>
<td>UW-Rock County</td>
<td>M-R: 8am-8:30pm, F: 8am-5pm</td>
<td>59</td>
</tr>
<tr>
<td>UW-Richland</td>
<td>M-R: 8:30am-8pm, F: 8:30am-4pm, Sun: 4pm-6pm</td>
<td>55.5</td>
</tr>
<tr>
<td>UW-Sheboygan</td>
<td>M-R: 8am-9pm, F: 8am-4:30pm, Sun: 5pm-9pm</td>
<td>64.5</td>
</tr>
<tr>
<td>UW-Waukesha</td>
<td>M-R: 7:30am-10pm, F: 7:30am-5pm, Sat: 1pm-5pm, Sun: 3pm-9pm</td>
<td>77.5</td>
</tr>
</tbody>
</table>
Additionally, students enrolled in UW Colleges Online have access to everything that a student on campus has access to via the Internet and other Web-based resources. All students also have access to interlibrary loan articles and books. These materials are delivered via email (if in an electronic format) or to their place of residence (if in printed form). Scholars and students on any campus can discover the existence of an article through library databases that may not exist in full text on the home campus; however, these materials can be obtained quickly via interlibrary loan. Articles requested via FIND IT, an open URL service which best matches any citation up with full text available in other resources, can be obtained minutes after a faculty member, staff member, or student requests it. Regular channels for Interlibrary Loan only take two or three days (Electronic Resources and Online Databases).

Evidence: The organization’s systems and structures enable partnerships and innovations that enhance student learning and strengthen teaching effectiveness.

One of the unique features of the UW Colleges is that while academic departments are institution-wide and some may seem to have many members, in fact, there are sometimes only one or two faculty members from a department on any given campus. Because of this geographic dispersion, faculty and instructional academic staff members often work with colleagues from different departments who are located on the same campus. These partnerships often take the form of interdisciplinary classes.

The UW Colleges believes that students benefit from the opportunity to see the ways in which different disciplines intersect and have the opportunity to apply the content, methods and assumptions of two or more disciplines. Because of this, all students who wish to earn an Associate of Arts and Science (AAS) degree must successfully complete three credits of Interdisciplinary Studies (IS) credit. For most Interdisciplinary Studies offerings, faculty and instructional academic staff work together to create courses that enhance students’ understanding of the interdisciplinary nature of gaining knowledge. According to IP 101.01 (Interdisciplinary Studies Policy), Interdisciplinary Studies courses aim to foster appreciation of the multiple dimensions of a given subject by integrating the content, methods, and assumptions of two or more disciplines. The development plans for Interdisciplinary Studies courses are thoroughly reviewed by the relevant academic departments and the Senate Curriculum Committee. Interdisciplinary Studies courses or course combinations must have the approval of each participating academic department if the participating instructor contributes more than five percent of the total content delivered. If guest lecturers who are not UW Colleges faculty or staff are the primary means of providing the Interdisciplinary Studies component of the course, such lecturers must be approved by the appropriate academic department(s). Campus-based course schedules list any courses that carry the Interdisciplinary Studies (IS) degree designation (Campus Course Schedules).

While some courses are inherently interdisciplinary, such as American Indian Studies (AIS 101) or Introduction to Women’s Studies (WOM 101), many Interdisciplinary Studies courses are offered in formats other than that taught by one instructor. For example, a course might be structured in such a way that more than one instructor (from a different department) is present at least 20% of the class meeting time. Another format that is used frequently is that of a learning community, in which a student takes two or more courses from a designated cluster of courses, in addition to an accompanying one-credit integrating seminar in which multiple instructors are present. Sometimes a pair of
courses from two different disciplines are offered simultaneously (students may enroll in one course or the other), in class sessions for which the instructors have thoroughly integrated the syllabi and daily readings and assignments to draw upon the content, methods, and assumptions of the two disciplines.

**Chapter Four Recommendations**

**Recommendation:** The UW Colleges would benefit from having all course guides include greater specificity in listing discipline-specific learning outcomes.

**Recommendation:** The UW Colleges should make assessment of student learning results more widely available, including providing all UW Colleges instructional staff with some levels of access to the institutional Assessment Program SharePoint site and creating a dedicated Web page available to students where assessment of student learning results are presented.

**Recommendation:** The UW Colleges Office of Academic Affairs should explore and assist the campus directors of Continuing Education offices in implementing more systematic assessment of non-credit course programs.

**Recommendation:** The Assessment Program should periodically assess the success of its ongoing work in assisting academic departments with reviewing and designing department-level assessment projects that are meaningful to the department.

**Recommendation:** The Office of Academic Affairs should facilitate the efforts of the developmental reading and writing coordinator in two major areas: (1) working with campus associate deans and campus curriculum committees to communicate the importance of regularly scheduling reading courses on each campus; and (2) working with campus associate deans in developing campus developmental writing programs aligned with English Department Composition Program guidelines and best practices in assigning instructors to developmental writing courses.
Chapter 5

Criterion Four: Acquisition, Discovery, and Application of Knowledge and Effective Teaching
Criterion Four. The organization promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.

Core Component 4a. The organization demonstrates, through the actions of its board, administrators, students, faculty, and staff, that it values a life of learning.

Evidence: The board has approved and disseminated statements supporting freedom of inquiry for the organization’s students, faculty, and staff, and honors those statements in its practices.

The UW Colleges’ freedom of inquiry statement is found in the institution’s vision statement, which is prominently located on the UW Colleges Web site, in the opening section of the UW Colleges Catalog and in the Student Rights and Responsibilities handbook:

Basic to respect is the freedom of inquiry and expression — the right to be heard and the obligation to listen. Respect is mutual; it is founded on the recognition that members of the community are multi-faceted with many gifts and challenges and come from diverse cultural and socio-economic backgrounds. The campus environment should be free from intimidation and harassment. Disagreement within the community is expected to be resolved through a process of mutual respect.

A survey of academic department chairs revealed the wide range of academic activities that are supported by professional development funding and that are accepted as valuable contributions in merit and promotion and tenure reviews (2012 survey). Academic department bylaws contain statements of what is found acceptable for academic professional development and service that contribute towards personnel decisions like merit and tenure. An example of the Philosophy Department’s statement follows:

Professional growth refers to a diversity of possible contributions related primarily to the discipline of philosophy, but also related to the academic profession generally. In all events, we tend to think of professional growth as professorial growth showing developing expertise in the profession. No list of such contributions could be exhaustive, and we recognize that there is more than one type of research and more than one kind of evidence of research. Contributions to philosophy do not always take the form of publications, but the results of such efforts provide one of the more clearly defined ways of evaluating a philosophy faculty member’s ability to understand and contribute to the discipline. Certainly a faculty member gains his or her authority to teach philosophy in part from continuing activity within the field and such activity should be encouraged and rewarded. It has also become common to regard a faculty member’s attendance and participation at professional meetings, symposia and colloquia, as some indication of continuing professional growth.

Other academic department bylaws point to statements such as the Board of Regents mission to “encourage that continual and fearless sifting and winnowing by which alone the truth can be found,”
which is found prominently displayed on ceremonial plaques placed on some UW Colleges campuses and those of other UW System institutions. In addition, when queried about the academic departments’ support of academic freedom, the academic department chairs pointed out that some faculty honor the UW Colleges policy by having statements about academic freedom in their syllabi (2012 survey).

**Evidence:** The organization’s planning and pattern of financial allocation demonstrate that it values and promotes a life of learning for its students, faculty, and staff.

**Evidence:** The organization supports professional development opportunities and makes them available to all of its administrators, faculty, and staff.

UW Colleges Senate Institutional Policy 501, Criteria and General Procedures for Appointment, Retention, Tenure Progress, Tenure, and Promotion, reinforces the UW Colleges’ value for and support of professional development work, as evidenced by the second criterion for tenure, which asserts the importance of scholarly pursuits as essential for the granting of tenure:

> The individual has demonstrated evidence of professional development through any of the following: research, including research on teaching methods; professional contributions to the discipline through scholarly publication; presentations of papers at state, regional, or national meetings of professional associations; art exhibits and performances involving outside peer review; active participation in professional meetings or associations beyond attendance; or other professional contributions recognized by one’s professional peers external to the UW Colleges.

In order to support this expectation, the UW Colleges has worked to steadily increase professional development funding in the last ten years. In 2002, according to the institution’s Accountability Report, total institutional spending on professional development for the 2001–2002 academic year, using funds from all sources, was $260,735. The UW Colleges 2011–2012 Accountability Report indicated that total institutional spending on professional development for 2010–2011, using funds from all sources, was $559,000 (please see the Resource Room folder Annual Professional Development Allocation Reports for funding amounts spent annually in each UW Colleges award or grant category).

Many campus professional development budgets are supplemented by campus foundations. This is the case, for example, at UW-Marshfield/Wood County, UW-Fond du Lac, UW-Marathon County, UW-Marinette, and UW-Fox Valley.

Within each of the UW Colleges-wide initiatives (the Engaging Students in the First Year Program and the Assessment Program are examples) a professional development budget line supports initiative-specific professional development. Additionally, the provost has supported faculty and instructional academic staff professional development from discretionary funds. The Global Century Team described in Chapter Three, attendees to Scholarship of Teaching and Learning conferences, and members of a UW Colleges team sent to an American Association of Colleges and Universities conference on Inclusive Excellence, are recent examples of this type of provost-supported professional development activity.

Each UW Colleges campus executive officer/dean is allocated $1,500 in individual professional development funding.

When queried, academic department chairs identified a number of ways that each department provides resources for professional development, supports professional development activity, and makes funds available to all department members (please see 2012 survey page 6). Departments
routinely share the results of faculty and instructional academic staff professional development activity in the form of workshops or research presentations at their respective biannual meetings (as reported by the chairs of the Business and Economics, History, Mathematics, and Psychology departments). Department professional development resources also support outside speakers at department meetings and make connections with local conferences. For example, the Anthropology and Sociology Department chair noted that in spring 2012, the department’s meeting was co-hosted with the UW System Administration Office of Professional and Instructional Development (OPID) as a conference to “bring together anthropologists/sociologists from the Colleges and the BAAS [Bachelor of Applied Arts and Sciences] partner campuses to work on BAAS curricular development.” Two department members presented the keynote and the plenary address on “overlaps between their research and the [BAAS] degree’s focus and components, to illustrate our capacities in delivering the degree and the unique applications and benefits of the degree.” The Political Science Department brings guest speakers to their spring department meeting. For example, in 2012, Alfred McCoy, professor of History, UW-Madison, discussed the topic of “The Future of U.S. Global Power,” and in 2011, Kenneth Goldstein, professor of Political Science and director of the Wisconsin Advertising Project at UW-Madison, presented on “Analysis of Voting Behavior” and the “2010 Wisconsin Gubernatorial Election.”

Beyond allocated professional development resources that each academic department and campus distributes, there are a number of UW Colleges-specific competitive grants and funding opportunities for faculty and instructional academic staff. These UW Colleges institutional awards include Summer Research Grants, Grants to Increase Student Engagement; Faculty Sabbaticals; Knowledge and Skills Expansion Grants; and Chancellor’s Teaching Fellows and Scholars awards (2010–2011 Award Recipients List). UW Colleges faculty and academic staff are also eligible for UW-Extension Program Innovation Fund grants. Figure 1 below lists the number of each grant type awarded annually since 2003–2004 (sabbatical awards are shown in Chapter Three, Figure 16).

**Figure 1. UW Colleges Competitive Grants and Funding Opportunities, 2003–2004 to 2012–2013**

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Summer Research Grants</th>
<th>Kaplan Award</th>
<th>Chancellor’s Teaching Fellow</th>
<th>Chancellor’s Teaching Scholar</th>
<th>Barrington-Musolf Award</th>
<th>GISE Grant</th>
<th>KSEG Grant</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012–2013</td>
<td>3</td>
<td>2</td>
<td>1 (F5) 1 (AS 4)</td>
<td>1 (1)</td>
<td>3</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>2011–2012</td>
<td>7</td>
<td>23</td>
<td>1 (F2) 1 (AS 2)</td>
<td>1 (1)</td>
<td>6 (7)</td>
<td>6 (6)</td>
<td></td>
</tr>
<tr>
<td>2010–2011</td>
<td>11</td>
<td>23</td>
<td>2 (F8) 1 (AS 1)</td>
<td>1 (1)</td>
<td>2 (3)</td>
<td>2 (2)</td>
<td></td>
</tr>
<tr>
<td>2009–2010</td>
<td>7 (8)</td>
<td>23</td>
<td>1 (F8), (AS4)</td>
<td>1 (1)</td>
<td>2</td>
<td>3 (3)</td>
<td></td>
</tr>
<tr>
<td>2008–2009</td>
<td>7 (7)</td>
<td>23</td>
<td>1 (F6), 1 (AS 5)</td>
<td>1 (5)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2007–2008</td>
<td>1</td>
<td>1 (F6), 1 (AS 2)</td>
<td>1 (2)</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2006–2007</td>
<td>6 (20)</td>
<td>1</td>
<td>1 (F), 1 (AS)</td>
<td>1 (8)</td>
<td>6 (26)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2005–2006</td>
<td>UW-Madison 5 (10)</td>
<td>2</td>
<td>1 (F5), 1 (AS 2)</td>
<td>1 (8)</td>
<td>9 (19)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2004–2005</td>
<td>UW-Madison 5 (9)</td>
<td></td>
<td>1 (F10), 1 (AS 9)</td>
<td>5 (5)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2003–2004</td>
<td>UW-Madison 5 (11)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Key
(F) = Faculty applicants
(AS) Academic staff applicants
( ) = Estimated number of applicants in parentheses
Summer Research Grants

Summer research grants provide UW Colleges faculty members with a stipend and/or expense payments to support summer research and professional development activities. The base award is $4,000, which can be divided between stipend and expense reimbursement as appropriate. In some years, the award amount may be increased by professional development funds remaining after distribution of funds in other grant programs. The UW Colleges Summer Research Grants provide an opportunity for UW Colleges faculty to:

- Collaborate on research and professional development activities with colleagues from one or more of the 13 four-year UW System institutions or from UW-Extension,
- Collaborate on research and professional development activities with colleagues at institutions outside Wisconsin on the national or international level,
- Conduct discipline-specific research on teaching and learning, or
- Conduct research or equivalent professional development activities appropriate to their discipline.

Prior to 2006, the Summer Research Grant program was operated in cooperation with UW-Madison, when faculty received two-ninths of their annual salary for a summer research project conducted with a UW-Madison faculty member.

Grants to Increase Student Engagement (GISE-PD)

The Office of Academic Affairs supports the UW Colleges Grants to Increase Student Engagement through Professional Development (GISE-PD) program. The GISE-PD program is intended to support professional development activities that advance the Engaging Students in the First Year (ESFY) Program as set forth in institutional priorities in the Foundations of Excellence Improvement Plan. Campuses, academic departments, and individuals are invited to submit proposals each fall semester. The ultimate aims of the GISE-PD funds are to: “Develop professional abilities of faculty and staff to implement successful ESFY programs on their campus or in their department and broaden ESFY campus-based or department-based curricular and/or co-curricular programming; [and] Increase student engagement, success, and retention of first-year students on the campuses and/or in the academic disciplines.” Awards have ranged from $2,000 to $6,000 each year.

Faculty Sabbatical Program

The Board of Regents Sabbatical Guidelines provide priorities and areas of emphasis for sabbaticals. As described in UW System Administration policy, “The purpose of the faculty sabbatical program is to enable recipients to be engaged in intensive study in order to become more effective teachers and scholars and to enhance their services to the University. This privilege should be granted to faculty members on the merit of their past academic contributions” (UWSA ACPS-3.3). Sabbatical leave covers one or both semesters of the academic year. Faculty members taking a one-semester leave receive 100% of the contracted salary for that semester; faculty members taking a two-semester leave receive 65% of the contracted salary for that academic year. Since 2004–2005, 27 UW Colleges faculty members have been awarded sabbatical leaves in disciplines that include Anthropology, Art, Biological Sciences, Business, Chemistry, Economics, English, Geography, Geology, History, Mathematics, Music, Philosophy, and Sociology. Formal announcement of those faculty members receiving sabbatical awards is made annually at the December meeting of the Board of Regents.
Knowledge and Skills Expansion Grants

The Knowledge and Skill Expansion Grant (KSEG) program is designed to support professional development activities that enhance the knowledge or skills of faculty members and instructional and non-instructional academic staff in areas of institutional need. This program recognizes that educational needs change over time and that existing faculty and staff may be the best people to address those changing needs, but may need some additional training or education. The goals of these professional development funds are to, “Increase the ability of the UW Colleges to meet changing educational needs within our communities with existing faculty and staff” and to, “More fully utilize the potential of faculty and staff and develop their careers within the institution.”

Chancellor’s Teaching Fellow and Chancellor’s Scholar Programs

The Chancellor’s Teaching Fellow Program and Chancellor’s Scholar Program support faculty or instructional academic staff members who are interested in pursuing a Scholarship of Teaching and Learning (SoTL) project. Two alternates are chosen from among the UW Colleges faculty and instructional academic staff applicants to the UW System-sponsored Wisconsin Teaching Fellows and Scholars Program. The Chancellor’s Teaching Fellow and the Chancellor’s Teaching Scholar receive a $1,500 award each and participate in UW System’s Faculty College Program held each summer at UW-Richland.

Program Innovation Fund

UW-Extension makes available Program Innovation Fund Grants for collaborative ventures between UW Colleges and UW-Extension units. One interesting example of a Program Innovation Fund Grant, “Wisconsin Geologic Record: A Community-based Interactive Web Archive Description,” involved collaborative partners from UW Colleges, UW-Extension, and UW-Madison and provided an interactive online experience for those interested in the geological history and resources of the state of Wisconsin to “foster increased interaction between geologists, students, and the public via geologic data sharing” (please see Descriptions of Program Innovation Fund Grants).

Other Awards

UW Colleges awards for Student Services staff, and Arthur M. Kaplan Awards distributed to faculty and academic staff members by campuses for excellence in service to students, are also awarded (Kaplan awards are typically $500 each). The Barrington-Musolf Award, established by two emeritus professors, honors a publication by a faculty member each year. Additionally, being a part of the UW System provides a number of opportunities for UW Colleges faculty and instructional academic staff. Past opportunities have included the following:

- UW System Institute on Race and Ethnicity Campus Reading Seminars
- UW System Lesson Study Grants
- UW System Office of Professional and Instructional Development (OPID) Conference Development Grants
- UW System Office of Professional and Instructional Development (OPID) Undergraduate Teaching and Learning Grants
- UW System Curricular Re-Design Grants

These programs were replaced in 2011–2012 by the Growth Agenda for Wisconsin Grants Program, as discussed in Chapter Four.
Life-Long Learning

Individual UW Colleges campuses offer a broad range of exciting and intellectually stimulating opportunities for the campus community. These take the form of lunch-time “Brown Bag” discussions; lecture and fine arts series; student-led symposia, performances, and displays; and opportunities for faculty and staff members to teach in off-site settings.

Brown Bags

Eleven of 13 UW Colleges campuses have identified offering “Brown Bag” discussions or presentations in which campus personnel and often the community is invited to participate. The following examples illustrate the range of topics covered in recent years:

- At UW-Baraboo/Sauk County, the campus has discussed research of faculty members and hosted informal presentations on the UW-River Falls “Experience Scotland: Wisconsin in Scotland” study abroad program that is open to all UW System institutions’ students, faculty, and staff.
- UW-Fond du Lac has offered panel discussions on campus-selected Engaging Students in the First Year (ESFY) Program’s common themes, a host of topics of interest to students (including veterans’ issues, aesthetics, body images, and organ donation), and reading circles sponsored by the UW Colleges Virtual Teaching and Learning Center.
- UW-Manitowoc hosted a teach-in on global warming in 2009.
- UW-Richland offers brown-bag lectures sponsored by the campus Diversity Committee, and over the course of two years offered discussions on "Etiquette in Chinese Culture," "Race and Education," Women in Literature," and "Native Mascots".
- UW-Rock County has offered an array of campus-personnel-specific workshops on "Dealing with Problem Students," "Grants and Professional Development Funds," and "Preparing Faculty Activity Reports" that assist faculty and staff members with work-related tasks; at the same time, the campus has also offered community lectures on topics such as "Nine Stories about J. D. Salinger," "Pottery and Settlements in the Prehistoric Northern Mississippi Valley," and "Lincoln, Slavery, and the Jeffersonian Dilemma".

Each campus sponsors discussions or panels annually on Constitution Day (Campus Brown Bags Survey).

Lecture Series

Ten of the 13 campuses surveyed in 2011–2012 in preparation for this self-study report identified offering programming through formal Fine Arts and Lecture series, with two campuses offering more informal lecture series. For example, UW-Baraboo/Sauk County has offered a themed lecture series on topics such as “Human Health and Sustainable Nutrition” and “Environmental Issues.” UW-Fox Valley offers the “Scholars Series” every year on campus to bring in regional and national speakers on a broad spectrum of topics in the liberal arts, and in 2011–2012 included programming on Duke Ellington, Climate Change, the Ethics of Sportfishing, and Local Foods. UW-Sheboygan offers a lecture series based on the campus common reading, comprised of three faculty lectures per semester, with the instructors each taking a disciplinary approach to the topic addressed by the common reading. Both UW-Manitowoc and UW-Waukesha offer similarly formalized lecture opportunities for faculty and instructional academic staff members (Fall 2011 Calendar).

Student Symposia, Performances, Other Campus Opportunities

UW Colleges campuses also demonstrate support for a life of learning for students, faculty, staff, and administrators through the numerous opportunities for teaching and learning that the
The institution recognizes the achievements of its constituencies in several important ways. In the most public way, the annual accomplishments of faculty and staff are publicized at the annual UW Colleges Fall Convocation, a gathering in late August of all UW Colleges faculty, staff, and administrators (UW Colleges 2010–2011 Institutional Accomplishment Listings). This document recognizes faculty and instructional academic staff publications, presentations, or other professional and creative achievements. At Convocation, the chancellor presents the most distinguished awards available in the UW Colleges in the opening session. These are the UW Colleges Chancellor’s Awards for Excellence in Teaching for faculty and instructional academic staff, and the faculty recipient of the Barrington-Musolf Faculty Research Award for outstanding faculty research publication. A full list of chancellor’s awards is available on the Chancellor’s Web site. The awards are described in UW Colleges Senate Institutional Policy 406, UW Colleges Chancellor’s Awards for Excellence in Teaching.

From 2007 through 2011, the UW Colleges distributed funds allocated annually by the UW System Administration to each University of Wisconsin System institution in support of recruitment and retention of faculty members. These funds were first added to the UW Colleges base allocation in 2007–2008. Recruitment and Retention Fund monies were distributed annually in 2007–2008, 2008–2009, 2009–2010, and 2010–2011 and are designed to be awarded to faculty members who are likely to be or, are being, recruited by another institution, and whose departure would pose a significant loss to the institution. Increases in base pay rate awarded through UW Colleges units varied by year. In the academic year 2007–2008, the allocation of funds was based upon merit ratings; specifically, to those faculty members performing at the “Exceptionally Meritorious” or “Highly Meritorious” ratings in the academic year 2006–2007. In the academic years 2008–2009, 2009–2010, and 2010–2011, distribution of the funds was determined by UW Colleges academic department, campus, vice chancellors, and chancellor recommendations. On average, about 50 UW Colleges faculty members have received UW System Recruitment and Retention funding each year.

**Student Scholarships**

One way that the UW Colleges demonstrates that it values a life of learning and that it publicly acknowledges the achievements of students in acquiring, discovering, and applying knowledge is in the form of scholarship funding available to students. Over the last ten years in particular, the institution has steadily increased the amount of funding for student scholarships. As spreadsheets in the Resource Room demonstrate (UW Colleges Campus Scholarship Totals), total funding provided to UW Colleges students in the form of scholarship funding has increased from $403,721 awarded to 533 students, to $641,793 awarded to 628 students, as summarized in Figure 2 below.
Figure 2. Growth of Student Scholarships

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>$ Awarded</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>2003–2004</td>
<td>$403,721.50</td>
<td>533</td>
</tr>
<tr>
<td>2004–2005</td>
<td>$441,916.00</td>
<td>555</td>
</tr>
<tr>
<td>2005–2006</td>
<td>$565,037.55</td>
<td>619</td>
</tr>
<tr>
<td>2006–2007</td>
<td>$588,835.00</td>
<td>580</td>
</tr>
<tr>
<td>2007–2008</td>
<td>$641,557.00</td>
<td>608</td>
</tr>
<tr>
<td>2008–2009</td>
<td>$691,190.00</td>
<td>628</td>
</tr>
<tr>
<td>2009–2010</td>
<td>$619,927.00</td>
<td>589</td>
</tr>
<tr>
<td>2010–2011</td>
<td>$624,049.00</td>
<td>588</td>
</tr>
<tr>
<td>2011–2012</td>
<td>$641,793.00</td>
<td>628</td>
</tr>
</tbody>
</table>

Achievement Recognition for Students

On both the campus and academic department levels, student excellence in acquiring, discovering, and applying knowledge is recognized in several ways. For example, at several campuses, students receive achievement awards or department distinction awards in disciplinary areas (cited by the History, Mathematics, Philosophy, Anthropology and Sociology, Psychology, and Art departments in response to a survey distributed in preparation for this self-study report). Specific departments have additional ways to recognize student achievements that are disciplinarily appropriate. For example, distribution of the August Derleth Creative Writing award is managed by the English Department and annual student art exhibits are managed by the Art Department (please see 2012 Survey, page 3).

Recognition of Undergraduate Research

Although the UW Colleges mission does not emphasize research as an institutional goal, the institution supports intellectual inquiry for faculty, students, and staff in numerous ways. Undergraduate student research is showcased through UW Colleges students' participation in the annual UW System “Posters in the Rotunda: A Celebration of Undergraduate Research” each spring at the Wisconsin State Capitol in Madison. Students share their work with a state-wide audience that includes state legislators, UW System Administration, UW System institutions’ senior administrators, and state residents. The event typically includes over 100 undergraduate researchers from across the UW System institutions, including 15 to 20 students from UW Colleges (Resource Room, Posters in the Rotunda Folder). In addition, UW-Waukesha holds an annual spring event, the Student Research Symposium, that showcases faculty-student research, and UW-Richland holds an annual symposium showcasing research conducted by alumni students at their transfer institutions.

Evidence: The organization and its units use scholarship and research to stimulate organizational and educational improvements.

In addition to the use of data collected and prepared by the Institutional Research Office on the assessment of student learning (discussed in Chapter Four), UW Colleges regularly supports scholarship and research that leads to pedagogical and other academic improvements. The foremost example of this support is found in the Virtual Teaching and Learning Center, which was established in 2011, and draws on, disseminates, and supports scholarship and research to support improvements in teaching and learning through workshops, podcasts, whitepapers, showcases, and grants (as is also described briefly in Chapter Three). For example, the UW Colleges Virtual Teaching and Learning Center provides a series of “White Papers” on topics such as inclusive pedagogy, cognitive
development, and online teaching and learning; all of these documents are drawn from national, published research. The UW Colleges Showcase invites institutional experts—winners of teaching awards, writers of peer-reviewed research articles—to share their expertise once per semester. A central resource site introduces new instructors to UW Colleges-specific resources and information on teaching fundamentals. Online workshops and reading circles invite UW Colleges faculty and instructional academic staff members to engage with best practices that offer multiple opportunities to read about, think about, and discuss strategies for improving teaching and learning.

A survey of academic department chairs conducted in preparation for this self-study report provides examples of how departments and programs draw from scholarship, research, and creative practice to improve their work in the classroom. New course development is an excellent example. In the Anthropology and Sociology Department, two courses approved in the last several years, Food, Culture and Identity (ANT 150), and Global Social Problems (SOC 205), were inspired by trends in the respective disciplines. In the Business and Economics Department, inclusion of new international accounting standards was identified as important to new developments in the curriculum. The Art Department chair indicated that faculty professional development is often filtered into the curriculum; for example, faculty have taken courses in digital media to inform their teaching of Digital Imaging and Design (ART 216), and faculty participating in residencies and workshops in printmaking have used what they learned to inform their teaching of printmaking techniques and theory. Also, a faculty member’s creative expertise in glass-making has led to the creation of two new courses in glass design, Glass Form and Design (ART 235), and Intermediate Glass Form and Design (ART 236).

Scholarship of Teaching and Learning projects are another way that scholarship and research stimulate educational improvement on the individual classroom level and the program level. For example, the 2006–2007 Numeracy Project engaged Mathematics and Chemistry faculty in an improved pedagogy project. As the principal investigators indicated, the project focused “on improving the teaching and learning of math-based science concepts in introductory chemistry courses.” Initially, a group of UW Colleges chemists and mathematicians met to discuss key “global math concepts” that the chemists wished for their students to have as a beginner’s knowledge of prior to, and a solid working knowledge of after, their Chemistry courses. The mathematicians shared their insights on these concepts by discussing and modeling the teaching of various mathematics-based science concepts. As a result of this exchange, faculty prepared for the 2006–2007 academic year reflecting on new approaches to use in introductory Chemistry courses. During the 2006–2007 academic year, instructors implemented new approaches, collected data to assess the impact of these approaches, and reflected on results. As a result of this multi-year project, in 2007, the project managers hosted the “Best Practices in Science, Math, and Engineering Teaching Conference” at UW-Baraboo/Sauk County. This conference gave individuals and teams working within the Numeracy Project—Phase II, as well as external participants, an opportunity to come together to discuss successes and challenges in the teaching and learning of mathematical and scientific concepts.
Core Component 4b. The organization demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.

Evidence: The organization integrates general education into all of its undergraduate degree programs through curricular and experiential offerings intentionally created to develop the attitudes and skills requisite for a life of learning in a diverse society.

UW Colleges Associate of Arts and Science Degree Policy

The requirements and overview of the Associate of Arts and Science (AAS) degree are established within UW Colleges Senate Policy, Institutional Policy 101, Associate of Arts and Science Degree. The UW Colleges places general education at the foundation of its academic program, in keeping with its two-year, liberal arts transfer mission. The UW Colleges Associate of Arts and Science degree follows a model of breadth coverage in several areas:

A. Fine Arts and Humanities
   Students must acquire knowledge of ideas, beliefs, and abiding concerns pertaining to the human condition as represented in literature, philosophy and cultural history. They must acquire a level of aesthetic appreciation of the human imagination as expressed in the fine arts, and appreciation of the impact of the arts upon the quality and character of human life.

B. Mathematical and Natural Sciences
   Students must know of the nature and workings of the physical universe. They must understand scientific method, the functions of numerical data and the solving of problems through mathematical and statistical computations, as well as the application of the scientific method in laboratory and experimental work. For this, an appropriate level of computer literacy is required. Students must also be aware of environmental conditions and challenges, the interrelationships of life forms and ecosystems, and the impact of human activities upon natural environments.

C. Social Sciences
   Students must understand the nature and dynamics of human social systems and how and why people organize their lives and resources. In doing so, students will learn about both their own and diverse cultures to acquire a historical perspective on long-term characteristics and consequences of social change and an informed understanding of the variety of human conditions and the interrelationships of nations, regions, peoples and individuals.

D. Application and Performance
   Students must demonstrate an understanding of concepts, theory and knowledge through the application of their skills and understanding to specific problems and activities.

E. Ethnic Studies
   Students must become aware of and sensitive to diversity issues and problems. Courses fulfilling this requirement will have a substantial emphasis on cultural diversity issues within the United States and examine these issues from at least one of the following perspectives: African American, Hispanic/Latino, Asian American, and American Indian topics.

F. Interdisciplinary Studies
   Students must acquire an appreciation for the multiple dimensions of any given subject by applying the content, methods and assumptions of two or more disciplines. Students will learn to
integrate knowledge from across the curriculum. A course is an interdisciplinary studies course if instructors from two or more disciplines teach the course.

In addition, students must complete minimum core requirements in English and Mathematics.

The UW Colleges Associate of Arts and Science degree’s general education curriculum aligns with the most common requirements at the other UW System institutions, where approximately 40% of UW Colleges students transfer each year. All of the areas, as noted above, are intended to help students cultivate proficiency across areas of intellectual inquiry.

As the descriptions above also demonstrate, each of the four breadth requirements is intended to introduce students to content studies, methods of study, and the history of inquiry in the set of related fields that make up the degree requirements. Additionally, three degree designations fulfill requirements for the degree: Application and Performance, Ethnic Studies (a degree requirement mandated by the Board of Regents for all University of Wisconsin System institutions), and Interdisciplinary Studies. These degree designations may be fulfilled through courses offered by a wide variety of departments. For example, the Application and Performance designation is offered in courses that vary from Art, to Music, to Business, to Engineering. The Ethnic Studies designation may be fulfilled by courses offered in such disciplines as American Indian Studies, Art, Communication, Geography, History, English, Music, Philosophy, Psychology, Religious Studies, Sociology, Women’s Studies, and World Languages. The Interdisciplinary Studies designation is offered by an array of departments and disciplines, including English, Music, Philosophy, Religious Studies, and Women’s Studies. Each of these designations represents opportunities for curricular innovation that many faculty members have availed themselves of over the past ten years. Academic department program reviews list the courses through which each degree designation may be fulfilled.

**Recommendation:** As the UW Colleges approaches a possible revision of its Associate of Arts and Science degree, it should consider how diversity and inclusion can be more fully integrated into the curriculum.

**Certificate Programs**

Two kinds of certificate programs are available in the UW Colleges, as defined by Senate Institutional Policy 103, UW Colleges Certificate Program, which states, “A ‘credit certificate program’ consists of a cluster of credit courses that are part of the regular curriculum offered at a UW Colleges campus.” Four credit certificates are available: the Business Certificate, the Environmental Studies Certificate, the International Studies Certificate, and the Women’s Studies Certificate. Figure 3 lists the number of certificates in each of the four certificate programs through the 2011–2012 academic year.

<table>
<thead>
<tr>
<th>Description</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Certificate</td>
<td>116</td>
</tr>
<tr>
<td>Environmental Studies Certificate</td>
<td>4</td>
</tr>
<tr>
<td>International Studies Certificate</td>
<td>14</td>
</tr>
<tr>
<td>Women’s Studies Certificate</td>
<td>8</td>
</tr>
<tr>
<td><strong>Total Certificates Awarded</strong></td>
<td><strong>142</strong></td>
</tr>
</tbody>
</table>

**Associate of Arts and Science Emphases**
In April 2008, the UW Colleges Senate developed an institutional policy to guide creation of the Associate of Arts and Science degree with Emphasis (IP 101.05). The first in a series of emphasis programs were approved in the 2009–2010 academic year; since then, 26 emphases have been approved. An initial purpose of the emphases was to encourage students to continue into their second year with the UW Colleges by adding an opportunity to supplement the coursework completed for the UW Colleges Associate of Arts and Science degree with greater specificity and depth. Additionally, the emphases were initiated to increase the coherence of the Associate of Arts and Science degree. To date, 11 emphases are available to students UW Colleges-wide and 15 emphases are available at some of the campuses, dependent upon staffing, curricular array, and other factors that influence the availability of courses. The UW Colleges 2012–2017 Strategic Plan includes the goal of increasing transferability of the emphases (Associate of Arts and Science with Emphasis Website). Figure 4 shows the number Associate of Arts and Science degree emphases awarded in the UW Colleges to date.

**Figure 4. – AAS Degree Emphases Awarded to Date**

<table>
<thead>
<tr>
<th>Description</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emphasis in Anthropology Awarded</td>
<td>5</td>
</tr>
<tr>
<td>Emphasis in Biological Sciences Awarded</td>
<td>15</td>
</tr>
<tr>
<td>Emphasis in Business Awarded</td>
<td>15</td>
</tr>
<tr>
<td>Emphasis in Chemistry Awarded</td>
<td>3</td>
</tr>
<tr>
<td>Emphasis in Computer Science Awarded</td>
<td>2</td>
</tr>
<tr>
<td>Emphasis in Communication Arts Awarded</td>
<td>2</td>
</tr>
<tr>
<td>Emphasis in Engineering Awarded</td>
<td>2</td>
</tr>
<tr>
<td>Emphasis in Geoscience Awarded</td>
<td>2</td>
</tr>
<tr>
<td>Emphasis in History Awarded</td>
<td>7</td>
</tr>
<tr>
<td>Emphasis in Health Science Awarded</td>
<td>6</td>
</tr>
<tr>
<td>Emphasis in Literature Awarded</td>
<td>2</td>
</tr>
<tr>
<td>Emphasis in Mathematics Awarded</td>
<td>7</td>
</tr>
<tr>
<td>Emphasis in Music Awarded</td>
<td>1</td>
</tr>
<tr>
<td>Emphasis in Philosophy Awarded</td>
<td>4</td>
</tr>
<tr>
<td>Emphasis in Political Science Awarded</td>
<td>7</td>
</tr>
<tr>
<td>Emphasis in Pre-Nursing Awarded</td>
<td>7</td>
</tr>
<tr>
<td>Emphasis in Psychology Awarded</td>
<td>10</td>
</tr>
<tr>
<td>Emphasis in Sociology Awarded</td>
<td>5</td>
</tr>
<tr>
<td>Emphasis in Theatre Arts Awarded</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total Emphases Awarded</strong></td>
<td><strong>104</strong></td>
</tr>
</tbody>
</table>

**Global Learning**

In the context of the UW System Administration’s anticipated revision of UW System standards for an Associate of Arts and Science degree, the UW Colleges Office of Academic Affairs anticipates the Senate’s undertaking a review of the requirements for the UW Colleges Associate of Arts and Science degree in the coming decade. In 2010–2011, the UW Colleges was one of 30 institutions to take part in the American Association of Colleges and Universities’ “General Education for a Global Century,” which concluded with a summer institute. The Global Century Project provided opportunities for a review of Associate of Arts and Science degree requirements, as outlined in the team’s observations and recommendations presented in a final report to the provost, in which it was noted that revision of general education should include, “Tying of social responsibility/civic engagement with global learning.” The
team gathered information from the institute that “most presenting institutions incorporated global learning into curriculum through reforms of general education core transitioning to outcomes-based, integrative learning.” This and other observations tied to recommendations for proceeding with an institutional re-evaluation of the UW Colleges Associate of Arts and Science degree requirements: “The chancellor should consider making the review of the Associate of Arts and Science degree (in the context of the B.A.A.S. degree) one of the goals of Colleges strategic planning process. We should consider the following questions: How are we preparing Wisconsin students to be global citizens in the 21st century? What are we missing in our current Associate of Arts and Science degree program?” (Please see a summary of the team’s recommendations in an October 24, 2011 email sent by the provost to the institution, General Education for a Global Century Project.)

Evidence: The organization regularly reviews the relationship between its mission and values and the effectiveness of its general education.

Academic Department Program Reviews

The academic department program review process, which rotates among the three academic divisions (Social Sciences, Mathematical and Natural Sciences, and Fine Arts and Humanities) every three years, provides a structured opportunity for academic departments to review the currency, relevance, and appropriateness of its curriculum, the curriculum’s relationship to a variety of contexts (institutional or statewide initiatives, specific campus needs, trends in the field), and the staffing needs based on that curriculum as it evolves to meet the needs of the institution (Academic Department Program Review Process, 2008).

Academic departments produce a self-study that documents the department’s examination of a number of areas: staffing of particular courses, curricular array at the department and campus level, facilities and financial needs, the ways in which the department courses fit with co-curricular opportunities on campuses, diversity infusion and array in the curriculum, and how the department’s curriculum advances institutional initiatives (e.g., Inclusive Excellence and service-learning), and provides a systematic mechanism through a shared template to establish goals for the department for the next three years (please see the Resource Room folder, Academic Department Program Reviews).

Evidence: The organization demonstrates the linkages between curricular and cocurricular activities that support inquiry, practice, creativity, and social responsibility.

Engaging Students in the First Year Program

The UW Colleges Engaging Students in the First Year (ESFY) Program is an excellent example of one of the institution’s intentional efforts to develop infrastructure to achieve a seamless, integrated curricular/co-curricular experience for first-year students, as evidenced by the program’s mission:

The University of Wisconsin Colleges’ first year of college experience will focus on first year students as they make the transition from their high school or post high school experiences to the college experience. This intentional, comprehensive curricular and co-curricular initiative will promote an understanding and appreciation of liberal education, and will assist students with developing strategies and attitudes that will maximize academic success. It will familiarize students with campus resources and how to use them, foster the development of positive relationships between and among students, faculty, staff, and administrators, and prepare students to become life-long learners, responsible citizens and leaders. (ESFY Mission and Goals)
This mission is supported by both co-curricular and curricular elements. A one-credit First-Year Seminar course, Lecture Forum 100 (LEC 100) annually serves one-third of UW Colleges first-year students. As the course guide notes:

The First-Year Seminar will help students develop a sense of responsibility for their own education and learning, introduce students to the skills necessary for academic and life success, provide students with an understanding of their membership in an academic community, instill in students an appreciation for a liberal arts education and a joy for learning, and develop a capacity for self-reflection and improvement. Because these achievements are best realized within an intellectually substantive context, each seminar instructor will incorporate a subject of inquiry of his or her choice for students to explore as they develop strategies for academic success.

Each First-Year Seminar course is sponsored by an academic department, contains a core academic element in the form of a subject of inquiry, and is approved by the Senate Curriculum Committee and the provost on the basis of fulfilling three learning outcomes, as mandated by Senate Institutional Policy 106.01, LEC 100 First-Year Seminar Policy:

- Goal #1: To promote active learning as well as student involvement and responsibility in the learning process
- Goal #2: To assist students in the development of life management skills
- Goal #3: To engage students on the campus

In addition, development of First-Year Seminar courses is guided by the following explanation of the common core goals of the First-Year Seminar, which may be found on the ESFY Program’s Web site:

1. To promote active learning as well as student involvement and responsibility in the learning process. This goal should be achieved through:
   - Having students participate in one-to-one and small-group, writing, reading, speaking, and note-taking activities
   - Making students aware of learning support services on campus and encouraging their use as needed
   - Encouraging students to participate in study groups
   - Assisting students with learning how to learn
   - Teaching problem-solving and critical thinking strategies

2. To assist students in the development of life management skills. This goal should be achieved by having students learn:
   - Goal setting, priority setting, time management skills (with emphasis on balancing college, work, and family demands)
   - The value of information literacy: reading, listening, library, and note-taking skills (with an infusion of technology/computer/Internet skills)
   - Respect for divergent ideas, backgrounds, and people
   - The importance of personal wellness and alcohol/drug awareness

3. To engage students on the campus. This goal should be achieved by:
   - Providing opportunities for collective student experiences
   - Providing opportunities for common reading participation
   - Promoting student attendance and involvement in special campus events and co-curricular activities
   - Encouraging involvement in campus committees, clubs, and societies
In addition to overseeing the First-Year Seminar, the ESFY Program engages students in other curricular and co-curricular activities that foster student, and institutional, success. The five goals outlined for the program focus intentionally on cultivating the relationship between curricular and co-curricular strategies for helping students develop as thinkers and learners:

- **Goal 1**, “Promote an Understanding and Appreciation of Liberal Education,” emphasizes students’ intellectual and academic development
- **Goal 2**, “Engage Students in Academic Pursuits,” encourages UW Colleges faculty and staff to offer enriching campus and department-based activities, such as learning communities, interdisciplinary courses, and study-abroad opportunities, setting high expectations for students
- **Goal 3**, “Engage Students on the Campus,” advises faculty and staff on creating campus-based co-curricular activities that will help students integrate into campus life
- **Goal 4**, “Engage Students in the Community,” similarly encourages student engagement in the broader community in the form of service-learning, internships, and campus-community partnerships
- **Goal 5**, “Provide Students with the Skills Necessary for Academic and Life Success,” recognizes that students’ academic and extra-academic needs are complementary and parallel, and that part of the UW Colleges’ institutional and instructional responsibilities include attending to multiple aspects of students’ development

Assessment of the ESFY Program is discussed Chapter Four.

**Performance Opportunities**

UW Colleges campuses also offer students a rich array of courses in the disciplines of Music, Art, and Theatre Arts, with accompanying opportunities to participate in creative productions and displays. For example, all campuses offer musical performances through concert choir, band, and vocal ensembles; annual theater productions and occasionally musical theater productions; and a variety of opportunities to display the results of students’ work created in Art courses. An overview of the number of annual opportunities by campus is shown in Figure 5.

**Figure 5. 2012 Survey of Theatre Arts, Music, and Art Opportunities**

<table>
<thead>
<tr>
<th>Campus</th>
<th>Theatre Arts (per year)</th>
<th>Music</th>
<th>Art Displays</th>
</tr>
</thead>
<tbody>
<tr>
<td>UW-Baraboo/Sauk County</td>
<td>4</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>UW-Barron County</td>
<td>4</td>
<td>8</td>
<td>2</td>
</tr>
<tr>
<td>UW-Fond du Lac</td>
<td>DNR</td>
<td>8</td>
<td>6</td>
</tr>
<tr>
<td>UW-Fox Valley</td>
<td>3</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>UW-Manitowoc</td>
<td>4</td>
<td>12</td>
<td>3</td>
</tr>
<tr>
<td>UW-Marathon County</td>
<td>3</td>
<td>10</td>
<td>7</td>
</tr>
<tr>
<td>UW-Marinette</td>
<td>4</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>UW-Marshfield/Wood County</td>
<td>5</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>UW-Richland</td>
<td>2</td>
<td>2</td>
<td>DNR</td>
</tr>
<tr>
<td>UW-Rock County</td>
<td>2.5</td>
<td>12</td>
<td>2</td>
</tr>
<tr>
<td>UW-Sheboygan</td>
<td>2</td>
<td>2</td>
<td>DNR</td>
</tr>
<tr>
<td>UW-Washington County</td>
<td>4</td>
<td>14</td>
<td>2</td>
</tr>
<tr>
<td>UW-Waukesha</td>
<td>3</td>
<td>10</td>
<td>4</td>
</tr>
<tr>
<td><strong>Average Number of Opportunities</strong></td>
<td><strong>3.375</strong></td>
<td><strong>7.46</strong></td>
<td><strong>3.09</strong></td>
</tr>
</tbody>
</table>
Evidence: Learning outcomes document that graduates have gained the skills and knowledge they need to function in diverse local, national, and global societies.

Evidence: Learning outcomes demonstrate effective preparation for continued learning.

As is also described in Chapter Four, the UW Colleges Assessment Program operates on multiple levels: institutional (general education), departmental (discipline-specific) and campus. Of these, student learning outcomes are assessed at both the institutional level and the departmental level. As the Assessment Program Web site “Structure and Vocabulary” page outlines, the language used at these two levels differs. General education assessment refers primarily to the four areas of proficiency (or learning outcomes) identified in the Senate curricular policy defining the Associate of Arts and Science degree, which are Analytical Skills, Communication Skills, Quantitative Skills, and Aesthetic Skills. Discipline-specific assessment measures learning objectives or learning outcomes that are identified by academic departments.

At the institutional level, proficiencies have corresponding performance indicators and rubrics that measure the performance indicators. These were first developed in 2003, and have been reviewed and refined on an ongoing basis since then. Significant work by faculty across the disciplines has accomplished this. Specifically, faculty serving as department assessment coordinators identified the skills valued by classroom instructors, and rubrics were generated for use across disciplines and departments. The proficiencies grouped under Analytical Skills, for example, measure students’ abilities to interpret and synthesize information and ideas; analyze and evaluate arguments; construct an argument in support of a conclusion; select and apply scientific and other appropriate methodologies; integrate knowledge and experience to arrive at creative solutions; gather and assess information from printed sources, electronic sources, and observation; and construct and support hypotheses.

Department-level assessment of student learning focuses on discipline-specific, knowledge-based learning outcomes, in addition to certain skills that transfer across courses in the discipline, as identified by department members. Department learning outcomes are developed by faculty and instructional academic staff members in the discipline being assessed, and reflect the disciplinary knowledge and values that those instructors bring to their classrooms and to the institution. Additionally, department learning outcomes measure core or foundational knowledge needed for further study in a degree program. A few examples illustrating department-level assessment are shown in Figure 6.

**Figure 6. Examples of Academic Department or Discipline-specific Learning Outcomes**

<table>
<thead>
<tr>
<th>Anthropology: After taking any course in Anthropology, students will:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Possess a basic understanding of the complexity of social institutions/social systems within a given context</td>
</tr>
<tr>
<td>• Possess a basic understanding of the complexity of kinship organization within the family</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Art (2008–2009 learning outcomes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Use of markmaking</td>
</tr>
<tr>
<td>• Use of texture</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Geography and Geology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students taking a course in the department will demonstrate an ability to read, analyze, and interpret maps with content appropriate to the course</td>
</tr>
</tbody>
</table>
History
Can a student use specific evidence to support an historical argument (appropriate for the course)?
Can a student recognize and demonstrate an understanding of basic chronology (appropriate for the course), and the interrelatedness of historical events (such as continuity, change, and causation)?

Political Science
How race, class and gender impact politics and government

Women’s Studies
After taking any course in Women’s Studies students will be able to recognize and explain one feminist theory

Psychology
• After taking any course in the Psychology or Education department, a student will be able to interpret data presented in graphical form
• After taking any course in the Psychology or Education department, a student will be able to identify the direction and magnitude of the relationship between variables from graphical presentation
• After taking a Psychology course, students will be able to identify different major theoretical orientations important to Psychology (humanistic, behavioral, cognitive, biological, and psychoanalytic)
• After taking a Psychology course, students will be able to apply their knowledge of theoretical orientations to understand how individuals of different orientations would approach psychological concepts
• After taking an Education course, students will be able to interpret and synthesize relevant material pertaining to diversity issues in educational research, specifically relating to the achievement gap
• Given a set of data, a student who has taken a course in Psychology will be able to accurately calculate the mean, median, mode, and range

While most academic departments have identified discipline-specific learning outcomes, a few have chosen to use the institutional assessment outcomes as their department-level assessments, as well (for example, the Analytical, Aesthetic, Communication, or Quantitative proficiencies). This can present challenges for some departments that are still developing an understanding of strategies for using assessment in a purposeful way. An example of this kind of challenge may be found in the Music Department’s 2010–2011 Assessment Report, in which the department assessment coordinator indicated that, “there has been interest in assessing music ensembles; however, they do not fit into the institutional assessment program at this time. [. . .] I will continue to encourage assessment of music ensembles, and I plan on expanding this to help separate the institutional and department assessment processes” (see 2010–2011 Department Assessment Report).

Recommendation: Academic departments that do not currently measure distinct learning outcomes for institutional and departmental levels of assessment should consider working with the institutional assessment coordinator and the Senate Assessment Committee on ways to identify discipline-specific learning outcomes/objectives.

In 2009–2010, the UW Colleges’ responses to its structural deficit and the state-imposed budget reductions to the UW System included a one-time lapse in the annual allocation of assessment funds to academic department budgets. Most departments apply the funds to their two-day spring department meetings, conducted face-to-face. The lapses interrupted some departments’ assessment planning. After the one-time, one-year lapse in department-based assessment funds, departments resumed the components of spring department meetings associated with assessment discussions.
Core Component 4c. The organization assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.

The UW Colleges’ academic curriculum and academic program are assessed in a number of ways to determine their usefulness to students who will live and work in a global, diverse, and technological society. As discussed above and in Chapter Four, the assessment of student learning occurs on multiple levels. Five approaches at several institutional levels will serve to illustrate the UW Colleges’ commitment to assessing its curriculum’s usefulness in preparing students for the global, diverse, and technological advances of the 21st-century: the Academic Department Program Review process; the curricular change process guided by Senate policy; the work of a chancellor-appointed 2006 Commission on Enhancing the Mission of the UW Colleges; co-curricular opportunities for students; and annual curricular reports produced the Institutional Research Office.

Evidence: Regular academic program reviews include attention to currency and relevance of courses and programs.

Evidence: In keeping with its mission, learning goals and outcomes include skills and professional competence essential to a diverse workforce.

Evidence: Learning outcomes document that graduates have gained the skills and knowledge they need to function in diverse local, national, and global societies.

Academic Department Program Review

Every three years, academic department chairs, with the support of their curriculum or other department committees, conduct an extensive analysis of their curricular offerings as part of the Academic Department Program Review process. At the end of the process, the department chair meets with the provost to discuss the department’s findings. The provost routinely requests that the department chair debrief with department members about this meeting.

The last section of the review’s self-study template asks departments to carefully consider changes in the discipline as well as statewide or institutional contexts that shape the curriculum:

*Department in Context of Campus and Community*

- a) Are there special goals and emphases at individual campuses that impact the manner in which the department curriculum is offered? Please be specific.
- b) In what modes does the department deliver its curriculum on and off campuses? How does this impact course offerings and staffing?

1. Department in a Statewide Context
   - a) Does the department contribute curriculum to collaborations with K-12, WTCS [Wisconsin Technical College System], UW System campuses? How does this impact course offerings and staffing?
   - 2. Analysis of Likely Changes and Department’s Ability to Meet Change
a) What are upcoming changes in the discipline or at other UW System institutions that might impact the curriculum? What new opportunities and directions are open for the department to meet the changing environment for learning and teaching?
b) What changes in the curriculum will the department consider?

In following this template, Academic Department Program Review documents demonstrate that the institution actively reviews the relevance and currency of its offerings, as individual departments review curriculum to determine how it matches developments in the field and the needs of students, and as the department chair discusses these findings with the provost. For example, the Women’s Studies Program used its 2009–2010 Academic Department Program Review to support a new faculty member in pursuing development of an Introduction to Queer Studies course, reflecting disciplinary movement that emphasizes sexual orientation and gender identity as areas of increasing scholarly interest. The World Languages Department in its 2009–2010 Academic Department Program Review noted that, “A second change, reflecting the changing demography in the state, is to create a course specifically designed to meet the needs of Heritage Speakers of Spanish. Such a course could be fruitfully joined with an English composition course or a developmental English course to create a Learning Community.”

Another example is found in the Chemistry Department’s 2010–2011 Academic Department Program Review. Their attention to currency and relevance of curriculum is found in this reflection on the development of the new Bachelor of Arts and Sciences (BAAS) degree-completion program:

The Department will consider changes needed for our new BAAS degree. For example, we hope to be involved in the development of 300- and 400-level courses for the Global Studies and other requirements of the BAAS degree that relate to the natural sciences. We will also consider greater involvement with the international studies program, especially the exchange of scholars and students with China, headed by Tim Urbonya [Director of International Education]. In addition, we will consider a two-semester freshman majors sequence to meet the needs of our majors, minors, and those entering the allied health field. Finally, we will consider a UWEC BSN [UW-Eau Claire Bachelor of Science in Nursing] program that might become available in Wausau and possibly other linkages between UWC [UW Colleges] campuses and BSN programs.

The UW Colleges is confident that the academic department program review process allows the institution to carefully consider the relevance and currency of academic program offerings.

**Senate Policy Guiding Curriculum Review Processes**

Senate Institutional Policy #101.02, Curriculum Guidelines, guides the processes by which the UW Colleges academic curriculum is reviewed: 1) annual curriculum planning; 2) biannual academic department reviews; and 3) campus and academic department five-year audits.

Faculty representatives of each academic department are charged with preparing and reviewing the “Curriculum and Staffing Plan” from each campus for the following academic year. This process requires the oversight of each campus curriculum committee and the academic departments. The academic department ensures the appropriateness of the course offerings within its discipline; the campus committee ensures the campus is providing a wide-range of courses that allow students to meet the requirements of the Associate of Arts and Science degree within a two-year period. Both reviews include careful consideration of degree requirements fulfilled by the courses and their scheduling by semester.
The Senate Curriculum Committee does not play a role in approving individual campus course schedules. However, to assist campuses in meeting the demands of providing a relevant and diverse curriculum, the Senate Curriculum Committee is charged with reviewing new course offerings, curricular changes, and course modifications in keeping with the requirements of Associate of Arts and Science degree. As an example, campuses must provide adequate course offerings carrying the Interdisciplinary Studies (IS) degree designation. Many times this is accomplished by modifying an existing course to include content from other disciplines. These modifications require approval from the campus, participating academic departments, the Senate Curriculum Committee, and the provost and vice chancellor for academic affairs. The Senate Curriculum Committee consists of members from each major academic division (Fine Arts and Humanities, Mathematics and Natural Sciences, and Social Sciences), and the registrar. Divisional representation provides a diverse view that helps to provide feedback and improvement for new course proposals. This rigorous review process ensures that students benefit from well-designed interdisciplinary courses.

**Biannual Academic Department Review of UW Colleges Catalog**

Academic departments review the UW Colleges Catalog course descriptions as part of the biannual catalog revision process led by the Office of Academic Affairs. If a department deems a change in UW Colleges Catalog course descriptions or other curricular elements of a course is necessary, or if a course should be removed from the catalog, the department proceeds with the Senate-mandated process for requesting curricular changes through the Senate Curriculum Committee.

**Campus and Department Five-Year Audit**

Senate Institutional Policy 101.02 also directs that campuses and academic departments review their curricular offerings as part of a five-year audit and review cycle to “determine whether the department or UW Colleges course offerings are adequate in terms of both number and frequency to permit students to earn the Associate of Arts and Science degree and/or complete necessary pre-professional requirements in a two-year period.” The policy also directs that, “In addition, the departmental review shall examine the transfer status of each course to UW baccalaureate institutions. Furthermore, the review, through the examination of syllabi, shall evaluate departmental offerings across UW Colleges with respect to consistency with the catalog description and consistency with Associate of Arts and Science breadth category and specific requirement designations.” The policy has been superseded in part by the practice of reviewing courses for the biannual catalog revision, in the annual review cycle for the curriculum and staffing process, and in the academic department program review cycle. The more comprehensive features of such reviews as described in the policy could be restored.

**Recommendation:** The Senate should consider review of Institutional Policy 101.02, Curriculum Guidelines, to match policy with practice in the biannual catalog revision, in the annual review cycle with the curriculum and staffing process, and in the academic department program review.

The Senate Curriculum Committee must review any proposed changes to the UW Colleges Catalog’s courses. The core requirements of the Associate of Arts and Science degree ensure that the institution’s curriculum planning places relevance and currency at the forefront. Campus curriculum planning is intended to fulfill this purpose on an annual basis. The review processes described above ensure that the participants involved in curricular planning regularly assess how effectively these goals are being met. In particular, academic department program reviews and the biannual revision of the UW Colleges Catalog maintain the relevancy of courses. Again, the regular review of course transferability by department and campus curriculum committees, by the Senate Curriculum Committee.
Committee, and by the registrar ensure that the institution monitors and adopts new initiatives, and meets the evolving standards and expectations of higher education.

On the campus and academic department levels, curricular review processes vary in assessing programming to meet disciplinary or community needs (for campus responses to a survey conducted for this self-study report regarding curricular review processes, please see the Resource Room document, Campus Curriculum Assessments). The curriculum review process outlined above is an essential part of assessing whether the curricular offerings are indeed meeting the needs of students, campuses and campus communities, and the institution. As UW-Barron County’s curriculum committee chair noted:

Committee members review the proposed curriculum for every department line by line, as one person put it “in excruciating detail” to be certain that what is proposed is actually meeting the needs of the campus. The committee looks very carefully to make sure that there are an adequate number of courses and sections of all degree requirements for the Associate of Arts and Science Degree. In addition the committee considers the needs of such students as nursing, wildlife, music, and education majors, who may not be getting the Associate of Arts and Science Degree, to assure that the necessary courses are available.

Additionally, under the Integrated Enrollment Management (IEM) model fully implemented in July 2011, campus associate deans and campus curriculum committees are even more attentive to a curriculum review process that is data-informed. Several campuses have created a systematic approach to guide their curricular planning. For example, the UW-Fond du Lac and UW-Marinette campuses developed principles that use data to guide and inform class scheduling and evaluating curriculum (Principles of IEM). These principles include reviewing transfer, patterns of interest, past schedules, and student demand as part of the process of curriculum planning.

Academic departments also review curriculum for currency through several mechanisms. First, academic department chairs and curriculum committees regularly review new curriculum proposals prepared by department members. Each academic department curriculum committee is responsible for both reviewing new curriculum proposals that are initiated by individual faculty members and potentially initiating new course proposals or modifications to existing courses as curricular needs emerge. Some departments have also completed specific projects evaluating their courses for transfer, such as the Anthropology and Sociology Department, as the department chair notes: “over the past 2+ years, the department Curriculum Committee and I (along with other department volunteers) have worked directly with our counterpart departments at the comprehensives to better-transfer 70 of our courses, with another 12 still being negotiated. That has forced a close examination of the content/focus of each course and whether it serves students well as they transfer into the minor or major.”

Additionally, at their twice-annual face-to-face meetings, academic departments review and discuss curricular needs, problems, concerns, or new developments. For example, the World Languages department notes in its 2009–2010 Academic Department Program Review that, “Our department continues to seek growth and development by creating new courses. One course, Chinese Civilization (HU), was recently proposed and gained approval from the Senate Committee. In addition, a LEC 100 [First-Year Seminar] for World Language Students was created and successfully implemented. Additional courses in the planning stages include Introducción a las Culturas Españolas and Spanish for Spanish Speakers.”
Evidence: Curricular evaluation involves alumni, employers, and other external constituents who understand the relationships among the courses of study, the currency of the curriculum, and the utility of the knowledge and skills gained.

The UW Colleges makes use of external constituencies to evaluate the relevance of its curriculum and to inform decision-making about its work. In 2006, Chancellor David Wilson appointed a Blue Ribbon Commission on Enhancing the Mission of the UW Colleges, chaired by two business leaders, the late Roger Axtell, former executive with the Parker Pen Company and Regent Emeritus of the Board of Regents, and John B. Torinus, Jr., chief executive officer of Serigraph Inc., West Bend. The commission’s work focused on seven questions:

- How can the Colleges better serve the needs of adult, place-bound students in their local communities, and around the state?
- Should the Colleges continue to serve primarily as freshman-sophomore campuses (gateways) to the UW System? What should be the relationship between the Colleges and the Comprehensives and Doctoral Institutions?
- How can the Colleges capitalize on their uniqueness—local access, small class sizes, and academically nurturing environments, to offer more degree opportunities to its students?
- Should the Colleges be approved to offer selective baccalaureate degrees, either in collaboration with other UW comprehensive campuses, or otherwise, in areas that meet local demand of place-bound students and where the faculty expertise exists to do so? In essence, should we expand our degree/program offerings, and if so, in which areas and at what level(s) (AA, BS, BA, certificates, institutes, etc.)?
- Is a collaborative university center concept a model that would serve our local citizens well? If so, at which campus locations might the University Center model be most effective?
- How can the relationship between UW-Extension and the UW Colleges add value to the citizens of the State of Wisconsin?
- What is the Colleges’ relationship to the Wisconsin Technical Colleges? What should that relationship be?

The commission’s final report served the important function of outlining, from the perspective of UW Colleges external constituents, a proposed vision and direction for the institution (Enhancing the Mission of the UW Colleges Report).

The committee’s recommendations included maintaining the maximum access (in particular, through low tuition rates) that the UW Colleges campuses provide; encouraging additional collaborative degree programs to provide place-bound students with the maximum opportunities for earning baccalaureate degrees in their communities; encouraging more flexibility in developing campus programs that match the needs of their communities; and investing significant funds in marketing efforts to more effectively communicate to constituencies what the institution offers. Other recommendations focused on securing an influx of funds to support the institution’s work; and the development of a “Wisconsin Accord,” or, as the report states: “Wisconsin needs to make a self-funding investment in the state’s higher education system to create capacity ensuring that all residents who desire a higher education have an opportunity to receive a higher education. The Commission calls for ‘The Wisconsin Accord’ to make it possible for every deserving person in the state to pursue higher education.”

Several important outcomes of the commission’s work resulted, including the proposed Bachelor of Applied Arts and Sciences degree-completion program and a multi-year tuition freeze approved...
by the Board of Regents that brought UW Colleges tuition in line with that of Wisconsin Technical College System institutions.

External constituencies are represented by the UW Colleges Board of Visitors, which is convened and consulted regularly by the chancellor and other Madison-based members of the UW Colleges administration.

On the campus level, engagement with communities is strong in many areas, including engagement about the curriculum. Examples of robust engagement of the community in curricular decisions include UW-Baraboo/Sauk County and UW-Manitowoc. UW-Baraboo/Sauk County’s Community Advisory Board, as the campus executive officer/dean notes, “is made up of appointed community members from a variety of business, health, and community areas. They are used as an advisory board two-three times a year to provide input on a variety of areas including new degree offerings, new curricular foci, and continuing education and outreach. The format used is one of discussion.” Similarly, the former UW-Manitowoc associate dean stated that, when pursuing state approval for a Certified Nursing Assistant (CNA) course, the campus worked “with the clinical sites (off-campus) to make sure that the experiential learning components were within the State regulations.”

Additionally, UW-Marinette has been working with Marinette Marine Corporation since 2007, filling a need for shipbuilding designers. The partnership started when the UW-Marinette campus executive officer/dean visited Marinette Marine Corporation to inquire about their need for bachelor’s-degree engineers. As a result, in 2007, UW-Marinette developed a classroom Continuing Education course called Applications of Modern Shipbuilding Design for Marinette Marine. The National Shipbuilding Research Program awarded grant funding to develop the curriculum. In 2008, UW-Marinette developed four additional classes in specific disciplines, including structure, electrical, piping and HVAC, and design for production, offering all five courses, now in a certificate program, to the entire industry, online. This package of courses made UW-Marinette the first institution in North America to offer fast-track, distance-delivered courses in a full certificate program in modern shipbuilding design. In 2011–2012, UW-Marinette again teamed up with Marinette Marine for the development of a new Shipyard Orientation Program course, again National Shipbuilding Research Program-funded, fully online, in a 24/7, on-demand, instructorless platform. The concept for this course was to create a 3D virtual shipyard coupled with a shipyard orientation curriculum. The virtual, 3D yard addresses the industry need for a standardized, cross-discipline orientation program that is both cost-effective and shipyard neutral.

UW-Rock County’s engagement with other institutions is very strong. The campus administration, faculty, and staff have worked with other institutions of higher education, including Blackhawk Technical College, UW-Oshkosh, UW-Whitewater, and UW-Platteville, to develop engineering and education partnerships. Another example of working closely with community employers and leaders on curricular development is UW-Marathon County’s “Business Roundtable” event, which invites community leaders to share their thoughts on workforce needs with a team of campus leaders. In 2011–2012, UW-Marathon County entered into collaboration with UW-Madison School of Medicine and Public Health to bring a Physician’s Assistant Program to Wausau.

In all such collaborations, the level and degree of engagement varies by campus and community. UW Colleges campuses actively seek to meet the needs of local communities by asking for their participation in advisory boards, by sponsoring roundtable events, by consulting with area businesses, healthcare enterprises and other institutions of higher education, and many other means. Many campuses also rely on their foundation boards for advice and guidance.

**Recommendation:** UW Colleges should consider inviting campuses to share best practices with one another for engaging external constituencies in discussions of institutional effectiveness.
Evidence: The organization provides curricular and cocurricular opportunities that promote social responsibility.

Curricular Offerings

Many UW Colleges curricular offerings provide the opportunity for students to learn about social responsibility. Disciplines such as Sociology, Women's Studies, American Indian Studies, and Education regularly offer courses focusing on this important theme. In Sociology, these include Contemporary Social Problems (SOC 130), Global Social Problems (SOC 205), and Sociology of Race and Ethnicity (SOC 234). In the Women’s Studies Program, these include Introduction to Women’s Studies (WOM 101), Sex, Power, and Public Policy (WOM 231), and Sociological Perspectives on Gender (WOM/SOC 238). In American Indian Studies, courses in Multicultural Business (AIS/BUS 227) and American Indian Studies (AIS 101), and in Education, Education in a Pluralistic Society (EDU 220) and Women and Education (EDU/WOM 265) are representative of courses in which understanding social responsibility is important.

UW Colleges student responses to the Community College Survey of Student Engagement (CCSSE) shown in Figure 7 indicate slow but steady improvement in student growth in “understanding people of other racial and ethnic backgrounds” and “contributing to the welfare of [their] community” attributable to experiences gained in the UW Colleges, from 2005 to 2011.

<table>
<thead>
<tr>
<th>Q12. How much has YOUR EXPERIENCE AT THIS COLLEGE contributed to your knowledge, skills, and personal development in the following areas?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 = very little</td>
</tr>
<tr>
<td>2011</td>
</tr>
<tr>
<td>k. Understanding people of other racial and ethnic backgrounds</td>
</tr>
<tr>
<td>m. Contributing to the welfare of your community</td>
</tr>
<tr>
<td>2008</td>
</tr>
<tr>
<td>k. Understanding people of other racial and ethnic backgrounds</td>
</tr>
<tr>
<td>m. Contributing to the welfare of your community</td>
</tr>
<tr>
<td>2005</td>
</tr>
<tr>
<td>k. Understanding people of other racial and ethnic backgrounds</td>
</tr>
<tr>
<td>m. Contributing to the welfare of your community</td>
</tr>
</tbody>
</table>

The UW Colleges, like each of the UW System institutions, continues to implement Inclusive Excellence, a UW System-wide effort in diversity and inclusion that places student excellence in academic and co-curricular experiences at the center of the university’s work. The work is implicitly grounded in each member of the university community’s acceptance of social responsibility at all levels of the institution. Inclusive Excellence expands upon the work of previous UW System-wide diversity initiatives such as Plan 2008, seeking to move beyond the limits of any one office or program while building upon the good work of all related offices and programs. (For more information about Inclusive Excellence, please see Chapter Four and the Office of Academic Affairs newsletter, Academic Matters – Volume 11, No. 2).
Service Learning in the UW Colleges

Service-Learning courses, another avenue by which students are offered opportunities to learn about social responsibility, are available across the curriculum. Service-learning is practiced in several ways. Some courses indicate a service-learning component in the course description. Other courses have a service-learning component embedded in the course. Many UW Colleges campuses have received multi-year AmeriCorps*VISTA member positions to build the campus capacity to coordinate and support service-learning activities. According to a spring 2010 Service-Learning Report, 22% of the 54 faculty who responded to the survey indicated that they had taught a “course with a service-learning option during the spring semester.” The instructors who participated in offering service-learning components in their courses represented a wide array of disciplines, as demonstrated in Figure 8.

Figure 8. Spring 2010 Service-Learning Opportunities Offered by Academic Departments

In addition, these instructors worked with a wide variety of organizations:

- Appleton School District
- Menasha School District
- UW-Fox Valley TRIO program
- Appleton East High School
- City of Richland Center and County of Richland
- Goodwill/VITA (Volunteer Income Tax Assistance)
- Maplewood Middle School
- Salvation Army Fox Cities
- Habitat for Humanity
- Maplewood Middle School
- Marinette Middle School
- AfterSchool Inc.
The following is a partial list of courses and campus activities in which service-learning occurs:

- **Special Topics (BUS 297).** Service Learning: Individual Income Tax Concepts and Volunteer Income Tax Assistance (VITA). This course incorporates instruction on current basic tax laws and procedures with a service-learning experience to apply current basic tax rules. The service-learning component is participation in the Volunteer Income Tax Assistance (VITA) program coordinated by the Internal Revenue Service and the Wisconsin Department of Revenue.

- **World Language Service-Learning (LEC 115).** To apply, practice and improve language skills and cultural awareness in a real world, practical context while concurrently providing service to the local community.

- **Fundamentals of Music (MUS 170).** This course is designed to acquaint the student with the fundamentals of music through experiences with the keyboard, rhythm instruments, singing, listening, and note reading. It is required for some elementary education majors and open to the general student. UW-Washington County has a service-learning component of this course, of a Kindergarten concert at the end of the semester, followed by a class discussion of the concert.

- **Psychology of Childhood and Adolescence (PSY 360).** At UW-Rock County, the class works with K-8 students in Janesville and Beloit school districts and several community organizations.

- **UW-Marinette faculty and students** have been participating in service-learning projects with the Marinette School District since 2008. The goal of the Service-Learning Program at UW-Marinette is to ensure that middle school and high school students have the skills, knowledge, and desire to pursue post-secondary education.

UW Colleges has approached growing the capacity for service-learning in the UW Colleges systematically and incrementally, in keeping with how funding is built into the institutional budget for new initiatives. The first UW Colleges Service-Learning Coordinator was appointed in 2007–2008 to provide oversight to and support for service-learning across the institution. The position was filled by faculty members in each academic year through 2010–2011. In 2011–2012, funding for the position was re-allocated on a one-time basis to support an increase in course release time for another institutional initiative led by a faculty member. The position has been filled for 2012–2013. For a six-year period, UW Colleges administrative offices in Madison benefited from the work of two AmeriCorps*VISTA statewide members who coordinated the efforts of UW Colleges campus-based VISTA members, who in turn built the capacity of several campuses to sustain service-learning courses beyond the terms of their volunteer service. As the UW Colleges seeks to increase the number and variety of High Impact Practices in its curriculum in accordance with the institutional strategic plan, funding can follow these foundational activities.

The institution has committed to supporting the development of service-learning courses as part of the UW Colleges Strategic Plan (2012–2017). The operational plan in Goal 2, section 2.3 states one of the goals is to, “Increase the number of students engaged in service learning activities on the campus and in the community.”

**Student Organizations**

Student organizations and student clubs engage in fundraising for various community organizations. UW-Fond du Lac students have engaged with Habitat for Humanity projects in their community and globally. Other campuses have also participated in multi-year projects with Habitat for Humanity, with consecutive annual trips to help in the rebuilding of housing in New Orleans. At UW-Fox Valley, two service-oriented clubs have performed community projects for Habitat for Humanity, the Salvation Army, and a juvenile diabetes research foundation walk for a cure, and have gathered personal care items for local shelters. Two of UW-Marshfield/Wood County’s student organizations
have engaged in service outreach. Students Opposing Acts of Prejudice works to raise awareness regarding acts of prejudice and provide a safe environment for victims of discrimination to voice concerns and promote healthy relationships between people of all backgrounds. Similarly, the Gender Equality Alliance provides women and allies the opportunity to make friends and contributes to the overall campus climate while discussing issues specific to women. The group has also collected donations for the local women’s shelter.

Core Component 4d. The organization provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

As an institution of higher education that takes pride in its academically rigorous standards and association with the world-renowned University of Wisconsin System, the UW Colleges takes responsible use of knowledge very seriously and has many structures in place throughout the institution to ensure that all constituencies demonstrate integrity and ethical behavior in their work. Many disciplines address ethics in ways appropriate to their fields; others directly address questions about using sources in appropriate ways. The shared governance structures ensure careful review and approval of research projects with human subjects, and the institution provides resources for faculty, staff, and students about copyright and fair use of published work through the work of the UW Colleges Copyright Advisory Committee, described on the Understanding Copyright Web site. The UW Colleges Libraries play a role here, as well, by providing classes that promote information literacy and teach students critical thinking and problem-solving skills related to sound research practices.

Evidence: The organization’s academic and student support programs contribute to the development of student skills and attitudes fundamental to responsible use of knowledge.

A spring 2012 survey of UW Colleges academic department chairs conducted as part of the present self-study revealed that responsible use of knowledge is a fundamental part of many disciplines, also evidenced in the UW Colleges Catalog course descriptions. For example, the Business and Economics Department offers Business Ethics (BUS PHI 242 Business Ethics) and the Anthropology and Sociology Department addresses the topic of research ethics within the curriculum. The Introduction to Public Speaking (COM 103) course in the Communication and Theatre Arts Department includes a unit of study on ethics, and the Philosophy Department offers Biomedical Ethics (PHI 248), as well as Ethics (PHI 241). The Art Department chair observed the following regarding the responsible use of knowledge:

Throughout the UW Colleges Art Department, campuses, faculty, and students are deeply engrossed in efforts to support lifelong student skills that directly require the application of art based skills and long term art based life decision making. These include student outreach art clubs, volunteerism, civic engagement, art based activism projects on local and state levels, mentoring, and advisement. Through the course of these efforts the faculty and students demonstrate how their actions and decisions pedagogically influence the student, campus, and community with positive artistic contribution.

The Political Science Department takes as one of its departmental foci the topic of “scientific inquiry as it relates to social science and problems associated with generalizing research. We also examine
the ways in which social science research can be misinterpreted and the dangers associated with this,” while the Music Department chair identified, “Issues of academic credibility and avoidance of academic misconduct” as part of the curriculum its department members offer.

**Evidence: The organization follows explicit policies and procedures to ensure ethical conduct in its research and instructional activities.**

**Evidence: The organization provides effective oversight and support services to ensure the integrity of research and practice conducted by its faculty and students.**

**Institutional Review Board**

Until 2008, the UW Colleges Institutional Review Board (IRB) was known as the Senate Research Review Committee. That group’s work was governed by former UW Colleges Institutional policies 404 (Guidelines for Preparation of Protocols for Review by the Institutional Review Board) and 404.01 (Protocol Forms for Review by the Institutional Review Board.) In 2008, the Senate Steering Committee sought representatives for an Institutional Review Board Working Group that was then appointed by the provost and vice chancellor for academic affairs to review UW Colleges’ Institutional Review Board policies and forms, and to make recommendations about the structure and procedures of the Institutional Review Board. The changes responded to aspects of UW Colleges Senate policy that were out of compliance with federal regulations and also sought to accommodate an increasing number of Scholarship of Teaching and Learning (SoTL) project proposals.

The IRB Working Group Final Report and Executive Summary was submitted to the provost in June 2010 ([IRB Working Group Final Report, June 2010](#)). Recommendations centered on committee restructuring, training for committee members and researchers, the creation of a UW Colleges IRB coordinator position, and the creation of the IRB Web site. A number of the recommendations have been enacted. The new UW Colleges Administrative Policy 15, Guidelines for Action by the Institutional Review Board, now governs the review of research, allowing the Institutional Review Board to be more nimble and responsive to policy changes at the federal level.

In spring 2012, the first UW Colleges IRB Coordinator was appointed to a position compensated by one course release per academic year and a summer stipend, and supported by professional development funding. Research proposals continue to be reviewed by the UW Colleges Institutional Review Board, which is appointed by the Senate Steering Committee. Shared governance continues to be observed; the Senate appoints faculty committee members to IRB annually and an ex-officio member of the Office of Academic Affairs serves, as well. Revised IRB forms outline key terms to make the application and review process clearer to researchers.

A Web site for the [Institutional Review Board](#) was developed to facilitate dissemination of relevant information. The UW Colleges IRB recommends that investigators complete “ethical research with human subjects” training; it is expected that this will soon become a requirement rather than a recommendation.

The UW Colleges IRB has met with increasing frequency as the number of proposals submitted has increased. It now meets monthly during the academic year. The number of proposals reviewed by the IRB has grown since the 2002–2003 self-study report:

- 23 proposals in 2006–2007
- 34 proposals in 2007–2008
- 61 proposals in 2008–2009
- 64 proposals in 2009–2010
- 71 proposals in 2010–2011
- 70 proposals in 2011–2012

For students in the classroom, the consequences of ethical misconduct are spelled out in the Student Rights and Responsibilities Handbook. The first two sections present UW System Administration Policy 14, the policy on Academic Misconduct:

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

The consequences of academic dishonesty are identified clearly in the above quoted document. IP 104, Course and Instructional Policies, outlines the required components of instructors’ syllabi. It does not include a requirement that instructors reference the consequences of academic dishonesty.

**Recommendation:** The UW Colleges Senate should consider updating IP 104, Course and Instructional Policies, to require a statement in course syllabi regarding academic dishonesty policies.

**Evidence:** The organization creates, disseminates, and enforces clear policies on practices involving intellectual property rights.

The UW Colleges has a three-pronged approach to assigning, respecting, and understanding copyright that covers multiple aspects of intellectual property rights.

First, UW Colleges Administrative Policy 53, Copyright Policy, provides an overview of the institutional values, background, and principles that underlie the UW Colleges position on copyright and fair use of others' intellectual property. In the policy, the institution affirms its commitment to ethics and integrity in a statement of values:

The University of Wisconsin Colleges recognizes and respects intellectual property rights. As part of our mission to maintain the highest standards for ethical conduct, we are committed to fulfilling our legal obligations with respect to the use and ownership of copyright-protected works. We are equally committed to preserving fair use of copyright-protected works, balancing the interests of ownership and access.

Second, the institution has a UW Colleges Copyright Advisory Committee with representatives from across the institution: members include representatives from the UW Colleges Libraries, Senate, Central Information Technology Services, UW Colleges Online, the Office of Academic Affairs, an academic department chair, and two at-large members. The committee is responsible for the following:

- Providing assistance and policy advice to faculty, students, and staff of the UW Colleges concerning both the use and creation of copyrighted materials
- Conducting an ongoing review of applicable policies and procedures
Making recommendations to the provost regarding implementation of the UW Colleges Copyright Policy (UWCAP 53)

Third, the institution has a comprehensive Web site on Understanding Copyright that provides a basic overview of copyright law and how it governs a variety of different sources, provides links to additional resources, and offers specific information to guide faculty, staff, and students in their use of materials.

Chapter Five Recommendations

**Recommendation:** As the UW Colleges approaches a possible revision of its Associate of Arts and Science degree, it should consider how diversity and inclusion can be more fully integrated into the curriculum.

**Recommendation:** Academic departments that do not currently measure distinct learning outcomes for institutional and departmental levels of assessment should consider working with the institutional assessment coordinator and the Senate Assessment Committee on ways to identify discipline-specific learning outcomes/objectives.

**Recommendation:** The Senate should consider review of Institutional Policy 101.02, Curriculum Guidelines, to match policy with practice in the biannual catalog revision, in the annual review cycle with the curriculum and staffing process, and in the academic department program review.

**Recommendation:** UW Colleges should consider inviting campuses to share best practices with one another for engaging external constituencies in discussions of institutional effectiveness.

**Recommendation:** The UW Colleges Senate should consider updating IP 104, Course and Instructional Policies, to require a statement in course syllabi regarding academic dishonesty policies.
Chapter 6

Criterion Five: Engagement and Service
Criterion Five. As called for by its mission, the organization identifies its constituencies and serves them in ways both value.

Core Component 5a. The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.

Evidence: The organization’s commitments are shaped by its mission and its capacity to support those commitments.

The UW Colleges meets the needs of a variety of constituencies as demonstrated by an array of evidence showing that “the organization’s commitments are shaped by its mission and its capacity to support those commitments.” The three prongs of the UW Colleges mission are that the institution “prepares students for success at the baccalaureate level of education, provides the first two years of a liberal arts general education that is accessible and affordable, and advances the Wisconsin Idea by bringing the resources of the University to the people of the state and the communities that provide and support its campuses.”

Each of the UW Colleges campuses develops specific programming to serve the needs of local communities (please see results of a survey of campus executive officers/deans conducted in preparation for this self-study). Many campuses offer Accelerated/Blended or evening programs to serve the needs of working adult students, while the UW Colleges Online program serves place-bound students. Campuses also have resources for veterans, students with disabilities, multicultural students, and LGBTQ (Lesbian, Bisexual, Gay, Transsexual, Queer) students. Further, as discussed in earlier chapters, the UW Colleges Engaging Students in the First Year Program has been developed over the last ten years to help entering traditional and returning adult students transition to the expectations of academic learning at the college level.

UW Colleges Commitment to the Engaging Students in the First Year Program

In November 2002, the institution consulted with John Gardner, the Executive Director of the Policy Center on the First Year of College about the new First-Year Experience Program at UW Colleges. John Gardner offered a number of recommendations, including ensuring that the planned program connect more explicitly to faculty, deploying strategies for creating an appeal to students, making curricular innovation an explicit part of the implementation plan, and developing a common training program (Summary of Recommendations by John Gardner). Early institutional work to establish the foundations for the program included discussions about instructor qualifications, implementation, funding, and training. The provost and associate vice chancellor for academic affairs hosted listening sessions at the fall 2002 Convocation, which helped to inform the action plan for the program. The program budget was gradually and intentionally increased to support course development, campus coordinators’ release time, ongoing training, and professional development support. The annual conference, first held in spring 2002, has in the last two years been held concurrently with the UW Colleges Colloquium in May.

The Engaging Students in the First Year Program was thus in the process of being created and implemented at the time of the last Higher Learning Commission site visit in March 2003, when the
institution requested review and recommendations from the Higher Learning Commission about the program as part of the site visit’s focus. Following the 2003 HLC visit, the UW Colleges implemented several changes to the emerging Engaging Students in the First Year initiative in order to, as the Higher Learning Commission recommended, develop a “well-defined strategic center from which all the activities and funding commitments directly emerge” (Advancement Section, 2003). The ESFY Program was formally launched institution-wide in fall 2003. A full discussion of institutional actions taken in response the 2003 HLC recommendations may be found in the Resource Room (see Institutional Implementation of the ESFY Program Following 2003 HLC Recommendations). The May 2007 final report submitted to the provost and vice chancellor for academic affairs by the UW Colleges Foundations of Excellence Improvement Plan Working Group documented a careful assessment of the UW Colleges First-Year Experience (FYE), now Engaging Students in the First Year (ESFY) Program (see Foundations of Excellence Working Group Final Report).

**ESFY Program Funding**

Several recommendations in regard to funding were offered in 2003 by the Higher Learning Commission evaluation team and were mirrored by the UW Colleges Foundations of Excellence Improvement Plan Working Group’s final report. The following is an overview of the ESFY Program’s funding history, which serves to document the intentional growth and stewardship of the program, meeting the needs of students entering the university in keeping with the access mission of the UW Colleges.

Prior to 2004–2005, funding for First-Year Seminar courses and other ESFY Program projects came from institutional reserves controlled by the chancellor. In 2004–2005, in accordance with institutional priorities, a permanent base allocation to the ESFY Program was established. The initial budget was for $200,500. That budget included funding for stipends for instructors teaching First-Year Seminar sections; instructional academic staff coverage for one faculty course release per year or an equivalent stipend for campus coordinators for all campuses; compensation for an institution-wide assistant ESFY Program coordinator (the latter position has since been changed to that of UW Colleges ESFY Program coordinator); professional development funds including funding for the annual ESFY Spring Conference and First-Year Seminar Instructors Retreat; assessment; and supplies and expenses. In the early years of the initiative, there was interest in supporting learning communities, but due to budget realities, the Office of Academic Affairs focused on funding First-Year Seminar sections, campus coordinators, and associated support efforts such as professional development and assessment.

Overall, funding for First-Year Seminar sections has increased steadily, growing from initial funding for 67 sections in 2004–2005, to 144 in 2008, prior to the course maximization process. Since the course maximization process, the ESFY Program’s instructional budget has included funding for 112 sections, which serve at least one-third of the freshman class annually. Several campuses with particularly robust ESFY programs receive funding sufficient to provide more sections. Some campuses, including UW-Barron County, UW-Baraboo/Sauk County, UW-Waukesha and UW-Manitowoc, also fund or have funded additional First-Year Seminar sections from campus-based resources.

Throughout times of budget constraint, the key areas of funding, First-Year Seminar courses, compensation for campus ESFY coordinators, and professional development, have been maintained, indicating UW Colleges’ continuing commitment to the program. It is also worth noting that the commitment has been maintained as enrollments in the UW Colleges and in First-Year Seminar courses have steadily increased.

In May 2007, the Foundations of Excellence Working Group recommended in their final report expanding the role of the UW Colleges ESFY Coordinator to align the oversight of First-Year Seminar courses with other academic programs; to facilitate the increase of and engagement with ESFY-related programming on campuses and UW Colleges-wide; to coordinate with academic depart-
ments; and to develop ongoing assessment of implementation of the Foundations of Excellence plans. The position description of the UW Colleges ESFY Coordinator includes responsibilities that encompass many of these recommendations (Position Description). The Foundations of Excellence Working Group Final Report recommendations intentionally assigned responsibilities for the ESFY Program to positions throughout the institution, which were presented to the institution in a live, UW Colleges-wide compressed video Town Hall meeting held in fall 2007. The purpose of assigning the responsibilities to multiple institutional levels of positions was to ensure that the program should not be singly-led by the Office of Academic Affairs, but should be infused throughout the institution. The degree to which this approach has succeeded in helping the institution to progress in its ESFY-related goals is under examination, and the program will continue to assess progress made since the Foundations of Excellence Improvement Plan Working Group Final Report by those in the Office of Academic Affairs and other areas of the institution who are assigned responsibility for fulfilling various aspects of the ESFY Program.

Looking ahead to the future, the ESFY Program will plan for and create corresponding budget lines in order to (1) to increase the percentage of First-Year Seminar sections from one-third of the freshman class served annually, to fifty percent; (2) to expand the role of campus coordinators to include greater campus-based offices of Student Services’ participation in the ESFY Program; and (3) to expand professional development opportunities for campus ESFY coordinators and First-Year Seminar instructors.

**Evidence: The organization practices periodic environmental scanning to understand the changing needs of its constituencies and their communities.**

The academic needs of UW Colleges student populations have shifted over time. The institution’s most recent institutional research, based on a 2011–2012 UW System Office of Policy Analysis and Research report, shows that the percentage of students from the top quartile of their high school class is 17% (the top quartile percentage has otherwise remained between 13% and 15% for the past ten years). Though the percentage of third and fourth quartile students in the new freshman classes has remained basically unchanged for the past ten years, there has been an increase in the number of students enrolling in developmental English and developmental Mathematics courses. As illustrated in the Figure 1, developmental Mathematics makes up 28% of the total Mathematics enrollments for the UW Colleges (this chart also appears in Chapter Four).

**Figure 1. Fall 2010 Mathematics Enrollments**

<table>
<thead>
<tr>
<th>Total Math Enrollments Fall 2010</th>
<th>Total Developmental Math Enrollments Fall 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dev. Math 28%</td>
<td>MAT 081 Topics in Geometry</td>
</tr>
<tr>
<td>MAT 105 22%</td>
<td>MAT 105 Introduction to College Algebra</td>
</tr>
<tr>
<td>MAT 108 3%</td>
<td>MAT 108 Quantitative Reasoning</td>
</tr>
<tr>
<td>MAT 110 27%</td>
<td>MAT 09X = MAT 091 and 097 Elementary Algebra</td>
</tr>
<tr>
<td>All others 20%</td>
<td>MAT 090 College Algebra</td>
</tr>
<tr>
<td></td>
<td>MAT 090 19%</td>
</tr>
</tbody>
</table>

The Developmental Mathematics Program has tracked student data carefully, as shown in Figure 2, a compilation of annual reporting by the UW Colleges Developmental Mathematics Coordinator.
To put these enrollments in developmental Mathematics into the context of the overall curriculum, the information shown in Figure 3 below is taken from reports produced every fall and spring semester by the Institutional Research Office. The reports list the 25 top-enrolling courses in that term. For each course, the information includes the total number of enrollments and the proportion of all course enrollments represented by those course enrollments. In fall 2005, enrollments in Elementary Algebra (MAT 091, which accounts for roughly 80% of all developmental Mathematics enrollments) accounted for 2.2% of all course enrollments. MAT 091 was the tenth highest enrolled course in the curriculum. By contrast, in fall 2011, MAT 091 accounted for three percent of all course enrollments and was the fifth highest enrolled course.

Members of the Mathematics Department meet regularly to discuss the many student populations served by developmental Mathematics courses. For example, the 17th Annual Developmental Math Conference and Workshop, held at UW-Fox Valley in early January 2011, focused on “Serving Students with Disabilities: Strategies for the Classroom” and was attended by 27 representatives from 11 of the 13 UW Colleges campuses. Invited speakers included internal and external experts who offered presentations regarding the challenges and disabilities that affect student classroom
performance, student accessibility, and different approaches to presenting Mathematics content for students with disabilities. A pilot model for teaching College Algebra (MAT 110) for students with disabilities was offered in 2011–2012 at the UW-Fond du Lac campus.

In the area of developmental reading and writing, the UW Colleges has undertaken a rigorous examination of how and whether current support services programming fits the needs of the UW Colleges student populations. The 2011–2012 Report includes institutional research that suggests many underprepared UW Colleges students are not enrolling in and/or do not have access to remedial support courses. UW Colleges campuses are admitting significantly underprepared students who are inadmissible to other institutions, and who would be required to take multiple semesters of developmental coursework at many two-year colleges nationally. Most of these students need substantial academic literacy support during their first college year. Figure 4 below shows changes over the past five years in enrollment as a percentage of all UW Colleges course enrollments in Basics of Composition, ENG 098 (this table also appears in Chapter Four).

### Figure 4. Changes in Enrollment in Basics of Composition, ENG 098

<table>
<thead>
<tr>
<th>Term</th>
<th>Rank</th>
<th>Total Enrollment</th>
<th>% of All Course Enrollments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2011</td>
<td>12</td>
<td>791</td>
<td>1.5%</td>
</tr>
<tr>
<td>Fall 2010</td>
<td>13</td>
<td>753</td>
<td>1.4%</td>
</tr>
<tr>
<td>Fall 2009</td>
<td>15</td>
<td>579</td>
<td>1.1%</td>
</tr>
<tr>
<td>Fall 2008</td>
<td>19</td>
<td>503</td>
<td>.9%</td>
</tr>
<tr>
<td>Fall 2007</td>
<td>25</td>
<td>358</td>
<td>.8%</td>
</tr>
</tbody>
</table>

In addition to developmental coursework in Mathematics and English, students may also receive additional support in their Biological Sciences courses. The Biological Sciences Department offers the Basic Biology Tutorial (BIO 099), which, as the course description notes, is “intended for students concurrently enrolled in BIO 101: Concepts of Biology, BIO 162: General Botany or BIO 171: Animal Biology. This tutorial will provide biological instruction through several methods of listening, speaking, reading, writing, and will review basic concepts in Chemistry, Mathematics, and computer skills required in BIO 101, 162 and 171. The content and skills will empower students to succeed in their concurrent Biology course and in lateral and higher-level Biological Sciences courses.”

UW Colleges Libraries also practices environmental scanning to work with its constituencies, including its work with students who are underprepared. Please see discussion of Project SAILS in Chapter Four for further information about this work. The survey distributed as part of Project SAILS assessed students’ information literacy skills. Test items were based on the information literacy competency standards developed by the Association of College and Research Libraries of the American Library Association. The results of the standardized test showed librarians that most students have not yet attained proficiency in information literacy skills, but that repeated contacts with instruction leads to improvements. Recognizing that underprepared students in particular require multiple exposures to library instruction, the UW Colleges Libraries have developed a variety of responses to this group of learners. Librarians at UW-Fox Valley, UW-Washington County, and UW-Sheboygan engage with students enrolled in Study Skills (LEA 102) classes. At UW-Waukesha, First-Year Seminar (LEC 100) courses have a strong developmental component and the instruction librarian customizes her approach to meet their needs. Librarians at UW-Marathon County and UW-Marinette teach First-Year Seminar courses on the topic of conducting college level research. These courses are taken by students enrolled in other developmental classes, such as Basic Mathematics (MAT 090). Both courses emphasize critical thinking skills and the evaluation of infor-
Information sources. The librarian at UW-Manitowoc teaches a seminar in Library and Research (LEC 102), which is part of a curriculum developed for a cohort of at-risk students.

**Recommendation:** The UW Colleges should undertake a study of underprepared students in the UW Colleges to increase their success rates.

**Mental Health Counseling**

A 2007 document, [Position Paper on Counseling for UW Colleges](#), outlines the preliminary planning, which ultimately led to establishing the presence of mental health counseling on all 13 campuses and availability through referral for UW Colleges Online students. After the implementation of mental health counseling in UW Colleges, the institution has collected data to assess the effectiveness of mental health counseling services in meeting students’ needs. Counseling Services staff have also presented a number of classroom lectures and learning series on topics like relationships, alcohol, and depression screening. In 2008–2009, 41 students used the services, and in the 2010–2011 academic year, 52 students used the services ([Counseling Reports](#) and other documents related to counseling may be found in Resource Room). Please see Chapter Three for a full discussion of the history of mental health counseling services in the UW Colleges.

**UW Colleges Alcohol and Other Drug Education Program**

From the beginning of the Alcohol and Other Drug Education Program (AODE) in 1990, program staff members have created opportunities inside and outside of the classroom to engage students in lifelong learning and the development of healthy lifestyle choices. These opportunities have been offered at all 13 campuses of the UW Colleges. The institution believes that healthy, engaged students are less likely to abuse alcohol and other drugs, and are more likely to be successful academically and in future careers.

Beginning in 1990, AODE Program staff have offered monthly interactive student programs on a variety of topics, including, but not limited to, the topics of high risk drinking prevention, promoting low risk drinking options, drunk driving prevention, physiological effects of alcohol and/or drugs, marijuana abuse prevention, smoking cessation, second-hand smoke awareness, methamphetamine risks, prescription drug abuse prevention, alcohol screenings, depression screenings, gambling risk education, healthy relationships, stress management, time management, safer tattoo and body piercing, safe spring break promotion, safe holiday hosting, alcohol overdose, alcohol blackouts, dating violence, gender violence, mental health, healthy lifestyle choices, healthy eating, fitness and walking, fetal alcohol syndrome, body image, and eating disorder prevention.

Since 2000, the AODE Program has maintained an interactive faculty and staff [Web site](#) that has three primary purposes: to engage students online with accurate and current AODE and health information, to offer help and resources for those with alcohol or other drug abuse concerns, and to connect faculty with information and resources that can be incorporated into classroom instruction. Beginning in 2008 and continuing to the present, the AODE Program has provided a monthly, interactive e-magazine UW Colleges-wide to all students, faculty and staff. The magazine, called [Student Health 101](#), is designed to promote and enhance personal wellness. The e-magazine features a variety of topics each month and provides opportunities for readers to engage with one another through discussion boards, videos, and contests.

The AODE Program has not participated in a formal assessment process that resulted in a final report. The program is mandated to complete a biennial report for the federal government that asks for informal evidence of program efficacy and effectiveness. Please see Reports for [2004–2005](#), [2006–2007](#), [2008–2009](#), and [2010–2011](#).
Student Survey of Instruction

The UW Colleges Senate Institutional Personnel Policy 301.01, Administering the Student Survey of Instruction, is an example of effective review of the needs of internal constituencies and using feedback in order to achieve instructional improvement. As the policy indicates, student surveys of instruction are required to be administered every three semesters. Both faculty and instructional academic staff conduct student surveys on this schedule. All instructors are expected to review and use this information to support improvements in instruction and student learning. Evidence that this is occurring is a required part of the retention, tenure, and promotion process; student feedback is part of the candidate's dossier. In addition, faculty and instructional academic staff routinely reflect on the feedback from students as a larger part of their assessment of their performance. The annual Activity Report includes sections in which faculty and instructional academic staff report about teaching innovations and new developments, including how instructors have used information from assessment or student evaluations to inform and/or improve teaching and learning.

Community College Survey of Student Engagement

On a regular basis, the UW Colleges participates in the Community College Survey of Student Engagement. Results from the 2005, 2008, and 2011 surveys provided the institution with valuable information about how students are engaged in their academic work and what barriers they face to academic success, if any. These reports help the institution to understand shifts in student demographics, particular barriers faced by students, the level of engagement and academic challenges students experience, and any other targeted areas of inquiry that would benefit the institution.

Evidence: The organization demonstrates attention to the diversity of the constituencies it serves.

The UW Colleges responds to the needs of diverse constituencies in many important ways. Services for students with disabilities, multicultural resources, services for veterans, LGBTQ resources for students, and other examples, such as campus childcare resources and library resources, demonstrate the UW Colleges’ commitment to meeting the needs of a diverse range of students, faculty, staff, and community members.

Accessibility Services

The institution provides resources for students with disabilities. Over time, as the demand for these services has increased, the institution has invested greater human and fiscal resources in these services. For example, according to the director of human resources, the position of director of accessibility services was first created in April 1992 as a half-time (.50 FTE) position. About ten years later, it was increased to a full-time (1.0 FTE) position. The UW Colleges Office of Student Accessibility Services director manages all activities associated with the provision of accommodation services for eligible students with disabilities attending the 13 UW Colleges campuses and UW Colleges Online. Other position responsibilities may be found listed in the position description (Position Description). The UW Colleges Web site includes a link to the Faculty/Staff Guide for Accessibility Services and The Faculty Room (University of Washington), which is a space for faculty and administrators at postsecondary institutions to learn about how to create classroom environments and activities that maximize the learning of all students, including those with disabilities. The Office of Inclusion Web site contains links to articles on creating accessible documents. On the campus level, advisors work with the UW Colleges director of accessibility services and with students to put accommodation plans into place to ensure students with disabilities are positioned for academic success (please see the Resource Room folder, Accommodation Plans).
Multicultural Resources

The UW Colleges has developed many resources to support multicultural and multilingual student populations and to provide professional development opportunities for faculty and staff to be more prepared to interact with a broad range of students and colleagues.

Multicultural Awareness Program

The UW Colleges/UW-Extension Office of Inclusion provides multiple two-day trainings throughout the year for members of the UW Colleges community, called the Multicultural Awareness Program (MAP). According to the Office of Inclusion Web site, the program uses trained peer educators and MAP strives to “Increase the diversity of our educational programs, the participants in those programs and institutional partnerships; [e]nhance our ability to apply multicultural concepts and practices in our work environment and educational programs; and [i]mprove our ability to recruit and retain a diverse work force while valuing and building on the strengths and abilities of all our staff.” The following are annual participation figures MAP trainings for both UW Colleges and UW-Extension:

- 2009-10: Five trainings, 84 participants
- 2010-11: Four trainings, 63 participants
- 2011-12: Five trainings, 77 participants

Multicultural Resource Centers and Student Clubs

A number of campuses have created spaces dedicated to serving as Multicultural Resource Centers (MRCs). For example, at UW-Marathon County, the MRC’s mission is as follows: “The Multicultural Resource Center (or MRC) at the University of Wisconsin-Marathon County offers students a supportive environment for learning about cultural diversity. The purpose of the MRC is to create a safe gathering space for students, develop co-curricular programs that increase awareness of diversity and multicultural issues, advocate for policies and practices that create an inclusive campus climate, and assist the campus in reducing barriers to higher education for underrepresented student populations.” In spring 2012, UW-Rock County opened a Multicultural Resource Center to:

- Educate students about the complex concept of diversity, which includes, but is not limited to, race, ethnicity, religion, socio-economic status, gender, age, and sexual orientation
- Provide students with ongoing opportunities to develop leadership skills
- Increase faculty and staff awareness about the needs of diverse student populations that the campus serves
- Help the campus develop and maintain an inclusive climate for all students but especially for learners from underrepresented groups; raise awareness of issues and practices that create a hostile campus climate for students

Many other campuses have clubs, such as UW-Manitowoc’s Multi-Culti Club, described as “a club that’s in the process of promoting diversity education among the campus and the community. It gives the opportunity to share thoughts and ideas, and lending a hand for those who seek it. Last but not least, a place where volunteering is important. Some things we’ve been involved in include White Day, potlucks, volunteering at Jefferson Elementary School, and raising funds for women in third world countries.” UW-Fox Valley’s Universal Multicultural Association emphasizes “diversity and welcomes people of any race or cultural heritage to the club. This organization emphasizes the development of friendships, the sharing of perspectives, and appreciation of all cultures. Activities include ethnic dinners, dances, speakers, talent shows, and community service.”
The UW-Fond du Lac campus also has a Multicultural Club and has organized “Diversity Circles” in an effort to bridge communication gaps and promote public dialogue. According to a 2005 report on the Diversity Circles held at UW-Fond du Lac, eighty adults participated in one pilot circle and seven regular diversity circles. The 80 participants included a range of diverse backgrounds (seven African Americans, five Asian Americans, 60 Caucasians and eight Hispanics). Twenty-one participants were males and 59 participants were females. Participants indicated an increase in their “ability to openly discuss issues related to race” (67%), “understanding of others’ attitudes and beliefs on race” (84%), “understanding of their own attitudes and beliefs on race” (80%), and “understanding of racial issues” (91%) due to their involvement in the Diversity Circles.

Multilingual Writers Workshop (LEA 106)

In the last decade, the number of students who identify as multilingual has increased across the UW Colleges campuses and the UW Colleges Online program. For example, UW-Barron County’s Somali student population is growing, while other campuses such as UW-Sheboygan, UW-Manitowoc, and UW-Rock County, and UW-Marathon County serve many Hmong-American students. To respond more effectively to the needs of students whose home or primary language is other than English, in 2009 the English Department revised a key but underused course formerly titled English as a Second Language (LEA 106), re-titling it “Multilingual Writers Workshop” and revising the course description to better accommodate current needs. In fall 2011, the course was offered at UW-Barron County, UW-Fox Valley, and UW-Marathon County.

Serving Veterans

The UW Colleges also demonstrates its commitment to serving diverse constituencies through resources for student veterans, a growing population of students. Each UW Colleges campus and UW Colleges Online has a dedicated contact who serves as a veterans advisor and is well-versed in issues faced by veteran students. The UW Colleges tracks the number of students using the Wisconsin G.I. Bill Tuition Remission Benefit Program and the Federal Post 9/11 benefits. In 2011–2012, 669 UW Colleges students used one or both of these benefits, representing the second largest number of veterans served in the UW System. Of these students, the majority are veterans (500, along with a number of children of veterans (147) and veterans’ spouses (22) who also made use of the benefits, as shown in Figure 5.

<table>
<thead>
<tr>
<th>2011–2012</th>
<th>CHILD</th>
<th>SPOUSE</th>
<th>VETERAN</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>UW-Madison</td>
<td>150</td>
<td>6</td>
<td>372</td>
<td>528</td>
</tr>
<tr>
<td>UW-Milwaukee</td>
<td>190</td>
<td>33</td>
<td>888</td>
<td>1,111</td>
</tr>
<tr>
<td>UW-Eau Claire</td>
<td>95</td>
<td>10</td>
<td>152</td>
<td>257</td>
</tr>
<tr>
<td>UW-Green Bay</td>
<td>69</td>
<td>21</td>
<td>236</td>
<td>326</td>
</tr>
<tr>
<td>UW-La Crosse</td>
<td>68</td>
<td>9</td>
<td>162</td>
<td>239</td>
</tr>
<tr>
<td>UW-Oshkosh</td>
<td>129</td>
<td>29</td>
<td>386</td>
<td>544</td>
</tr>
<tr>
<td>UW-Parkside</td>
<td>43</td>
<td>5</td>
<td>168</td>
<td>216</td>
</tr>
<tr>
<td>UW-Platteville</td>
<td>68</td>
<td>9</td>
<td>163</td>
<td>240</td>
</tr>
<tr>
<td>UW-River Falls</td>
<td>54</td>
<td>9</td>
<td>123</td>
<td>186</td>
</tr>
<tr>
<td>UW-Stevens Point</td>
<td>108</td>
<td>10</td>
<td>219</td>
<td>337</td>
</tr>
<tr>
<td>UW-Stout</td>
<td>76</td>
<td>21</td>
<td>221</td>
<td>318</td>
</tr>
<tr>
<td>UW-Superior</td>
<td>33</td>
<td>8</td>
<td>97</td>
<td>138</td>
</tr>
</tbody>
</table>
The UW Colleges has an email list-serv for the UW Colleges campus coordinators for Veterans Services, who communicate with one another about issues that arise in the course of their work.

Some campuses have engaged in events that highlight the contributions of student veterans. For example, in November 2011, UW-Waukesha honored its student and staff veterans at its second annual Veterans Day ceremony. The ceremony featured UW Colleges/UW-Extension Chancellor Cross, who is himself a Vietnam veteran, and who delivered an opening address on the veterans who have influenced his life. As part of the UW System, the UW Colleges benefits from the Veterans, Wisconsin Education Portal. Veterans are able to learn about registration, financial aid, navigating the university system, and obtain contact information for campus staff specializing in veterans affairs.

**LGBTQ Resources on Campuses**

Eleven campuses provide active LGBTQ (Lesbian, Gay, Bisexual, Transgender, Queer) support services in the form of student support groups or organizations that provide a safe space for LGBTQ students and allies. These include UW-Fox Valley's Gay-Straight Alliance, whose purpose is “ensuring an open and welcoming environment for all students on campus.” UW-Barron County’s “Alliance” is “a social, emotional, and educational support group for the gay, lesbian, bisexual, transgender, queer, and ally populations on campus and in the surrounding areas.” UW-Baraboo/Sauk County’s “Pride” group mission is, “To educate anyone who wants to learn about lesbian, bi-sexual, gay, transvestite, trans-sexual, and queer issues and how to make a difference.” Some groups, such as UW-Waukesha’s Pride Alliance, hold events like the annual “Pride Prom” or film viewings.

Many of these student clubs and groups have been in place for a number of years; others were formed in response to findings in the UW Colleges 2008 Campus Climate Study, in which sexual minority respondents reported experiencing harassment based on their status:

A percentage of respondents believed they had personally experienced offensive, hostile, exclusionary, or intimidating conduct that interfered unreasonably with their ability to work or learn on campus (hereafter referred to as harassment) within the past two years. Status was most often cited as the reason given for the perceived harassment. People of Color and sexual minorities believed they experienced such harassment more often than White and heterosexual people, respectively and many of them felt it was due to their race or sexual orientation. Perceived harassment largely went unreported. Compared with 13% (n = 343) of heterosexual respondents, 19% (n = 30) of sexual minority respondents believed they had personally experienced such conduct. Of sexual minority respondents who experienced this conduct, 57% (n = 17) stated it was because of their sexual orientation.

**Recommendation:** The UW Colleges should encourage campuses that do not have LGBTQ organizations or support services to explore the need for a LGBTQ organization.
Athletic Programs

The UW Colleges engages with its students and communities through its athletic programs. All of the UW Colleges campuses have athletic programming for men and women at the varsity level, and many have intramural sports programming, as well. These programs offer an opportunity for students to engage in a positive collegiate experience while connecting with other students and staff. Figure 6 summarizes athletic opportunities on UW Colleges campuses.

![Figure 6. Varsity Sports and Number of Participating Student-Athletes for AY 2010–2011](table)

<table>
<thead>
<tr>
<th>Campus</th>
<th>Basketball</th>
<th>Golf</th>
<th>Coed Soccer</th>
<th>Tennis Teams</th>
<th>Volleyball</th>
<th>Participants by Campus</th>
<th>Teams by Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Men Women</td>
<td>Men</td>
<td>Men Women</td>
<td>Men Women</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>UW-Baraboo/Sauk County</td>
<td>8</td>
<td>11</td>
<td>3</td>
<td>5</td>
<td>4</td>
<td>8</td>
<td>39</td>
</tr>
<tr>
<td>UW-Barron County</td>
<td>16</td>
<td>6</td>
<td>9</td>
<td>6</td>
<td>31</td>
<td>9</td>
<td>31</td>
</tr>
<tr>
<td>UW-Fond du Lac</td>
<td>10</td>
<td>8</td>
<td>19</td>
<td>6</td>
<td>2</td>
<td>8</td>
<td>61</td>
</tr>
<tr>
<td>UW-Fox Valley</td>
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<td>8</td>
<td>16</td>
<td>8</td>
<td>4</td>
<td>9</td>
<td>55</td>
</tr>
<tr>
<td>UW-Manitowoc</td>
<td>13</td>
<td>5</td>
<td>7</td>
<td>4</td>
<td>9</td>
<td>38</td>
<td>5</td>
</tr>
<tr>
<td>UW-Marathon County</td>
<td>14</td>
<td>12</td>
<td>5</td>
<td>17</td>
<td>5</td>
<td>15</td>
<td>68</td>
</tr>
<tr>
<td>UW-Marinette</td>
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<td>9</td>
<td></td>
<td></td>
<td></td>
<td>8</td>
<td>30</td>
</tr>
<tr>
<td>UW-Marshfield/Wood County</td>
<td>15</td>
<td>5</td>
<td>8</td>
<td>3</td>
<td>10</td>
<td>41</td>
<td>5</td>
</tr>
<tr>
<td>UW-Richland</td>
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<td>9</td>
<td></td>
<td></td>
<td></td>
<td>12</td>
<td>36</td>
</tr>
<tr>
<td>UW-Rock County</td>
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<td>10</td>
<td>17</td>
<td>1</td>
<td></td>
<td>13</td>
<td>54</td>
</tr>
<tr>
<td>UW-Sheboygan</td>
<td>15</td>
<td>9</td>
<td>14</td>
<td>3</td>
<td>6</td>
<td>4</td>
<td>7</td>
</tr>
<tr>
<td>UW-Washington County</td>
<td>13</td>
<td>7</td>
<td>12</td>
<td>16</td>
<td>2</td>
<td>9</td>
<td>6</td>
</tr>
<tr>
<td>UW-Waukesha</td>
<td>15</td>
<td>11</td>
<td>8</td>
<td>14</td>
<td>4</td>
<td>8</td>
<td>74</td>
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<td>Participants</td>
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<td>57</td>
<td>124</td>
<td>19</td>
<td>57</td>
<td>33</td>
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<tr>
<td>Teams</td>
<td>13</td>
<td>9</td>
<td>8</td>
<td>8</td>
<td>8</td>
<td>8</td>
<td>13</td>
</tr>
</tbody>
</table>

The governing body for athletics on the UW Colleges 13 campuses is the Wisconsin Collegiate Conference (WCC). The current commissioner of athletics is an emeritus professor of the Health, Exercise Science, and Athletics Department. UW Colleges athletic directors meet every fall and spring. Each campus also has a faculty athletic representative, who meet twice annually as a group to oversee the academic integrity of the UW Colleges athletic program (please see the WCC Athletic Handbook and the Student Code of Conduct).

Intramural activities vary according to facilities on each campus. Activities also vary from year to year, depending on student participation and expressed interest. Options include badminton, basketball (three on three; five on five co-ed), disc golf, dodge ball, flag football, floor hockey, soccer (indoor, six on six), softball (coed), table tennis, ultimate Frisbee, volleyball (co-ed six on six), and a 5K road...
race (a one-day event). The number of people who attend games also varies by campus and sport. The range of spectators per sport can be illustrated by the following list:

- Soccer: 25-50 spectators
- Volleyball: 30-50 spectators
- Basketball: 40-150+ spectators
- Tennis: 10–20 spectators

**Community Use of Athletic Facilities**

There are a variety of agreements among campuses and community organizations, local school districts, and other nearby institutions of higher education. This includes, but is not limited to, use by nearby colleges for practices, games, and intramurals; community/parks, basketball, volleyball, soccer, and rugby leagues for adults as well as youth programs; and travel team practices. Other agreements exist among campuses and Continuing Education, Pre-College, and UW-Extension programs. Agreements cover arrangements regarding back-up game and practice facilities for local K-12 schools and some special programs, such as Next-Step, which is a special education program at Lincoln High School in Manitowoc.

There are also significant annual events held in UW Colleges gymnasiums, including Wisconsin Education fairs and Special Olympic promotional events, as well as events specific to particular campuses, such as the Fond du Lac Job Fair (UW-Fond du Lac), the Wisconsin Valley Fair (UW-Marathon County), Marshfield Cultural Fair (UW-Marshfield/Wood County), Sustainability Day (UW-Marshfield/Wood County), and others.

Several campuses offer community memberships to the campus fitness center/weight rooms. Three have contracts with nearby institutions: Wisconsin Indianhead Technical College with UW-Barron County; Silver Lake College with UW-Manitowoc; and UW-Marathon County with Northcentral Technical College.

Two campuses with swimming pools (UW-Marathon County and UW-Marinette) and three with racquetball courts (UW-Baraboo/Sauk County, UW-Marathon County, and UW-Richland) also extend membership to community members. Northwest Technical College has full use of UW-Marinette facilities. Tennis courts at UW-Fox Valley, UW-Marshfield/Wood County, UW-Richland, UW-Sheboygan, UW-Waukesha, and UW-Washington County are open for community use.

**Evidence: In responding to external constituencies, the organization is well-served by programs such as continuing education, outreach, customized training, and extension services.**

The UW Colleges, consistent with its mission of fulfilling the Wisconsin Idea, has a robust and extensive community outreach and Continuing Education program that is well-documented.

**Continuing Education**

As a review of UW Colleges Campus Continuing Education Web sites demonstrates, Continuing Education offices across the UW Colleges are offering a wide range of programs to a variety of constituencies, including credit outreach, non-credit outreach, personal enrichment, and community travel abroad programs, among others. At UW-Baraboo/Sauk County, for example, Continuing Education offers courses in fitness for adults, workshops for academically talented elementary and
middle school students, an art workshop for children, and an array of courses to support a certificate in Business Communication.

Credit Outreach

In 2012, the UW Colleges developed a set of credit outreach guidelines in response to a steady growth in credit outreach programming. These guidelines were developed by a panel of campus-based Continuing Education directors and reviewed by the provost, vice chancellor for administrative and financial services, controller, bursar, Human Resources director and registrar. The goal of these guidelines is to provide a working definition for credit outreach; create a uniform, consistent compensation structure; and implement uniform academic and administrative policies and practices for credit outreach (Background on Credit Outreach Guidelines and Credit Outreach Guidelines).

UW-Barron County’s Continuing Education program meets community needs for ongoing graduate education for community members in the form of a collaborative Master of Science in Education degree, and a non-credit comprehensive course designed to prepare students to successfully complete the Pharmacy Technician Certification Board’s (PTCB) exam. UW-Fond du Lac provides a Certified Nursing Assistant (CNA) program. Similarly, UW-Washington County provides professional development courses in wide-ranging topics such as retirement planning, Web development, a phlebotomy technician program, and online certificate programs in designing online instruction. Multiple campuses (UW-Fox Valley, UW-Washington County, UW-Marathon County, UW-Marshfield/Wood County, UW-Rock County, UW-Waukesha, and UW-Manitowoc) run an Organic Chemistry Boot Camp course, taking highly motivated college students through 85 hours of instruction and lab within a two-week period, serving pre-professional majors in dentistry, pharmacy, medicine, and chiropractics. Other campus Continuing Education offices offer programming based upon unique features of their respective regions to offer innovative outreach events. For example, UW-Marinette draws on maritime interests through its proximity to Lake Michigan by offering a course of study on modern shipbuilding design (described with more detail in Chapter Five.)

Community Enrichment

As demonstrated by Figure 7, personal enrichment opportunities are among the most popular of the Continuing Education offerings and are available on all campuses. Most campuses also provide learning opportunities for children, particularly in the summer, through “College for Kids” or similar programming.

Figure 7. FY 2006–2010 Continuing Education Programming Summary

<table>
<thead>
<tr>
<th>Programming Analysis for 2009-10</th>
<th>Programs Offered</th>
<th>Programs Run</th>
<th>Enrollment</th>
<th>Revenue</th>
<th>Est Gross Margin</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type of Program</td>
<td># offered</td>
<td>% of Inst</td>
<td># Run</td>
<td>% of Inst</td>
<td>Run Rate</td>
</tr>
<tr>
<td>Computer Skills</td>
<td>168 %</td>
<td>8%</td>
<td>128 8%</td>
<td>76%</td>
<td>930 2%</td>
</tr>
<tr>
<td>Conferences, Workshops and</td>
<td>220 %</td>
<td>11%</td>
<td>197 12%</td>
<td>90%</td>
<td>6,141 16%</td>
</tr>
<tr>
<td>Seminars</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Credit Outreach</td>
<td>133 %</td>
<td>7%</td>
<td>131 8%</td>
<td>98%</td>
<td>1,734 4%</td>
</tr>
<tr>
<td>Customized Training</td>
<td>27 %</td>
<td>1%</td>
<td>27 2%</td>
<td>100%</td>
<td>1,021 3%</td>
</tr>
<tr>
<td>Educational Travel</td>
<td>61 %</td>
<td>3%</td>
<td>48 3%</td>
<td>79%</td>
<td>1,380 4%</td>
</tr>
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</table>

Chapter 6
### Programming Analysis for 2008-09

<table>
<thead>
<tr>
<th>Type of Program</th>
<th>Programs Offered</th>
<th>Programs Run</th>
<th>Enrollment</th>
<th>Revenue</th>
<th>Est Gross Margin</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td># offered</td>
<td>% of Inst</td>
<td># Run</td>
<td>% of Inst</td>
<td>Run Rate</td>
</tr>
<tr>
<td>Computer Skills</td>
<td>224</td>
<td>11%</td>
<td>150</td>
<td>11%</td>
<td>67%</td>
</tr>
<tr>
<td>Conferences, Workshops and Seminars</td>
<td>80</td>
<td>4%</td>
<td>67</td>
<td>5%</td>
<td>84%</td>
</tr>
<tr>
<td>Credit Outreach</td>
<td>50</td>
<td>2%</td>
<td>46</td>
<td>3%</td>
<td>92%</td>
</tr>
<tr>
<td>Customized Training</td>
<td>40</td>
<td>2%</td>
<td>40</td>
<td>3%</td>
<td>100%</td>
</tr>
<tr>
<td>Educational Travel</td>
<td>57</td>
<td>3%</td>
<td>38</td>
<td>3%</td>
<td>67%</td>
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<tr>
<td>Lecture Series</td>
<td>45</td>
<td>2%</td>
<td>40</td>
<td>3%</td>
<td>89%</td>
</tr>
<tr>
<td>Online Courses</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Other</td>
<td>38</td>
<td>2%</td>
<td>27</td>
<td>2%</td>
<td>71%</td>
</tr>
<tr>
<td>Personal Enrichment</td>
<td>757</td>
<td>37%</td>
<td>414</td>
<td>30%</td>
<td>55%</td>
</tr>
<tr>
<td>Recreational &amp; Athletic Program (Fund 128)</td>
<td>259</td>
<td>13%</td>
<td>208</td>
<td>15%</td>
<td>80%</td>
</tr>
<tr>
<td>Theatre</td>
<td>19</td>
<td>1%</td>
<td>16</td>
<td>1%</td>
<td>84%</td>
</tr>
<tr>
<td>Youth and Children's Programming</td>
<td>455</td>
<td>22%</td>
<td>354</td>
<td>25%</td>
<td>78%</td>
</tr>
<tr>
<td>Grand Total</td>
<td>2,024</td>
<td>100%</td>
<td>1,400</td>
<td>100%</td>
<td>69%</td>
</tr>
</tbody>
</table>

### Music Programs

Another area of critical importance in outreach to communities is campus music programs. For example, seven campuses offer one or more “Communiversity Ensembles” that combine students and community members for campus musical groups, giving community members a place to continue playing and performing while also serving as mentors to students within the ensembles. UW-Fond du Lac, UW-Barron County, UW-Richland, UW-Rock County, UW-Manitowoc, and UW-Waukesha
all offer concert band opportunities, while UW-Waukesha also offers the Windy Hill Handbell Choir and UW-Marinette has the long-standing West Shore Chorale, which is in its 30th year (Community Engagement, Music Department). Most campuses offer concerts on the campus as well as off-campus locations, such as the UW-Fox Valley’s Jazz Ensemble, which has played at Milwaukee Bucks games and at a local senior center. The UW-Manitowoc’s Lakeshore Wind Ensemble performs five subscription concerts at the Capitol Civic Center, and UW-Waukesha’s Brass Ensemble plays civic events in the community. UW Colleges Music Department faculty also lend their expertise to a number of community events, such as serving as adjudicators for solo and ensemble events at the local community and state levels.

Community members participate in large numbers in the musical programs across the UW Colleges. For example, UW-Fox’s Concert Band has 45 community members involved, while the Chamber Singers at UW-Fond du Lac is 50% community members (about 12 of 24 participants).

In addition to local outreach activities, members of the Music Department are active professionally in regional and national performances.

**Theatre Arts**

UW Colleges Communication and Theatre Arts Department members engage community members in a variety of ways, in particular by offering exciting educational theater programs that are well-attended by local communities. As shown in Figure 7, in the column labeled “Community Members in Audiences,” campuses draw between 280 and 1,750 community members to their productions annually. Community members also participate in theater events as cast members and in other production capacities. This involvement is very important in two ways: (1) theater events provide community members with an opportunity to become involved with campus Fine Arts programming; and (2) community participation provides an opportunity for students to engage with community members collaboratively.

Individual campuses have engaged the community in thought-provoking ways through theater productions. For example, at UW-Marshfield/Wood County, the Theatre Arts and Music instructors partner to offer a musical during the summer. The campus draws on community members to vote for which production they would like to see. At UW-Waukesha, the campus recently produced *Urinetown* (a satirical play that examines municipal policy making) because issues of water rights have emerged as important for Wisconsin and other Great Lakes states. UW-Barron County’s production of the *Vagina Monologues* sold out, engaging the community’s interest in women’s health issues.

In addition, some campuses host children’s theater programs that are very popular with local communities. Figure 8 includes a summary of community participation in theater activities at the 13 UW Colleges campuses. As one faculty member in Communication and Theatre Arts at UW-Waukesha noted, “For the children who participate in Children’s Theater programs, this is often their first experience with a college.” The theater programs of the UW Colleges campuses provide a bridge to the local community, and those running the productions are community ambassadors for the campus.
Figure 8. 2010–2011 Community Participation in Theater Productions

<table>
<thead>
<tr>
<th>Institution</th>
<th>Community Members Involved in Casts (relative to students)</th>
<th>Community Members Involved in Other Production Capacities</th>
<th>Community Members in Audiences</th>
</tr>
</thead>
<tbody>
<tr>
<td>UW-Baraboo/Sauk County</td>
<td>11 community, 13 students</td>
<td>3</td>
<td>350</td>
</tr>
<tr>
<td>UW-Barron County</td>
<td>12 community, 20 students</td>
<td>0</td>
<td>600</td>
</tr>
<tr>
<td>UW-Fond du Lac</td>
<td>[PROFESSOR ON LEAVE]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>UW-Fox Valley</td>
<td>70 community, 34 students</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>UW-Manitowoc</td>
<td>22 community, 10 students</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>UW-Marathon County</td>
<td>10 community, 23 students</td>
<td>13</td>
<td>900</td>
</tr>
<tr>
<td>UW-Marinette</td>
<td>10 community, 8 students</td>
<td>0</td>
<td>280</td>
</tr>
<tr>
<td>UW-Marshfield/Wood County</td>
<td>6 community, 12 students</td>
<td>6</td>
<td>650</td>
</tr>
<tr>
<td>UW-Richland</td>
<td>32 community, 33 students</td>
<td>13</td>
<td>700</td>
</tr>
<tr>
<td>UW-Rock County</td>
<td>11 community, 15 students</td>
<td>0</td>
<td>520</td>
</tr>
<tr>
<td>UW-Sheboygan</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>UW-Washington County</td>
<td>11 community, 7 students</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>UW-Waukesha</td>
<td>30 community, 20 students</td>
<td>0</td>
<td>1750</td>
</tr>
</tbody>
</table>

In addition to local outreach, members of the Communication and Theatre Arts Department perform, direct, or are active in other ways in regional and national theater productions.

Art Outreach

The visual arts provide another important medium for community outreach. Art Department members, as professional artists and educators, provide invaluable outreach to their communities in numerous ways, by serving as gallery directors, jurors of art competitions, lecturers on contemporary issues in Art and Art History, instructors/guides for study abroad programs, and through participation in professional and community organizations, to name a few. Collectively, the Art Department helps expand the public understanding of Art, Art History and Art Education as part of a broader relationship between the university and the communities it serves.

In addition to local outreach, members of the Art Department are professionally active both regionally and nationally, with works in juried exhibitions, museum collections, and private collections (please see the Art Department's 2009–2010 Academic Department Program Review).

Wisconsin Institute for Public Policy and Service

Located on the UW-Marathon County campus (Wausau), the Wisconsin Institute for Public Policy and Service (WIPPS) is a statewide organization that functions as a component of the UW Colleges and UW-Extension. As noted in its mission, “the Wisconsin Institute for Public Policy and Service seeks to address local, state, and national issues by linking public scholarship, civic outreach, and student service to enhance community life throughout Wisconsin.” WIPPS, which has been in operation since 2008, grew out of the vision of Marathon County community leaders and a former
campus executive officer/dean. WIPPS seeks to transform how students and citizens interact with their communities and with local, state, and national government offices and agencies. By providing opportunities to interact with government leaders, promoting public policy-oriented internships, and encouraging public service as civic responsibility, WIPPS provides UW Colleges students, faculty, staff, administrators, and Wisconsin residents with information, skills and tools to become effective, engaged civic-minded leaders. WIPPS is also working to change the fundamental nature of how young people are educated, by providing them with hands-on learning and service opportunities in their communities and, in collaboration with university faculty and community partners, to address real and pressing public issues.

WIPPS brings together three overlapping spheres—community interests and resources, student engagement and service, and faculty research and scholarship—to support the exploration of and dialogue about public issues, as reflected in Figure 9.

The achievements of WIPPS are too numerous to detail, but a review of the document Overview of WIPPS reveals the many programs on public policy questions and presentations of interest to the community that have been sponsored by the institute. Some of these include “Bridging the Shores: The Hmong-American Experience,” an award-winning radio documentary; forums on immigration, crime and punishment, and health care; programming series focused on “Journeys to American Identities” and “Wealth and Poverty”; a national conference, Ethics of Stem Cell Research; forums on sustainable communities; political debates and candidate forums, and outreach activities on tax preparation and FAFSA student aid. WIPPS has collaborated with dozens of community agencies and organizations. Over a dozen faculty members from UW Colleges and UW-Extension have benefited from the WIPPS fellowship program or professional development funding opportunities, and students at UW-Marathon County have served as interns and volunteers working on a variety of projects (Overview of WIPPS). Current and previous major projects include “Development of the David R. Obey Civic Resource Center,” an archive of the papers, memorabilia, and documents of former Wisconsin Congressman Dave Obey; the development of a student leadership program; a College Access Project; a Rural Heritage Project; the Wingspread Conference on Civic Engagement; and public deliberation series focusing on crime and punishment, and on new challenges for American immigration.
Concurrent Enrollment

According to a July 2011 Wisconsin Department of Public Instruction report summarizing the options available for students to earn college credit in Wisconsin high schools, it is State Superintendent Tony Evers’ “goal that all students in Wisconsin, regardless of where they live, should have the opportunity to earn postsecondary credits while still enrolled in high school. The results will be multifold: more young people succeeding in college-level courses during high school and graduating high school college and career ready; increasing the number of students who go on to enroll and succeed in higher education; and reducing the total time to degree – saving students and families money.” Dual enrollment high school programming is delivered through a number of UW Colleges campuses to high school students within local school districts.

In Wisconsin, the term “dual enrollment” is defined as a program in which collegiate-level courses are taught to high school students by either high school teachers or university instructors, for which high school and college transcripted credits are awarded simultaneously for the same course. Available on all UW Colleges campuses, “Youth Options” is the most common form of dual enrollment and is a state Department of Public Instruction program, in which high school students attend classes on UW System campuses, including those of the UW Colleges. UW-Barron County, UW-Marshfield/Wood County, UW-Marinette, UW-Richland, and UW-Rock County have developed dual credit/concurrent enrollment curricula that reach out to local community high schools and offer the benefits of degree-credit courses to high-achieving students in the high schools (please see campus executive officers/deans survey results).

In the UW Colleges, the term “concurrent enrollment” refers to courses offered during the regular school day by selected and trained high school teachers who are approved to teach college-level courses by the appropriate university academic departments. In the UW Colleges, a Concurrent Enrollment Implementation Committee was appointed by the provost and vice chancellor for academic affairs in spring 2012, chaired by the two associate vice chancellors and charged with reviewing and implementing the short term recommendations discussed in the UW Colleges Concurrent Enrollment Task Force Final Report. Work of the Implementation Committee is to be completed no later than January 31, 2013.

In April 2012, the UW Colleges and the Wisconsin Department of Public Instruction formed a collaborative partnership on providing access to dual/concurrent enrollment program statewide. In June 2012 the partnership was formalized when Chancellor Cross and State Superintendent Evers signed a “Memorandum of Understanding between the Department of Public Instruction and the University of Wisconsin Colleges regarding Establishment of a Dual Enrollment Partnership” (Memorandum of Understanding).

Core Component 5b. The organization has the capacity and the commitment to engage with its identified constituencies and communities.

The select mission of the UW Colleges serves as a benchmark by which the institution measures success in the area of engagement: “The University of Wisconsin Colleges is a multi-campus institution that prepares students for success at the baccalaureate level of education, provides the first two years of a liberal arts general education that is accessible and affordable, and advances the Wisconsin Idea by bringing the resources of the University to the people of the state and the communities that provide and support its campuses” (emphasis added). The UW Colleges engages with its constitu-
encies and communities in a variety of ways, including degree credit programming, Continuing Education activities, study abroad programs, and enrichment activities such as participation in fine arts productions. Further, the UW Colleges engages with internal and external constituencies in planning processes.

**Evidence: The organization’s structures and processes enable effective connections with its communities.**

**Continuing Education**

As described earlier in this chapter, each of the 13 UW Colleges campuses has an Office of Continuing Education. The Continuing Education offices provide a wide array of opportunities to bring educational opportunities to the residents of the state. Continuing Education offices’ diverse programming includes College for Kids, Elderhostel, credit and non-degree credit classes, sports programs, and other enrichment activities. To meet the needs of lifelong learners, the campuses collaborate with businesses, industry, K-12 school districts, Wisconsin Technical College System institutions, and non-profit agencies, increasing access to higher education. UW Colleges Continuing Education offices reach out to local communities in many ways. For example, in 2009, UW-Manitowoc offered 52 programs with a total of 1,709 participants. UW-Marshfield/Wood County hosted 124 programs with 1,409 participants. UW-Waukesha offered 335 programs, involving 3,518 participants, and UW-Barron County offered 69 programs with 749 participants. Individual campuses engage in assessment of the programs offered and the efficacy of the connections that the Continuing Education office makes with its communities (UW System Continuing Education Program Offerings).

**Faculty Tenure, Promotion, Merit, and Review**

The UW Colleges retention, tenure, and promotion policy articulates that outreach and service is one of the requirements for tenure and promotion. Similarly, the post-tenure review policy explains that faculty are measured in part based on their community service. In keeping with UW Colleges policies and practice, the criteria for review found in Senate FPP 501 (Criteria and General Procedures for Appointment, Retention, Tenure Progress, Tenure, and Promotion) and FPP 503.01 (Guidelines for Faculty Discipline-Related Public Service to the Community)—teaching, professional development, and service—are defined in terms of the mission of the UW Colleges and of the academic department. UW Colleges personnel reviews take student surveys of instruction into account, guided by FPP 503 (Faculty Merit Policy and Procedures). IP 301 (Activity Report) governs the faculty and instructional academic staff annual Activity Report, which serves as the basis for annual merit exercises, and lists discipline-related service and outreach as an area for review.

The requirement that faculty members engage in professional-related service to the community results in a wide variety of activities, many of which are documented in the UW Colleges Academic Department Program Reviews folder in the Resource Room. Some of the activities in which department members participate are community-based, such as collaborating with local high schools and middle schools. Additionally, faculty engage in work at the campus level, by teaching classes for Continuing Education or offering lectures to the local community. Academic department program reviews requires departments to think of their work in community and statewide contexts. For example, the Computer Science, Engineering, Physics, and Astronomy Department (CSEPA) engaged in teaching Engineering Fundamentals (EGR 105) through KSCADE (a fiber optic distance education network that connects over thirty K-12 school districts, two-year and four-year institutions of higher education in northeast Wisconsin) to local high schools.
The Health, Exercise Science, and Athletics (HES) Department works with community members through student placements. According to the department's 2009–2010 Academic Department Program Review, “Three of our courses have a Field Experience component that is 15 hours of shadowing with a professional in the field—HES 205 Athletic Injuries, HES 210 Theory of Coaching, HES 211 PE for Elementary Schools. These placements are done with the approval of the instructor and cooperating athletic trainers, coaches, and teachers give feedback on student involvement in the shadowing experience.”

According to the 2008–2009 Women’s Studies Program Academic Department Program Review:

[O]n several campuses Women’s Studies faculty have been involved in producing the Vagina Monologues, proceeds from which during V-Day are donated to local women’s shelters. At the [UW-Marathon County] campus, faculty members were involved in a conference focused on violence against women in the Hmong Community, bringing General Vang Pao, a well-known leader in the Hmong Community to speak; [the campus] collaborated with the Wisconsin Institute for Public Policy and Service and the Women’s Community. Faculty members at [UW-Fond du Lac] provided service-learning opportunities in the community as part of a Woman in Literature course. On some campuses, [Women’s Studies Program] faculty advise and work with the PRIDE group (LGBTQ student group) and/or the GSA (Gay-Straight Alliance).

For more information, please see the Academic Department Program Reviews folder in the Resource Room.

Evidence: The organization’s cocurricular activities engage students, staff, administrators, and faculty with external communities.

Wisconsin Institution for Public Policy and Service Internships

As is discussed earlier in this chapter, the Wisconsin Institute for Public Policy and Service (WIPPS) is a unit of the UW Colleges and UW-Extension that aims to engage Wisconsin residents in civic matters. One of the ways by which WIPPS fulfills its mission to engage people of the state is by providing internship opportunities for students. According to the WIPPS Web site, “The goal of the WIPPS internship program is to involve students with strong leadership potential in WIPPS projects and activities by creating mentoring, service, and reflection opportunities, thereby increasing civic and campus engagement for all participants.” In 2009, WIPPS interns participated in two major projects, the Health Care Event “Coming to Judgment” and the Volunteer Income Tax Assistance Program and FAFSA (Free Application for Federal Student Aid) Preparation. The program grew to eight projects in the 2010–2011 year, including a Town of Wausau Survey, Economic Security Deliberation, a UW System Sustainability forum, and Kids Voting USA, among others. In the 2011–2012 academic year, WIPPS interns worked on five main projects, the Wisconsin Dairy Oral History Project, the College Access Project in partnership with the Department of Public Instruction, Kids Voting USA, the K-12 Deliberation Project, and a statewide National Debt Deliberation Project.

Recommendation: The Wisconsin Institute for Public Policy and Service (WIPPS) should consider how to extend the internship program to other campuses in the UW Colleges.

Evidence: The organization’s educational programs connect students with external communities.

Study Abroad
Opportunities to study abroad are a small but growing segment of the UW Colleges curricular offerings. Educational travel makes up approximately three percent of the instruction offered by the Office of International Education (formerly, the Office of Continuing Education); these opportunities are both non-credit and credit-bearing. As shown in Figure 10, UW Colleges has more than doubled the number of study abroad opportunities since 2005–2006. In addition, the institution created a Study Abroad coordinator position in December 2011. The director of International Education and the Study Abroad coordinator are working to develop new relationships internationally to provide UW Colleges students with the opportunity for participation in the High Impact Practice that study abroad provides. Further, the UW-Fox Valley study abroad trip to Namibia in January 2011 had a service-learning component; the UW Colleges could see an increase in this practice in the future.

Figure 10. UW Colleges Study Abroad Programs Statistics 2005–2011

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Programs Offered</td>
<td>5</td>
<td>9</td>
<td>9</td>
<td>12</td>
<td>9</td>
<td>17</td>
</tr>
<tr>
<td>Number of Programs Run</td>
<td>5</td>
<td>7</td>
<td>7</td>
<td>6</td>
<td>7</td>
<td>12</td>
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<tr>
<td>Number of Students</td>
<td>80</td>
<td>163</td>
<td>175</td>
<td>136</td>
<td>146</td>
<td>263</td>
</tr>
<tr>
<td>Number of Faculty and Staff</td>
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<td>12</td>
<td>11</td>
<td>9</td>
<td>12</td>
<td>22</td>
</tr>
<tr>
<td>Countries Visited</td>
<td>5</td>
<td>7</td>
<td>7</td>
<td>4</td>
<td>6</td>
<td>9</td>
</tr>
</tbody>
</table>

As evidenced in Figure 10 above, the number of students who have participated in study abroad programs increased from 80 in 2005–2006, to 263 in 2010–2011. The UW Colleges Study Abroad Program is very cognizant of students' financial and time limitations, as well as what is necessary for the High Impact Practices from which students will most benefit. Because of this, intentionally shorter programs are offered instead of semester-long or year-long programs. The 2009 UW Colleges Study Abroad Program Statistics identify academic and community-based programs, and also showcase the wide variety of places to which UW Colleges students and community members travel. The UW Colleges periodically cancels some study abroad programs because of low enrollment (the minimum number of participants varies by program) and when U.S. Department of State travel advisories are issued.

**Service-Learning Opportunities**

The UW Colleges connects students with external communities through service-learning projects. Service-learning opportunities are provided in several ways. Some courses indicate a service-learning component in the course description, while others embed a service-learning component. Many campuses have had, and continue to have, AmeriCorps*VISTA members supported by multi-year grants to coordinate and support community-based service-learning activities.

Recently, the Wisconsin Institute for Public Policy and Service (WIPPS) provided a framework in which to grow service-learning programs after the institute received a UW-Extension Program Innovation Fund grant to create and implement a sustainable process model for UW Colleges and UW-Extension to address community-identified needs through collaborative service-learning prac-
tices for the 2011–2012 academic year. A Professional Development Team Task Force, comprised of representatives from UW-Extension, the UW Colleges, Wisconsin Campus Compact (a coalition of Wisconsin's leading colleges and universities), and WIPPS, provided best-practices training for three UW Colleges “hub” campuses (UW-Sheboygan, UW-Baraboo/Sauk County and UW-Barron County) to form local campus-based task forces to assist, sustain, and support campus/community service-learning projects throughout the UW Colleges/UW-Extension network. The Task Force goals included the construction and undertaking of three or more sustainable service-learning projects based at the three participating UW Colleges campuses and associated UW-Extension Cooperative Extension county offices during the 2011–2012 academic year. Service-learning mini-grants were funded by the Program Innovation Fund and implemented in 2011–2012.

Other service-learning experiences offered in the UW Colleges have included World Language Service-Learning (LEC 115): Breaking Barriers, offered at UW-Sheboygan. This project engaged UW-Sheboygan students in designing a curriculum to assist under-served groups in the area. Working with the community’s Hispanic Information Center and an AmeriCorps*VISTA member, students assessed language needs for the local Hispanic population and marketed to the Hispanic population to provide access to needed language resources.

Service-learning programs are work-intensive and require faculty (assisted, in some cases, by AmeriCorps*VISTA volunteers building campus capacity) to cultivate ongoing relationships with community members, which is a challenge on some campuses. Like other High Impact Practices, service-learning courses are highly valued by the institution. As described in Chapter Five, a UW Colleges Service-Learning Coordinator supports the growth of service-learning across the institution.

**Evidence: The organization’s resources—physical, financial, and human—support effective programs of engagement and service.**

The UW Colleges supports effective programs of engagement and service through well-resourced facilities, through responsible fiscal planning, and through its ongoing commitments to its employees. The Facilities Plans describe campus facilities in great detail: classrooms, theater and gallery spaces, libraries and recreational facilities are all used for programs of engagement and service. Responsible fiscal planning takes place at each level of the institution, from the Madison-based administrative and financial services office, which is in regular and frequent contact with campus-based senior leaders such as the campus executive officer/dean and the assistant campus dean for administrative and financial services, to each campus-based Continuing Education office, Student Services office, and academic department. All budgets and expenditures are carefully monitored to ensure that programs supporting engagement and service are delivered with integrity and care.

**Evidence: Planning processes project ongoing engagement and service.**

**Strategic Planning**

Planning processes serve to advance the mission of the UW Colleges. At the institutional level, the 2002–2007 Strategic Plan addressed external constituencies and community engagement and enrichment in a less clearly intentional way than in subsequent plans. The 2002–2007 plan emphasized the institution’s commitment to degree-seeking students. In subsequent years, the administrative integration of UW Colleges and UW-Extension focused on a variety of internal and external constituencies. For example, two 2008 strategic priorities were “becoming more agile and proactive in responding to state needs,” and “Increasing access to the educational resources and degree programs of the UW System by reducing barriers to participation.”
An early example of how the UW Colleges has engaged with external communities as part of its planning process was through the work of the Committee on Baccalaureate Expansion. The System-wide University of Wisconsin Committee on Baccalaureate Expansion sought to examine the number and nature of baccalaureate degree holders in Wisconsin as compared with other states, determine why Wisconsin is lagging behind, and recommend cost-effective and collaborative strategies to provide access and opportunities to expand the number of degree completers in the state. The UW Colleges and its individual campuses considered these findings as they engaged in strategic planning processes. At the campus level, subsequent plans emphasized building relationships with communities. The campuses articulated specific goals in regard to community engagement, as the campuses are so strongly tied to the local communities. This has continued into the present strategic planning cycle.

It is worth noting that the individual campus-level strategic plans have not in the past shared a common template, nor do they follow the same timeline. However, the lack of a common template for campus strategic plans is a function of the relative uniqueness of each campus. There is also much variation in the content of the plans themselves. Some campuses focus on strategic goals, while others use a SWOT (Strength, Weaknesses, Opportunities, Threats) analysis. As the UW-Rock County and UW-Baraboo/Sauk County strategic plans demonstrate, campus strategic plans also address community issues in different ways. In June 2011, Chancellor Cross initiated a strategic planning process for the campuses and the institution as a whole that has created alignment among these varying campus planning processes, helping to ensure that planning is more fully intentional and productive.

Core Component 5c. The organization demonstrates its responsiveness to those constituencies that depend on it for service.

Evidence: Collaborative ventures exist with other higher learning organizations and education sectors (e.g., K-12 partnerships, articulation arrangements, 2+2 programs).

Given its mission, the UW Colleges is particularly focused on student transfer needs, which are enhanced by collaboration between UW Colleges and other institutions of higher education. The institution is enterprising in seeking out ways to create transfer opportunities for students; this is apparent in several areas.

Bachelor of Applied Arts and Sciences Degree-Completion Program

First, as discussed in Chapter Seven, the UW Colleges seeks accreditation for a proposed Bachelor of Applied Arts and Sciences (BAAS) degree-completion program, a nimble, responsive degree that will allow students to closely customize their education to provide a rich learning experience that will reflect their specific ambitions for the workplace, and that is grounded in the liberal arts mission of the UW Colleges. This degree-completion program represents a collaboration with six UW System comprehensive university partners. Market research conducted to inform development of the new program indicated strong student interest and local community and workforce support for such a degree (UW Colleges Request for Entitlement to Plan).

Collaborative Agreements

In addition to the institutional commitment to offering students the opportunity to earn a baccalaureate degree experience from a local UW Colleges campus, UW Colleges also has many collaborative
agreements, memoranda of understanding, and partnerships. For example, each UW Colleges campus has partnerships with UW System institutions. An overview is available in the document, Collaborative Agreements Master List. Each UW Colleges campus offers an average of seven UW System institutions' baccalaureate-level collaborative degree programs. Examples of collaborative degree programs include those in Art History, Psychology, Sociology, Political Science, Organizational Administration, Liberal Studies, and Communication. The UW Colleges Online program also has developed strong collaborative agreements. For example, the two-plus-two agreement between the UW Colleges Online program and UW-Whitewater enables UW Colleges Online students to earn a bachelor's degree in Business fully online. UW Colleges also has many collaborative agreements with private universities such as Marian University, Northland College, Edgewood College, Alverno College, and Mount Mary College. The Collaborative Agreements Master List also demonstrates collaborative certificate programs, course collaborations, and articulation agreements.

Community Partnerships

UW Colleges campuses have partnerships in the community in a number of formats, including internships for college students; service-learning, community-based research or volunteer partnerships; and cultural or arts-related partnerships. As demonstrated in the document Partnerships Summary Counts 2011, UW Colleges campuses have forged partnerships with a strong array of organizations. In 2011, UW Colleges campuses partnered with 46 different organizations at 25 locations, with 209 students participating. Service-learning or community-based research partnerships were formed with 155 organizations, and 1,984 students were involved, while cultural or arts-related partnerships were formed with 115 different organizations.

For example, UW-Baraboo/Sauk County has partnerships with the local school district and with the Diesel Brothers Production Company, while UW-Marathon County offers learning opportunities in conjunction with the city engineer's office, a local organic farm, the Wisconsin Dairy History Project, and the Kettering Foundation. At UW-Barron County, the Restorative Justice Program works with local youth offenders and their victims as a court-sanctioned alternative to other forms of juvenile justice. Many other opportunities for internships, service-learning, and other engagement opportunities are available to UW Colleges students (please see the Resource Room, MOUs and Partnerships Folder).

Connections Program

High-achieving UW Colleges students also have the option of participating in the UW-Madison Connections Program, a dual admission program for Wisconsin residents. As the program literature notes, “The University of Wisconsin–Madison educates thousands of the state’s citizens every year by admitting some of the best and brightest students from throughout Wisconsin. Unfortunately, we cannot accommodate all of the academically strong students who apply for admission. The Connections Program offers select applicants, who are Wisconsin residents, the opportunity to start at a partner college or university and finish their bachelor’s degree at UW-Madison—and hold the distinctive UW-Madison student status from the beginning.” Students benefit by receiving privileges also extended to UW-Madison students attending classes on the UW-Madison campus, such as UW-Madison’s official student identification card, which gives full access to campus libraries, health services, recreational facilities, and other campus services that include academic advising, student organizations, technology tools, and athletic events with student ticket packages. Once students complete up to 54 credits with the UW Colleges, they transfer seamlessly to UW-Madison within three years of enrolling in the Connections program.
Evidence: The organization’s transfer policies and practices create an environment supportive of the mobility of learners.

Guaranteed Transfer Program

As an institution in which transfer is a critical part of its mission, the UW Colleges excels in creating a streamlined, clearly defined path to transfer for its students. First, the UW Colleges is part of the UW System’s Guaranteed Transfer Program, which allows students to transfer easily to their desired UW System institution. As the Guaranteed Transfer Information Form explains, students must declare their intent to transfer before completing 30 credits; complete the credits needed for junior standing; earn a minimum of a 2.0 GPA (or 2.8 for UW-Madison), and meet minimum requirements for admission to the UW System institution, then apply for transfer admission.

An important resource for students is the UW System Transfer Information System (TIS). This Web-based resource is critical for helping students plan their educational paths and includes an interactive credit “Transfer Wizard” that allows students to check how courses from the starting institution will transfer to a receiving institution. It also includes, under “Transfer Guides and Agreements,” an overview of transfer guides between UW Colleges campuses and other UW System institutions, between the Wisconsin Technical College System institutions and the UW System institutions, as well as private institutions of higher education in Wisconsin.

Prior Learning Assessment

In January 2011, the UW Colleges Senate passed Prior Learning Assessment (PLA) policies for the Associate of Arts and Science degree and the Credit for Prior Learning component of the proposed Bachelor of Applied Arts and Sciences (BAAS) degree-completion program. The latter policy establishes the framework to guide infrastructure for students with qualifying educational experiences to challenge specific BAAS courses.

In May 2011, the UW System Prior Learning Assessment Academic Planning and Policy Task Force submitted a final report on their work (PLA Task Force Report). This group’s work directed UW System institutions during the academic year 2011–2012 to review the findings and to develop policies and practices for managing credit for prior learning within their institutions. The UW Colleges is an active member of the UW System PLA Advisory and Implementation Committee, charged with examining and making recommendations regarding the academic and non-academic issues identified by the earlier UW System PLA Academic Planning and Policy Task Force.

In 2011–2012, a UW Colleges Prior Learning Assessment group led by the Business and Economics Department chair worked with the academic department chairs to develop institution- and department-specific PLA guidelines.

The UW Colleges received a grant to facilitate implementation as part of the Prior Learning Assessment Expansion Initiative, Institutional Pilot Program, funded in part by the Lumina Foundation. Phase One of the pilot project, in addition to establishing institutional and departmental policies, was to design an experiential learning portfolio development course to facilitate the creation, submission, and evaluation of portfolios, Introduction to Experiential Learning (LEC 110/310).
Evidence: The organization’s partnerships and contractual arrangements uphold the organization’s integrity.

Partnerships with the City and County

As the history of UW Colleges reveals, each campus owes its creation to the support and advocacy of the local communities they serve. The UW Colleges continues to build upon the longstanding history of partnership with its local communities. This reciprocal relationship is well illustrated by the UW Colleges “Budgeted City/County Expenditures” reports. For example, the UW Colleges 2011 Budgeted City/County Expenditures Report a total of over $15 million in fiscal support by communities for all the UW Colleges campuses. Continued financial investment by local communities demonstrates that UW Colleges campuses remain a vital part of their respective communities.

According to the assistant vice chancellor for budget and planning, “Campuses work very closely with the city and/or county boards in this partnership and are required to request funds, though the capital outlay and operation expenses are included with city and county budgets. The debt service from previous capital projects [. . .] is included in the city and county budgets, but may be bundled with their total debt service and the campus amounts may not be specified.” The process for requesting funds is specific to individual cities and counties, which suggests the importance of each campus executive officer/dean’s ability to cultivate and maintain strong relationships with city and/or county officials.

Figure 11 demonstrates by campus the budgeted city and county expenditures for 2011.

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<th>Campus</th>
<th>Debt Service</th>
<th>Capital Outlay</th>
<th>Operations</th>
<th>Total</th>
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</table>
Core Component 5d. Internal and external constituencies value the services the organization provides.

Evidence: The organization’s economic and workforce development activities are sought after and valued by civic and business leaders.

UW Colleges reaches out to external constituencies in the business community in order to serve their needs. The leadership of the 13 UW Colleges campuses works closely with local employers and organizations to align the campus educational offerings with local, regional, and statewide economic development needs. Some examples follow:

- The Office of Continuing Education at UW-Washington County has managed the West Bend Economic Development Corporation for five years and also sponsors entrepreneurial counseling, with dozens of potential new business owners counseled each year
- UW-Marathon County announced a partnership in spring 2012 with UW-Madison to offer a physician’s assistant degree in Wausau to address the severe shortage of health care employees in northern Wisconsin
- Several UW-Colleges campuses partner with UW-Platteville to offer electrical and mechanical engineering degrees locally; this program was initiated because of expressed needs by employers for more engineers
- UW-Marinette is part of a regional alliance to providing training needed by the ship building industry in northeastern Wisconsin
- UW-Rock County has partnered with Blackhawk Technical College and UW-Oshkosh to offer a nursing bachelor’s degree in Janesville, thus meeting the need of local health care providers for trained nurses
- UW-Manitowoc’s Certified Nursing Assistant program has successfully prepared students for the workforce in Manitowoc County, while making it possible for transfer to nursing programs at four-year institutions
- UW-Fond du Lac and several other campuses in east central Wisconsin partner with UW-Oshkosh to offer special education degrees on campus; school districts in the area had appealed to the campuses to provide more trained special education teachers to meet a regional shortage
Media Coverage of Student Success

Local news media regularly showcase stories of successful UW Colleges student graduates. For example, students who have faced adversity or challenges to achieving their degrees were featured in the Fond du Lac Reporter, Appleton Post-Crescent, and The Janesville Gazette. The positive coverage by local media demonstrates the community’s appreciation of the services that the institution provides. Frequently the coverage highlights students who are particularly well-served by the UW Colleges mission as an institution of access to liberal arts higher education.

Evidence: The organization’s evaluation of services involves the constituencies served.

The primary group served by the UW Colleges is its Associate of Arts and Science and bachelor degree-seeking student population. One way that the UW Colleges solicits evaluation from its constituencies is through the Student Survey of Instruction. These evaluation forms gather students’ feedback about individual instructors and courses. They are used for evaluation purposes in the tenure, promotion, review, and merit processes. In addition, individual instructors can use these evaluations in determining how to improve courses in the future.

In addition to the Student Survey of Instruction, the institution’s various components and offices actively and regularly seek feedback for evaluative purposes from those being served. UW Colleges Libraries actively and continuously evaluate how their services are meeting students’ and other constituencies’ needs. A good example is the Project SAILS survey distributed in 2010–2011 to students participating in the many information literacy sessions offered by libraries across the 13 campuses. The directors of the 13 campus Continuing Education offices also engage in evaluative activities. Their outreach efforts are informed and developed by engaging the constituencies they serve with their programs.

Campus Student Services and University Relations offices also gather feedback from students, parents and the community to assess and improve the effectiveness of university communications, marketing and services for these constituents.

Evidence: The organization’s facilities are available to and used by the community.

Facilities Rental

UW Colleges facilities are available to and used by the community. In addition to providing classrooms, theater spaces, athletic facilities, and meeting spaces, most campuses offer food, library, and technical services. Information about facilities rental is found on the UW-Barron County, UW-Fond du Lac, UW-Fox Valley, UW-Marathon County, UW-Marshfield/Wood County, UW-Richland, UW-Rock County, UW-Sheboygan, UW-Waukesha, and UW-Waukesha campus Web sites. Some campuses assign a fee for the use of facilities. Information provided by multiple campuses reveals the wide variation of activity that take place on UW Colleges campuses:

- At UW-Manitowoc, county board meetings are regularly convened on the campus in a room built specifically for this purpose.
- UW-Waukesha’s facilities are used by community groups as varied as the Wisconsin Swimming Association, social services or counseling groups, and state units like the Department of Transportation; the campus daycare is used by the community, as well, and campus facilities such as the gymnasium are frequently used as part of the childcare program.
UW-Richland has hosted groups such as the United States Department of Agriculture, the Church of Jesus Christ of Latter-Day Saints, and Richland Hospital Foundation, the Cub Scouts, and the Aldo Leopold Foundation.

At UW-Rock County, various 4-H youth groups and community groups like the Chamber Orchestra have made use of the campus theater; the campus provides space for exam proctoring and for use by various nonprofit community organizations, including YWCA, United Way, the American Cancer Society, and others.

At UW-Marathon County, facilities are used for many purposes; in a report provided by the auxiliary services coordinator, outside constituencies used facilities most frequently for athletic practice (36.9%), meetings (16.26%), athletic events (13.52%), academic events, (13.06%), and exhibitions (5.96%)

Educational, nonprofit, community, and government groups routinely make use of the UW-Fox Valley facilities; for example, reservation records show meetings hosted on the campus for the India Association, the IRS, the UW-Oshkosh Headstart program, the Friends of Autism, Thedacare, and the Appleton Area Soccer Club (see Resource Room, Facilities Use Folder).

Other UW System institutions offer courses or collaborative degree programs on UW Colleges facilities, such as UW-Waukesha’s partnerships with UW-Milwaukee, UW-Whitewater, UW-Oshkosh, Carroll College, and UW-Parkside.

There is clear evidence that the UW Colleges campuses are important venues for their local communities, providing meeting space and resources for a wide variety of external constituencies.

**Evidence: The organization provides programs to meet the continuing education needs of licensed professionals in the community.**

UW Colleges campus-based Continuing Education offices offer continuing education programming for licensed professionals in the community, as well as programs for bachelor-degree holding constituents who seek further educational opportunities. For example, UW-Manitowoc offers a Business Communication Certificate and a program to help pharmacy technicians prepare for their examinations. The campus also offers a collaborative program with UW-River Falls to provide educators in the area with a Master of Science in Education. Forty-five area teachers have completed their Master of Science in Education degrees because of this collaboration. In addition, Financial Services Professionals, Wisconsin Valley Chapter, has worked with UW-Marathon County Continuing Education for 20 years in offering an eight-hour professional development symposium for insurance agents, Certified Financial Planners, Certified Public Accountants and attorneys. This serves 40 to 60 professionals each year.

**Chapter Six Recommendations**

**Recommendation:** The UW Colleges should undertake a study of underprepared students in the UW Colleges to increase their success rates.

**Recommendation:** The UW Colleges should encourage campuses that do not have LGBTQ organizations or support services to explore the need for a LGBTQ organization.

**Recommendation:** The Wisconsin Institute for Public Policy and Service (WIPPS) should consider how to extend the internship program to other campuses in the UW Colleges.
Chapter 7

Institutional Mission and Program Change Request for the Bachelor of Applied Arts and Sciences Degree-Completion Program
Overview of Substantive Change Requests

Introduction

The need for a University of Wisconsin Colleges (UW Colleges) applied liberal arts baccalaureate degree was identified in the early years of the twenty-first century by a public-private task force charged with examining the UW Colleges mission in the context of the Wisconsin Idea. Planning for the proposed UW Colleges Bachelor of Applied Arts and Sciences (BAAS) degree-completion program began immediately, in 2007. Over the subsequent five years, a shared governance planning process occurred within the institution and the UW Colleges Office of Academic Affairs worked with the University of Wisconsin System Administration Office of Academic Affairs and other institutions of the UW System in a collaborative planning process required of all new programs. In June 2011, the Board of Regents of the University of Wisconsin System (Board of Regents) unanimously approved a new mission for the UW Colleges and unanimously approved the authorization of the UW Colleges BAAS degree-completion program. In the year since the Board of Regents approval, units throughout the UW Colleges have been involved in developing academic and functional elements essential for implementation of this new program.

The Process

The planning and implementation processes for a single baccalaureate degree-completion program and the elements of the program are provided systematically in this chapter. The internal and external processes and their interwoven nature are presented here in brief to provide context prior to delving into the details. Institutional task forces began the process by identifying the need for the degree and creating the broad outlines of the curriculum. With these in hand, the institution worked with the University of Wisconsin System Administration to seek an entitlement to plan and, once it was approved, authorization for change in the institutional mission and to implement a bachelor’s degree-completion program. To prepare each of these proposals for the UW System Administration, the UW Colleges Senate, the academic departments, the functional units, and the administrative officers developed curriculum and policy and appropriate strategies and infrastructure for registration, financial aid, marketing, assessment, and other activities.

The UW Colleges BAAS degree-completion program process began with the Commission on Enhancing the Mission of the UW Colleges chaired by two business leaders (one a former regent of the Board of Regents) and populated with elected local and state officials, private citizens, and faculty, staff and administrators from the UW Colleges and other UW System institutions. The commission’s December 2006 report noted that the UW Colleges served the largest population of returning adult students in the UW System and that this population was increasing in the UW Colleges while decreasing in UW System institutions as a whole. The commission recommended the UW Colleges should be granted restricted baccalaureate degree granting authority to serve place-bound, working adults in areas served by the UW Colleges campuses. Two different UW Colleges task forces began work on this concept; the work of a UW Colleges faculty task force provided the framework for an applied liberal arts baccalaureate degree. This framework then became the basis for a UW Colleges Entitlement to Plan proposal submitted to UW System Administration that was approved in January 2010. As is described in Chapter Two, the UW Colleges submitted two versions of a Request for Entitlement to Plan document to UW System Administration, receiving approval to advance after the second version, to submit a Request for Authorization to Implement document.
With the unanimous support of the UW Colleges shared governance bodies (e.g., the UW Colleges Senate and administrative groups), the Office of Academic Affairs submitted a request for approval of a change in the UW Colleges mission to the Board of Regents in June 2010 for a first reading and initial review. The Authorization to Implement the UW Colleges Bachelor of Applied Arts and Sciences degree was also submitted for initial review at the June 2010 meeting of the Board of Regents. The authorization document outlined the 60-credit baccalaureate degree-completion program curriculum of 30 credits to be offered by the UW Colleges and 30 credits to be offered by University of Wisconsin System partner institutions.

Over the next year, the UW Colleges worked with the institution’s shared governance bodies and University of Wisconsin System partner institutions on the curricular and collaborative elements of the UW Colleges BAAS degree-completion program, and a revised authorization document was prepared. The second reading of the proposed change in the UW Colleges mission was presented to the Board of Regents in June 2011 and was unanimously approved. Immediately thereafter, the Board unanimously approved the authorization of the UW Colleges BAAS degree-completion program.

After approval by the Board of Regents, four faculty teams developed frameworks and course outlines for the four curricular elements of the UW Colleges BAAS degree. During the summer of 2011, one-day retreats were held with campus teams and academic department chairs to discuss all elements of the degree and respond to suggestions for implementation. Academic staff from functional units of the institution have met to develop technical plans for degree implementation and then to coordinate the early steps to implementation. The UW Colleges Senate developed, reviewed, and unanimously adopted policies to guide and oversee the degree-completion program. The Senate also created the Senate Bachelor of Applied Arts and Sciences Curriculum Committee. Since February 2012, the curriculum committee has created policies to oversee development and approval of the curriculum for the degree-completion program and has reviewed UW Colleges BAAS degree courses proposed by UW Colleges instructors and those proposed by University of Wisconsin System partner institutions. The program manager, who was appointed in July 2011, coordinates, maintains, and updates a detailed timeline on the progress toward implementation of the proposed UW Colleges BAAS degree-completion program.

The Program

The UW Colleges BAAS degree-completion program deliberately builds on the rich tradition established in the institution’s nearly century-old history of preparing largely first generation, traditional age college students and, especially in the past 30 years, adult learners, for successful completion of baccalaureate degrees. The student-centered, dynamic, high-quality liberal arts curriculum of the UW Colleges Associate of Arts and Science (AAS) degree has served as the foundation for transferring students into a wide array of baccalaureate degree programs at a range of universities and colleges. The UW Colleges students who transfer to baccalaureate programs at University of Wisconsin System institutions are more likely to graduate than students who transfer from other institutions, as illustrated in Figure 1, below.
The UW Colleges BAAS degree-completion program creates a new pathway through the UW Colleges for place-bound adult students to earn a bachelor's degree. The program responds to the needs of a new population of place-bound adult learners and to the needs of organizations, businesses, and public institutions in communities that support the UW Colleges campuses, as well as in the state and the nation. Private foundations and state and national governments have launched initiatives to increase the proportion of Americans with higher education degrees and established specific goals. In Wisconsin, 26% of the adults have at least a four-year college degree – below the national average of 28% and behind neighboring Minnesota’s 32%. As part of its 2010 Growth Agenda Educational Attainment initiative, the University of Wisconsin System Administration announced its goal to increase the number of undergraduate degrees conferred by University of Wisconsin System institutions by 30% by 2025. Many UW Colleges campuses are located in service areas where the percent of adults with at least a bachelor's degree is substantially below the state average. For example, the 2000 U.S. Census showed the percentage of the population 25 years of age or older with at least a four-year college degree ranged from 10% to 22% in the service areas of five of the 13 UW Colleges campuses. The UW Colleges is committed to increasing the educational attainment of Wisconsin adults by retaining its traditional transfer mission and graduating more students with the UW Colleges AAS degree while, at the same time, more fully participating in the University of Wisconsin System Administration’s  More Graduates for Wisconsin initiative through the BAAS degree-completion program. To this end, the UW Colleges BAAS degree-completion program aligns with the University of Wisconsin System Administration’s efforts to meet the demands of state and local officials and residents alike that public resources be used efficiently and academic institutions collaborate seamlessly.

The UW Colleges BAAS degree-completion program is centered on 21st century competencies and skills that people need to become productive, contributing participants in the local community, particularly as local communities become increasingly tied to the global economy. The degree aligns with skills employers indicate employees need in such an economy: knowledge of other peoples and cultures, knowledge of global structures and processes important to making good business decisions, the ability to work across cultures, to think critically, problem-solve intelligently and communicate effectively, and the opportunity to engage in experiential learning (please see “BAAS Employer Needs Survey: Final Report” and the American Association of Colleges and Universities’ (AAC&U’s) “Raising the Bar: Employers’ Views on College Learning in the Wake of the Economic Downturn (January 2010)” and an accompanying AAC&U chart, “Percentage of Employers Who Want to ‘Place More Emphasis’ on LEAP Essential Learning Outcomes”). The essential elements of the UW Colleges BAAS degree-completion program are summarized in the core principles that follow.
Statement of Core Principles

Throughout its history, the University of Wisconsin Colleges has distinguished itself by offering a high quality liberal arts freshman and sophomore curriculum. The institution’s Associate of Arts and Science (AAS) degree has served as the foundation for transferring students into a wide array of baccalaureate degree programs. The institution-wide UW Colleges Bachelor of Applied Arts and Sciences (BAAS) degree-completion program is a general education, liberal arts degree that builds on this tradition.

The UW Colleges BAAS degree addresses the need for baccalaureate degree-seeking students to deepen their critical thinking, creative, and analytical skills; to develop a better understanding of other peoples and cultures and a knowledge of how to consider contemporary and enduring problems in a global perspective; and to acquire specific workplace skills through a blend of classroom and experiential learning. This unique degree-completion program provides place-bound adult learners an opportunity to develop creative and problem solving skills appropriate in different milieus for different challenges and tasks. It draws on faculty expertise that comes from scholarly traditions and knowledge that comes from professional development and practice. It cultivates an understanding of cultural diversity and of the links between the local and the global.

1. The core principles of the degree are to provide adult learners with:
2. A demonstrated knowledge of global systems and processes and the ways workplaces and local communities are enmeshed in global networks;
3. A demonstrated understanding of other lands, peoples, and cultures that foster cross-cultural communication and an ability to work in cross-cultural environments;
4. Cognitive, analytical, critical thinking, research, decision-making, and creative skills that can be applied to problem solving processes in their professional and community lives;
5. Demonstrated written, oral, and visual communication skills critical to professional and community settings;
6. Structured and reflective experiential learning in an area associated with workplace issues and local community needs;
7. An ability to identify and implement a creative/research capstone project and present the results at a forum or other public venue; and
8. An ability to work collaboratively, resolve conflicts, and be effective leaders in their workplaces and in their local communities.

As with the AAS degree, the faculty members are responsible for the content, development, instruction, and assessment of the four curricular components of the UW Colleges BAAS degree-completion program. Academic department chairs work collaboratively with campus-based faculty, campus executive officers/deans, associate deans, the Senate BAAS Curriculum Committee, the Senate Assessment Committee, and the Office of Academic Affairs to carry out these curricular processes.
Substantive Change Application, Part 1: General Questions

Mission or Student Body

Institution: University of Wisconsin Colleges
City, State: Madison, WI

Name of person completing this application: Dr. Gregory P. Lampe

Date Submitted: March 23, 2012

Title: Provost and Vice Chancellor for Academic Affairs
Phone: (608) 263-1794

Email: greg.lampe@uwc.edu

The questions are designed to elicit brief, succinct, detailed information, rather than a narrative or references to extensive supporting documents. Do not attach other documents unless they are specifically requested in the questions.

The total submission should be no more than 10-12 pages on a single classification of change. The submission should be no more than 20 pages total on an application addressing multiple change requests.

Submit the completed application as a single electronic document (in Adobe PDF format) emailed to changerequests@hlcommission.org.

Requested Change(s). Concisely describe the change for which the institution seeks approval.

Please Note: If submitting a change request for a new program and distance offerings or a new program and location, the institution should submit the New Program Application. Otherwise an institution submitting more than one change request should complete multiple applications, one for each type of change.

Incorporate into the UW Colleges mission the phrases: “…committed to high quality educational programs” and “…providing a single baccalaureate degree that meets local and individual needs.” The UW System Board of Regents approved the mission change in June 2010.*

*Complete mission statement in Part 2.
**Classification of Change Request.** Check all boxes that apply to the change.

Note: not every institutional change requires prior review and approval. Review the “Overview of Commission Policies and Procedures for Institutional Changes Requiring Commission Notification or Approval” to make certain that current HLC policy requires the institution to seek approval.

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<th>New academic program(s) requiring HLC approval:</th>
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<td>☑ change in mission</td>
<td>☑ certificate ☐ bachelor’s ☐ diploma ☐ master’s/specialist ☐ associate’s ☐ doctorate</td>
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<tr>
<td>☐ change in student body</td>
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<th>New additional locations:</th>
<th>Distance Delivery:</th>
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<td>☐ in home state</td>
<td>☐ Initiation of distance education</td>
</tr>
<tr>
<td>☐ in other state(s) or in other country(ies)</td>
<td>☐ Expansion of distance education</td>
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<tr>
<td>New branch campus:</td>
<td>☐ Initiation of correspondence education</td>
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<tr>
<td>☐ new or additional campus(es)</td>
<td>☐ Expansion of correspondence education</td>
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<td>☐ Substantially changing the clock or credit hours required for a program</td>
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<tr>
<td>☐ Contractual arrangement</td>
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<tr>
<td>☐ The institution has completed the Screening Form for Contractual Arrangements and has been advised that approval is required. (If not, see the Substantive Change Screening Form for Contractual Arrangements)</td>
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**Institutional Context for Substantive Change Review.** In 1-2 paragraphs, describe the key dynamics — institutional mission and internal or external forces — that stimulated and shaped the change.

A growing concern of the University of Wisconsin (UW) System throughout the first decade of the twenty-first century has been to increase the proportion of Wisconsin citizens with higher education degrees. This concern responds in part to national educational foundations and associations who underscore the need to address higher educational opportunities for adult learners and to state and national elected officials who stress the need for a highly-educated labor force to compete successfully in today’s global economy. UW System institutions engaged the System’s Growth Agenda for Wisconsin initiative to increase the Wisconsin population with higher education credentials to 55 percent by 2025. To contribute to the UW System goal, the University of Wisconsin (UW) Colleges embraced its traditional transfer mission by committing to graduating more students with Associate of Arts and Science degrees. In addition, the UW Colleges expanded its accessibility and affordability mission by developing the Bachelor of Applied Arts and Sciences degree-completion program for place-bound adult learners as part of its responsiveness to the needs of Wisconsin students in the communities that provide and support its campuses.

The Bachelor of Applied Arts and Sciences degree builds on the strength of the UW Colleges in the liberal arts and expands those strengths to provide an applied baccalaureate degree-completion program as a means to improve workforce development in the state. The degree is deliberately built on a rich tradition of preparing largely first-generation, traditional-age college students, and in the past 30 years especially, adult learners, for successful completion of baccalaureate degrees. The UW Colleges Bachelor of Applied Arts and Sciences degree-completion program responds to the needs of this new population of adult learners. The proposed program fills an important niche in the UW System array
of degrees: it creates a new pathway through the UW Colleges for place-bound, underserved adult learners to obtain a bachelor's degree and contribute to local workplace and community needs.

**Special conditions. Underline YES or NO attesting to whether any of the conditions identified below fit the institution. If YES, explain the situation in the box provided.**

<table>
<thead>
<tr>
<th>Question</th>
<th>YES</th>
<th>NO</th>
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<tbody>
<tr>
<td>Is the institution, in its relations with other regional, specialized, or national accrediting agencies, currently under or recommended for a negative status or action (e.g., withdrawal, probation, sanction, warning, show-cause, etc.)?</td>
<td>YES</td>
<td>NO</td>
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<tr>
<td>Is the institution now undergoing or facing substantial monitoring, special review, or financial restrictions from the U.S. Dept. of Education or other federal or state government agencies?</td>
<td>YES</td>
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<tr>
<td>Has the institution's senior leadership or board membership experienced substantial resignations or removals in the past year?</td>
<td>YES</td>
<td>NO</td>
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<tr>
<td>Is the institution experiencing financial difficulty through such conditions as a currently declared state of exigency, a deficit of 10% or more, a default or failure to make payroll during the past year, or consecutive deficits in the two most recent years?</td>
<td>YES</td>
<td>NO</td>
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<tr>
<td>Is the institution experiencing other pressures that might affect its ability to carry out the proposal (e.g., a collective bargaining dispute or a significant lawsuit)?</td>
<td>YES</td>
<td>NO</td>
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**Approvals. Check the approvals that are required prior to implementing the proposed change and include documentation of the approvals to the request.**

- ☑ Internal (faculty, board) approvals
- ☑ System approvals (for an institution that is part of a system)
- ☐ State approval(s) for requests other than for Distance Delivery
- ☐ For Distance Delivery only: process in place to ascertain and secure state approval(s) as required
- ☐ Foreign country(ies) approvals (for an overseas program or site)
- ☐ No approval required
Specialized Accreditation

Complete this section only if specialized accreditation is required for licensure or practice in program(s) covered by this change application.

☐ The institution has already obtained the appropriate specialized accreditation. Attach a copy of the letter from the agency granting accreditation.

☐ The institution has begun the process of seeking or plans to seek specialized accreditation. Specify the name of the agency and the timeline for completing the process. (If approval is a multi-stage process, the institution should contact the HLC staff liaison to discuss the timeline before submitting this change application form.)

☐ The institution does not plan to seek specialized accreditation. Provide a rationale for not seeking this accreditation.

Changes Requiring Visits

Complete this section only if the institution is already aware that the proposed change will need to be reviewed through a visit. (If the institution is unsure whether a visit is required, the Commission will advise the institution based on the information provided in the change application.)

☐ Request to schedule a Change Visit.
   If a Change Visit has already been planned in consultation with Commission staff, specify the date set for the visit: ______________

☑ Request to add a proposed change to an already scheduled visit. Specify type of visit and date scheduled: Comprehensive visit, November 5-7, 2012

Whether the change will be reviewed through a separate Change Visit or embedded in an already scheduled visit, the following schedule will apply.

1. The institution files Part 1 of this change form at least 4 months before the visit. If the visit has not already been scheduled, this filing will initiate the process of scheduling the visit.

2. The institution files Part 2 of this change form at least 2 months before the scheduled visit. If the change will be embedded in an already scheduled visit, the form should be filed as an attachment to the report prepared for that visit.

Please note: The Commission plans to update the change forms annually, on or about September 1 of each year. However, if a Change Application form was accessed more than 90 days prior to filing, it is recommended that the institution visit http://www.ncahlc.org/change to ensure that there have been no changes in the application form in the intervening time.
Substantive Change Application, Part 2: Topic-Specific Questions

Mission or Student Body

Part 1. Characteristics of the Change Requested

1. How will the proposed change impact the historical intent, mission, nature, culture, organization, and people of the institution?

The historical transfer mission of the UW Colleges remains pre-eminent: most UW Colleges students will continue to be freshmen and sophomores who transfer to other colleges and universities to pursue bachelor’s degrees. The addition of a single baccalaureate degree to the UW Colleges mission enables the institution to develop a degree-completion program for place-bound adults in the communities that are served by UW Colleges campuses. The Bachelor of Applied Arts and Sciences (BAAS) degree-completion program builds on the UW Colleges century of experience preparing undergraduates for successful transfer to baccalaureate programs by providing a high-quality liberal arts associate degree program and its over three decades of experience as the UW System institution that has served the largest population of adult learners.

In those decades, an adult student culture developed that has contributed to changes in the course schedule, broadened curriculum delivery to include Accelerated/Blended courses and programs targeted specifically at adults, and extended the hours of operation of student services offices, libraries, food and other campus services. The academic staff of the UW Colleges now includes returning adult student advisors and recruiters, and staff accustomed to evaluating credits of adult students transferring from and to other higher education institutions. Recent five-year (2004–2008 and 2006–2010) and one-year (2010–2011) studies of UW Colleges students show full-time and part-time adults are retained at a rate higher than any other age group (Office of Academic Affairs, Institutional Research). This includes retention in the UW Colleges and at UW System campuses to which they transfer. Offering the BAAS degree-completion program could result in a deepening commitment to adult student success at the baccalaureate level.

The UW Colleges BAAS degree-completion program expands baccalaureate opportunities for place-bound adult learners and many first-generation college students, including those who have completed a liberal arts associate degree and would not otherwise be able to pursue a bachelor’s degree. It also opens opportunities to swirling adult populations who will now have a chance to consolidate their credits toward the associate’s degree and continue in a bachelor’s degree-completion program.

The UW Colleges faculty members are credentialed for baccalaureate education (84 percent of the faculty hold the Ph.D. or other terminal degree) and have a professional presence in teaching and research-oriented associations within Wisconsin, nationally, and internationally. The delivery of the proposed degree draws on current delivery of the associate degree in face-to-face, blended, compressed and streaming video, and online courses.

2. What change, if any, will occur in the mission statement and mission-related documents (vision, goals, and purposes)?

The new select mission of the UW Colleges approved by the UW System Board of Regents in June 2011 reads: “The University of Wisconsin Colleges is a multi-campus institution committed to high
quality educational programs, preparing students for success at the baccalaureate level of education, providing the first two years of a liberal arts general education that is accessible and affordable, providing a single baccalaureate degree that meets local and individual needs, and advancing the Wisconsin Idea by bringing the resources of the University to the people of the state and the communities that provide and support its campuses” (Board of Regents Minutes, June 2011:36-37).

In their approval, the Regents agreed to incorporate two new phrases in the UW Colleges mission statement: “... committed to high quality educational programs” and “... providing a single baccalaureate degree that meets local and individual needs.”

The vision, goals, and purposes of the institution will not need to change to accommodate the UW Colleges BAAS degree because the proposed degree reinforces the UW Colleges commitment to liberal arts education. The institution is currently engaged in a strategic planning process that can easily incorporate an implementation of a baccalaureate degree into the process.

3. What change, if any, will occur in the number, demographic, and composition of the student body?

The UW Colleges enrolls approximately 14,000 freshman and sophomore students annually, over one-third of whom are adult students (22 years of age and over). The anticipated enrollment of 200 to 300 place-bound, adult students by the end of the third year of the proposed UW Colleges BAAS degree-completion program should not change the overall age composition of the student body. It would remain predominantly traditional-age freshmen and sophomores.

However, over the long-term, the institution anticipates that the degree-completion program could raise the percent of the student body that are adult learners from 34 to 37 percent. Given the experiential and local focus of the degree, it may provide more opportunity to serve the needs of a larger number of adult male place-bound learners whose traditional areas of employment have been reduced by recent workforce trends and a larger number of women who are being affected by recent changes in the public sector labor force.

Changes in the ethnic and racial composition of Wisconsin’s population, in the student body of the UW Colleges, and in the overall achievement of those students suggest that the proposed BAAS degree-completion program may play a role in continuing to increase the number of students of color on UW Colleges campuses. The 2010 census shows substantial percent increases during the last decade in the African American, Asian American, Latino American, and Native American populations in all counties that are home to, and adjacent counties served by, UW Colleges campuses that plan to offer the BAAS degree. Enrollment at UW Colleges campuses by members of these ethnic groups has increased over the last decade and retention rates for full-time UW Colleges students from all of these backgrounds also increased from the first to the last part of the first decade of the twenty-first century. From 2010 to 2011, the retention rates for UW Colleges students of color surpassed their previous five-year average retention rates (Office of Academic Affairs, Institutional Research).

4. Specify the timeline used to implement the proposed change.

The road to the UW Colleges mission change request began with the December 2006 report of the Commission on Enhancing the Mission of the UW Colleges, Living the Wisconsin Idea: Extending the UW Colleges’ Liberal Arts Mission to the Boundaries of the State and Beyond. The commission was chaired by two business leaders (one a former UW System Regent) and included elected local and state officials, private citizens, and faculty, staff and administrators from the UW Colleges and other UW System institutions. Given that the UW Colleges served the largest population of returning adult students in the UW System and that this population was increasing in the UW Colleges while decreasing in the UW System
as a whole, the commission recommended the UW Colleges “should be granted restricted baccalaureate degree granting authority” to serve this underserved population of place-bound, working adults (2006:35). The commission recommended that the chancellor appoint a task force to explore a baccalaureate degree to be offered in a collaborative manner using various modes of delivery.

The next milestone in the mission change process was the August 2008 report of a UW Colleges faculty task force, Curriculum Proposal for a New UW Colleges Bachelor of Applied Arts and Sciences Degree, which provided the framework for the UW Colleges to prepare An Entitlement to Plan a UW Colleges Bachelor of Applied Arts and Sciences Degree request of the UW System Administration that was approved in January 2010. With the unanimous support of the shared governance bodies (e.g., faculty and academic staff senate, administrative groups) of the UW Colleges, the Office of Academic Affairs submitted a request for approval of a change in the UW Colleges mission to the UW System Board of Regents in June 2010 for a first reading and initial review (Board of Regents Minutes, June 2010:28). Also submitted for initial review was an authorization to implement a new applied liberal arts baccalaureate degree-completion program.

Over the next year, the UW Colleges worked with the institution’s shared governance bodies and UW System partner institutions on the curricular and collaborative elements of the UW Colleges BAAS degree and a revised Authorization to Implement the UW Colleges Bachelor of Applied Arts and Sciences Degree was prepared. The second reading of the revised mission of the UW Colleges was presented to the UW System Board of Regents in June 2011 and unanimously approved. Immediately thereafter, the Board unanimously approved the authorization of the UW Colleges BAAS degree (Board of Regents Minutes, June 2011:36-37).

In mid-June 2011, Provost Lampe appointed the UW Colleges BAAS program manager, a pivotal position for the coordination of the implementation of the proposed BAAS degree-completion program. Between June 2011 and February 2012, four faculty teams developed frameworks and course outlines for the four curricular elements of the BAAS degree; their reports are extensive and detailed (BAAS Capstone Report Final Report, BAAS Cognitive Skills Final Report, BAAS Global Studies Final Report, BAAS Professional Experience Report). In August 2011, one-day retreats were held with campus teams and academic department chairs to discuss all elements of the degree and respond to suggestions for implementation. Since July 2011, heads of the institution’s functional units have met to develop technical plans for degree implementation and to coordinate and plan the early steps to implementation. In this period, the UW Colleges Senate Academic Policy Committee developed policies to guide and oversee the degree. These policies were reviewed by the UW Colleges Senate during a first reading in October 2011 and adopted unanimously at the second reading in January 2012 (UW Colleges Senate Minutes January 2012).

At the January 2012 meeting, the UW Colleges Senate created the Senate Bachelor of Applied Arts and Sciences (BAAS) Curriculum Committee; nominations were solicited and the Senate Steering Committee appointed the committee. Since February 2012, the curriculum committee has created policies to oversee development and approval of the curriculum for the degree, solicited proposals for review, and has begun course proposal review. By July 2012, the Senate BAAS Curriculum Committee had reviewed 90 course proposals and sent them forward to the provost. Another important part of curricular development and coordination is also underway. UW Colleges campus teams are meeting with UW System partner institution teams to identify junior- and senior-level curricular offerings. The teams include faculty, academic staff, and administrators with the UW Colleges BAAS program manager as a facilitator.

The UW Colleges BAAS program manager coordinates, maintains, and updates a detailed timeline on the progress toward implementation of the proposed UW Colleges BAAS degree. The UW Colleges
is on target to implement the change in the institutional mission by fall 2013, pending Higher Learning Commission accreditation.

**Part 2. Institution’s History**

**5. What experience, if any, has the institution had in changing its mission or student body?**

The basic mission of the UW Colleges has been consistent throughout its century-long history: to provide Wisconsin citizens access to higher education by delivery of the first two years of a liberal arts curriculum. The campuses of the UW Colleges provided this element of the Wisconsin Idea initially as branches of the University of Wisconsin-Madison (11) and two, then Wisconsin State University campuses. Shortly after the creation of the University of Wisconsin System, it carried on that mission as a single institution.

Governance bodies of the UW Colleges revised the institution’s mission statement in 2003; the UW System Board of Regents approved the new mission statement in May 2004. As then-Chancellor Messner explained in his presentation to the Board of Regents, the proposed change “constitute[s] a revised statement, not a revised mission” (Board of Regents Education Committee Minutes, April 2003). The mission statement was more succinct to accentuate the accessibility and affordability of a high quality liberal arts education offered by one institution with campuses in 13 communities across the state. The mission statement emphasized the university’s role in serving local communities and the community’s role in providing the facilities. This university-community and state-local partnership was deepened in the new mission statement. The vision laid out in 2003 was for the institution to be “recognized for pre-eminence in liberal arts general education by 2012” (UW Colleges Catalog, 2005–2007).

In the past three decades, a gradual change occurred in the composition of the student body as the proportion of adult learners grew in the UW Colleges. This trend in the UW Colleges was part of an ongoing national trend and it also reflected the institution’s early response to be more inclusive and to welcome a new group of students, returning adult learners, to its campuses and online program. The requested change in the mission of the UW Colleges today continues the institution’s effort to address more fully the needs of a group within that adult student population, the place-bound adult learner.

**6. What are the reasons and driving forces for the proposed change?**

The principal driving force for the change in the UW Colleges mission is local community need; there has also been an effort by the State to increase the skills of the Wisconsin labor force. At the local level, officials and residents saw a need for the UW Colleges to continue to serve working adults who had completed an associate degree. The change in the mission responds to place-bound adults in the Wisconsin communities that provide and support the UW Colleges campuses. The authority to offer a unique bachelor’s degree creates a new pathway through the UW Colleges for underserved adult learners to obtain their baccalaureate degree and contribute to local workplace and community needs.

At the state level, it became clear that a change in the mission of the UW Colleges was important to the UW System’s Growth Agenda for Wisconsin that by 2025 its institutions would have increased by 30 percent the number of undergraduate degrees conferred per year. As the institution in the system that serves the largest population of adult learners, the authority for the UW Colleges to offer “a single baccalaureate degree that meets local and individual needs” fills a niche in the UW System array of degrees.
Part 3. Institutional Planning for Change of Mission or Student Body

7. What are the institution’s plans to implement and sustain the proposed change?

Under the leadership of Provost Lampe, the UW Colleges has begun to implement the proposed change in its mission on multiple levels with multiple teams and using many modes of communication. In brief, the implementation process began with retreats and briefings for campus deans, associate and assistant deans, and faculty governance representatives; for academic department chairs; for functional unit groups; and for UW System institution partner teams. Working in collaboration with the UW Colleges Senate Steering Committee and its chair, academic policies to oversee the degree and its curriculum moved through the shared governance process. Faculty teams jointly appointed by Provost Lampe and the Senate Steering Committee designed the framework for the four principal elements of the curriculum. Within these policies and frameworks, academic department chairs are providing leadership in the development of specific courses for the curriculum. Institutional and campus governance committees are developing structures and procedures for folding baccalaureate degree issues into their activities and responsibilities.

Representatives of the institution’s functional units engaged in an exercise led by Provost Lampe to identify major implementation issues in their areas and to identify the areas of interface between units. Subsequently, heads of the functional units have worked with their staffs and as inter-unit teams to address the policies and procedures needed to handle an array of financial, technical, and other student support issues. A librarian committee is identifying new materials needed for junior- and senior-level students and the training needed for their personnel; the work is ongoing.

In both the academic and functional areas, the BAAS degree-completion program implementation processes were initially guided by those mapped out in the program authorization document prepared for the UW System Board of Regents. In November 2011, the UW Colleges BAAS Advisory Board was formed to advise the provost and program manager on implementation issues and concerns. As various groups work on short- and long-term planning, details are filled in and adjustments are made. Multiple modes of communication with the many different constituencies involved in getting a new degree-completion program in place and creating the structures and policies to sustain it are critical. Provost Lampe’s formal written and his conversational reports to various governance bodies, academic and functional units, and the institution as a whole keep the dialogue going. An implementation timeline maps and tracks the details of the ongoing processes. The institution’s culture of inclusiveness and involvement will play an important role in sustaining the momentum.

8. What impact might the proposed change in mission or student body have on challenges identified as part of or subsequent to the last comprehensive visit or reaffirmation panel recommendation and how has the institution addressed the challenge(s)?

When the Higher Learning Commission last conducted a comprehensive evaluation visit of the UW Colleges in March 2003, it found that the institution “meets all the General Institutional Requirements and the Criteria of Accreditation.” However, the team also recommended a Monitoring Report on assessment of student academic achievement be submitted by September 2006. The Team found the institution had defined the expectations for general education and begun the process of course and program evaluation; however, they found the assessment of student learning was neither comprehensive nor systematic.

In 2006, the UW Colleges demonstrated to the satisfaction of the Higher Learning Commission that it had defined its academic proficiencies in measurable terms, collected measurement data on profi-
ciencies and used it to improve courses and programs, measured the effectiveness of such changes, and used the assessment data in planning and resource allocation. In the subsequent three-year period, assessment coordinators and committees at the institutional, academic department, and campus levels actively engaged their members in dialogues about the role of course and program assessment, developed measurements for various proficiencies, and folded the results into course and program change. These processes instilled a gradual change in the culture of an institution already known for its commitment to providing a high quality liberal arts education to its students, many first-generation college students. The institution continues to develop this “culture of assessment.”

Today, a commitment to the role of assessment in improving student learning outcomes has been infused more deeply into the teaching-oriented culture of the institution and many structures and processes are in place to carry it forward. These are evident in the documents that led to the UW System Board of Regents approval of a change in the UW Colleges mission. The faculty task force that developed a curriculum linked the proposed applied liberal arts baccalaureate degree to the Association of American Colleges and Universities Liberal Education and America’s Promise (LEAP) essential learning outcomes. Those essential skill-based learning outcomes for each element of the curriculum guide assessment of the program. Task force faculty members identified a process to be used to carry out assessment of these outcomes. The faculty members also developed sample rubrics for different fields of study to evaluate particular learning outcomes of each element of the curriculum.

9. **Describe the administrative structure (accountability processes, leadership roles) necessary to support the proposed change.**

Provost Lampe provides the leadership for continuing to strive for excellence in providing high quality liberal arts education and in extending it to an applied liberal arts baccalaureate degree. The day-to-day execution of the steps that need to be carried out to enact the change is distributed widely across the institution and extends to faculty, academic staff, and administrators at UW System partner institutions. A recently appointed special assistant to the provost, who serves as the UW Colleges BAAS program manager for implementation of the degree for which the UW Colleges is also seeking accreditation, coordinates that array of teams, committees, and individuals. The BAAS program manager works directly with the newly-created and appointed Senate BAAS Curriculum Committee that reviews and recommends to the provost on the courses for the degree. Academic department chairs review and sign off on all course proposals before they go to the curriculum committee.

The UW Colleges BAAS program manager also works with each campus team, which is typically composed of the campus dean, student services staff, and faculty. The UW Colleges campus teams work with a similar campus team from their UW System partner institution(s) and with UW Colleges academic department chairs to tailor a curriculum that leads to a bachelor’s degree while meeting the needs of their particular communities and the working adult populations within them.

Institutional leaders of each functional area work in sub-groups and with the program manager to put the technical, financial, and general student services elements in place. Pending accreditation of the degree, fractional increases in current positions or additional part-time personnel will be needed to implement the degree. These personnel changes include increases in positions in student services, to recruit, counsel, and advise students; in libraries, to identify and secure new technical resources related to the degree; and in the registrar’s office and information technology, to develop infrastructure for the degree program.

The UW Colleges BAAS Advisory Board, constituted in November 2011, with representatives from the faculty, academic staff, and administration helps identify issues as the process unfolds and advises the
provost and program manager on ways to manage those issues. The program manager tracks developments in each area and updates a timeline that is shared with the key players in the process.

10. What controls are in place to ensure that the information presented to students in advertising brochures, and other communications will be accurate?

The UW Colleges Office of Academic Affairs, especially the provost and the associate vice-chancellor for student services and enrollment management, will work closely with the Office of Marketing and University Relations, especially the director of marketing, to develop informational materials for adult academic advisors and marketing personnel to use to inform students about the proposed BAAS degree-completion program. Retreats and footprint planning sessions led by the Office of Academic Affairs have worked through the steps in developing accurate and appropriate information regarding the change in the UW Colleges mission, the new degree-completion program, and the accreditation process. The provost, program manager, and associate vice-chancellor for student services and enrollment management systematically update individual campus faculty and academic staff members at their regularly scheduled institutional meetings (e.g., campus executive officers and deans; campus associate deans; academic department chairs; assistant deans for student services; all student services staff; university relations directors; the Senate Steering Committee; and the UW Colleges Senate, the conduit to campus collegia).

11. How do you ensure that financial planning and budgeting for the change are realistic (projected budgets, recent audit reports, revenue streams, costs of facilities, and projected faculty and equipment costs)? What are your projected revenues and expenses? What are your projected enrollments and staffing needs?

The UW Colleges provost worked with the UW System senior academic vice-president for academic affairs and the UW Colleges assistant vice chancellor for budget and planning consulted with the UW System financial office to establish inter-institutional financial parameters and to create the assumptions on which the budget was built. The heads of functional units were consulted about implications of staffing for specific technical and support changes. Memoranda of understanding were negotiated provost to provost with UW partner institutions to specify budgetary details.

Students enrolled in the UW Colleges BAAS degree-completion program will pay tuition at the UW System comprehensive university standard tuition rate. The program budget assumes a 5.5% tuition increase per year, with tuition figures based on estimated student credit hours. It is expected that tuition for credits taken at the UW partner institutions will be at the institution's distance education rates, since they will primarily be provided in modes other than face-to-face delivery, and will cost more than standard tuition. All revenue generated by the UW Colleges BAAS degree-completion program will be re-invested in the BAAS degree-completion program. The Chancellor's Innovation Fund will be used for start-up costs and the initial promotion and recruitment efforts during the first three years.

By the second year of the program, 7.5 FTE faculty are projected to participate in the UW Colleges BAAS degree-completion program as instructors delivering UW Colleges courses. The program will need to cover the costs to backfill for the UW Colleges faculty, who will move from the freshman and sophomore curriculum into the junior and senior curriculum of the BAAS degree. The number of instructors backfilling for these faculty members is projected to be 5.0 FTE. The number of additional non-instructional academic staff positions or portions of positions required to initiate and to continue the program is 4.7 FTE spread across several administrative and support services positions.

By the third year of the program, the revenue from tuition and fees is projected to be about $900,000, ninety-eight percent of which will be spent on backfill for the faculty to teach in the program and academic staff to provide administrative, library, and advising support. There is current classroom,
lab, capital equipment, library, resource center, student services, and building capacity to serve the adult learners of the proposed UW Colleges BAAS degree-completion program on each of the six participating UW Colleges campuses. All buildings of the UW Colleges campuses are accessible to students, faculty, and academic staff with disabilities. UW Colleges BAAS degree-seeking students will have access to on-campus information technology (IT) support on the six UW Colleges campuses and at UW partner institutions. IT support is available on UW Colleges campuses during the day and in the evenings. Students will have access to an online tutoring service contracted through the UW Colleges Online Program.

By the third year of the program, the projected combined total enrollment is between 200-300 students per year on the six UW Colleges campuses approved by the UW System Board of Regents to offer the UW Colleges BAAS degree-completion program. It is anticipated that enrollment will vary across the participating campuses. The projected enrollment assumes an attrition rate between five and eighteen percent over the first five years of the program. (The UW System Board of Regents approved the UW Colleges BAAS degree-completion program for a five-year period, at which time it is to be reviewed.) It assumes fifteen contact hours per student each semester, or five three-credit courses, which is full-time status for these adult learners. The number of graduates for the third through fifth years of the program is projected to be about 90 students.

12. How do you assure that promotion, marketing and enrollment for your new mission or student body stay in balance with your actual resources and technical capabilities?

The UW Colleges Marketing and University Relations Office manages institution-wide recruitment campaigns and advises individual campuses on local community-based campaigns. Seventy percent of the UW Colleges BAAS supplies and expenses budget is targeted to be used for the UW Colleges Marketing and University Relations Office to develop direct mail recruitment campaigns (budgeted at $25,000 annually) and for the Office of University Relations and Marketing on the six campuses to run campus-based media campaigns (funded at the rate of $3,500 each for the smaller campuses and $6,000 each for the larger two campuses, for a total expenditure of $51,000). These campaigns will rely on the ongoing technical capabilities developed by these offices for the institution’s large AAS degree program. Another important source of information about the UW Colleges BAAS degree-completion program will be UW Colleges adult student advisors who work directly with many place-bound, working adults. As enrollment increases in the projected BAAS degree-completion program, monies for promotion and marketing may also increase.

Part 4. Curriculum and Instructional Design

13. Describe the involvement of appropriately credentialed faculty and experienced staff necessary to accomplish the proposed change (curriculum development and oversight, evaluation of instruction, and assessment of learning outcomes).

UW Colleges faculty members have been central to the design and development of the proposed UW Colleges BAAS degree-completion program. Eighty-four percent of the UW Colleges faculty members hold the Ph.D. or other terminal degree. Experienced administrative and support staff have been involved in developing the procedures for implementation and the early efforts to prepare for its anticipated launch.

A task force composed of tenured and senior faculty designed the broad outlines of the degree-completion program. The task force included faculty members awarded national professional recognition in their disciplinary area and national grants. Faculty and academic staff members of the
UW Colleges Senate developed academic policy based on the work of the task force. Teams of senior, mid-level, and early career faculty members designed the framework and core courses for each of the four components of the degree. Faculty members, whose discipline and expertise were central to each curricular component, chaired these teams and faculty members in the arts and humanities, the natural sciences, and the social sciences were represented on each team.

The UW Colleges Senate Steering Committee appointed the curriculum committee to oversee the development of the curriculum for the degree, including review of courses proposed by faculty from the UW Colleges and UW partner institutions. The curriculum committee is likewise composed of credentialed, tenured senior and mid-level faculty members with expertise in the major curricular areas. The same pattern prevails among the faculty members who are developing courses for the proposed degree. Academic department chairs, who need to approve the courses prior to submission to the curriculum committee, have many years of teaching and academic administration as part of their curricula vitae. The Senate committee that oversees the assessment process in the UW Colleges and the academic departments that develop and implement assessment tools and rubrics have similar professional status and accomplishments. Indeed, many of the faculty members involved with the various phases of the development of the proposed degree and its delivery also participate actively in their professional societies presenting research in their academic specialties and/or on teaching and learning.

Also important to carrying out successfully the proposed baccalaureate degree is the academic and administrative leadership for the mission change and the proposed new program provided by Provost Lampe. He is credentialed in this regard as evidenced by his long record of focusing on teaching and learning and educational innovation for the good of all groups of students. Provost Lampe served on the faculty for 17 years before moving into administration. Early in his career, he developed and taught courses and led the institution to a more comprehensive and systematic assessment process. In recent years, he has guided the institution in reviewing its history of recruitment and retention of underrepresented students. Under his leadership, students from underrepresented racial and ethnic groups have increased in number, as has their retention in the UW Colleges associate degree program. His recognition of the importance of the work of the National Resource Center for the First-Year Experience and Students in Transition programs and conferences to the UW Colleges led to the institution’s invitation to be affiliated with these national programs. (See UW Colleges Self Study, Chapter Four.) As a result, the UW Colleges has developed new courses and programs based on a better understanding of the needs of our largely first-generation college student population and the different approaches to learning found among any group of students. These efforts have been important to student achievement; they certainly have played a role in the institution’s record of retaining adult learners during their time at the UW Colleges and after they transfer in their graduation rate.

14. What change, if any, will occur in the programs offered by the institution?

Delivering a bachelor’s level degree-completion program to underserved adults is aligned with the UW Colleges Strategic Academic Plan goals to maximize access to the UW Colleges, strengthen and enhance the mission of the UW Colleges, increase UW Colleges diversity and inclusiveness, enhance UW Colleges curricular and co-curricular development, and increase UW Colleges community engagement and collaboration. Like the AAS degree, the UW Colleges BAAS degree-completion program emphasizes breadth of knowledge, understanding of interdisciplinary relationships, and high-level skill building appropriate to career goals and advancement. The BAAS degree-completion program differs in that it is tailored to meet the needs of place-bound, adult learners, thereby supplementing, not supplanting, the UW Colleges mission.
No doubt, there will be reciprocity in the development of the UW Colleges BAAS degree that will support and enhance the traditional liberal arts program of the UW Colleges AAS degree. Developing a locally-focused, liberal arts BAAS degree within a global context for adult learners enhances the UW Colleges AAS degree by enriching and expanding the curriculum, further diversifying the mix of students in classes, and expanding the professional skills of faculty and academic staff members. For example, when we tracked the issue in 2010, faculty members from 13 of the 17 academic departments had integrated service-learning projects into at least one of their freshman-/sophomore-level courses. Wisconsin Campus Compact (WiCC) and the AmeriCorps VISTA volunteers placed on UW Colleges campuses are a vital part of these service-learning programs. Annual service-learning conferences hosted in collaboration with UW-Extension, the Wisconsin Institute for Public Policy and Service (WIPPS) and WiCC, created knowledge and enthusiasm among faculty members for the role of community engagement in a liberal arts program. The development of BAAS degree service-learning and internship opportunities will certainly expand the scope of service-learning opportunities for UW Colleges AAS degree-seeking students.

In classes and on the campus, the professional experience of the BAAS degree-seeking adult learners will be shared with freshman and sophomore students. Inevitably, all students will become more knowledgeable of problems to be solved in a wider range of local organizations and different types of businesses. Lastly, in delivering elements of the UW Colleges BAAS degree-completion program, UW Colleges faculty members will be challenged to review literature in new areas as they continue to revise their syllabi to reflect the wider range of the experiential learning brought to their courses and explore the ever-changing global context of work and community life.

Part 5. Institutional Staffing and Faculty Support

15. What impact will the proposed change have on institutional staffing and support services? Explain any increases in faculty and staff, listing any new, changed, or eliminated faculty and administrative positions.

Six campuses of the UW Colleges will partner with six UW comprehensive university institutions to deliver the proposed UW Colleges BAAS degree-completion program curriculum. The UW Colleges will deliver a total of 30 credits of junior/senior level courses and UW partner institutions will also deliver a total of 30 credits of junior/senior level courses. Each UW Colleges/UW partner pair entered into a memorandum of understanding regarding curriculum, budget, advising, financial aid, and related issues (BAAS Memoranda of Understanding). The Figure 2 below shows responsibilities for the various elements of the curriculum of the proposed degree.
**BAAS Degree-Completion Program Requirements**

Students in the BAAS degree-completion program will complete 60 credits:
- 30 UW Colleges junior/senior-level credits and 30 University of Wisconsin System institution partner junior/senior-level credits

<table>
<thead>
<tr>
<th>UW Colleges</th>
<th>30 Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>The UW Colleges will provide:</td>
<td></td>
</tr>
<tr>
<td>• 15 credits, Professional Experience*</td>
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<tr>
<td>• Internship</td>
<td></td>
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<tr>
<td>• Service-Learning</td>
<td></td>
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<tr>
<td>• Prior Experiential Learning (maximum of 6 credits)</td>
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</tr>
<tr>
<td>• 3 credits, Global Studies Core Course</td>
<td></td>
</tr>
<tr>
<td>• 3 credits, Cognitive Skills Core Course</td>
<td></td>
</tr>
<tr>
<td>• 6 credits, Capstone Senior Seminar</td>
<td></td>
</tr>
<tr>
<td>• 3 credits, selected from Global Studies, Cognitive Skills, or Electives</td>
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</tr>
<tr>
<td>* The number of credits taken in each Professional Experience category will vary depending upon a student's interests and the number of prior-learning credits brought into the program.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>University of Wisconsin System institution</th>
<th>30 Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>The University of Wisconsin System institution* will provide:</td>
<td></td>
</tr>
<tr>
<td>• 9 - 12 credits, Global Studies</td>
<td></td>
</tr>
<tr>
<td>• 9 - 12 credits, Cognitive Skills</td>
<td></td>
</tr>
<tr>
<td>• 6 - 9 credits, Electives</td>
<td></td>
</tr>
<tr>
<td>* The number of credits taken in each category depends on the category selected for the 3 credits taken at the UW Colleges; it can be Global Studies, Cognitive Skills or an Elective.</td>
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</tr>
</tbody>
</table>

Based on the collaborative configurations, the number of UW Colleges current FTE faculty members who will directly participate in the BAAS degree-completion program annually as instructors who deliver UW Colleges-developed curriculum is 1.25 faculty FTE per UW Colleges campus, for a total of 7.5 faculty FTE annually. No new faculty lines will be created, nor will new faculty be hired for the BAAS degree-completion program. Rather, current UW Colleges faculty members will be reassigned to teach in the program. Courses previously taught by these faculty members will be backfilled by other instructional staff.

Additional non-instructional academic staff required to initiate and to continue the program is 4.7 FTE. Positions that have begun or will need to begin prior to implementation of the BAAS degree and be ongoing include: a .25 FTE position as a UW Colleges BAAS degree program manager ([Position Description](#)); six campus-based UW Colleges BAAS adult student advisor positions (.25 FTE per campus, for a total of 1.5 FTE); six UW Colleges professional experience coordinators ([Position Description](#)), one each to be housed in the participating UW Colleges campuses’ Student Services offices (.25 FTE per campus, for a total of 1.5 FTE); one UW Colleges Registrar's Office staff member (.50 FTE) ([Position Description](#)); one UW Colleges prior learning coordinator position (.25 FTE); one library support services systems librarian position ([Position Description](#)) (.10 FTE); and six UW Colleges reference librarians (.10 FTE per campus for a total of .60 FTE). In addition, one position will be short-term before the launch of the degree: a technical consultant to create a BAAS degree environment within the institutional PeopleSoft software program ([Position Description](#)).
16. What impact will the proposed change have on faculty workload and overall composition of the faculty (full-time, part-time, adjunct)?

The faculty workload policy is part of the general faculty personnel policies of the UW Colleges Faculty Senate. In its guiding principles, “teaching, scholarly work related to teaching, advising, professional development activities, and service to the profession, university, and community” are considered as faculty work activities. Each of these areas is defined by specifying general types of activities (e.g., research, publication and presentations, exhibitions and performances as professional development) and the distribution of the activities is said to be expected to vary over time for each faculty member (FPP 601).

With respect to teaching, a full-time academic year teaching load in most academic departments in the UW Colleges is 24 contact hours with form of instruction and nature of the course accounting for variations around this number. A faculty member’s student credit hour load is another important factor in workload. Although it can vary by academic discipline, typically the UW Colleges course maximum is 38 students. Course revision and new course development are standard parts of faculty workloads in the UW Colleges. The workload guidelines establish six separate course preparations (assuming at least a two credit course) as the recommended maximum per academic year.

In sum, each academic year UW Colleges faculty members might teach eight, three-credit courses, six of which could be separate preparations, to as many as 304 students and be within the workload guidelines with regard to the teaching aspect of the contract. Over time, the teaching workload would vary as faculty members, for example, engage in administrative activities or receive grants that replace a course or two of their teaching obligations. In such cases, fully enrolled courses are typically backfilled by instructional academic staff.

In the first five years of the UW Colleges BAAS degree-completion program as approved by the Board of Regents, UW Colleges faculty members preparing and teaching BAAS courses are likely to be operating in an area closely related to their scholarly work in their discipline or in teaching and learning and are also likely to be working with a class that does not enroll at the course maximum. As the proposed degree-completion program expands, there could be a need to hire more faculty members and/or engage in new patterns of instruction (e.g., team teaching with faculty from different campuses), both of which occurred as the UW Colleges distance education offerings expanded.

Faculty members are central to curricular development of the UW Colleges BAAS degree-completion program and indeed were the driving force in creating the vision for the degree. Hence, the service workload for faculty members has been and continues to be spread across academic departments to those who serve on academic department curriculum committees and who will be involved in peer visitations to the classrooms of colleagues teaching UW Colleges BAAS degree courses. Perhaps with the exception of the faculty members who serve on the Senate Bachelor of Applied Arts and Sciences Curriculum Committee during the initial years of the UW Colleges BAAS degree-completion program, the service role is critical though the workload impact may be slight for any particular faculty member.
Part 6. Student Support

17. Describe how the institution will make learning resources and support services available to students (student support services, library resources, academic advising, and financial aid counseling).

The UW Colleges Student Services offices located on each campus have at least a three-decade history of working with adult learners from the communities they serve. Adult student advisors have been part of these Student Services offices for nearly a decade. A normal part of the work of these UW Colleges adult student advisors is helping students understand UW Colleges AAS degree requirements and baccalaureate degree requirements at their anticipated transfer university and within the particular college or school on those campuses to which they plan to transfer.

The UW Colleges BAAS adult student advisors will provide career counseling (e.g., help students define goals, explore interests, and consider options), degree counseling (e.g., help students to understand degree requirements and to become familiar with academic policies and procedures), and financial aid counseling (work directly with the UW Colleges adult student financial aid counselor). The UW Colleges BAAS adult student advisors on each of the six UW Colleges campuses will be responsible for academic advising for the entire BAAS degree, including helping students understand BAAS degree requirements, helping with course scheduling, and helping students become familiar with academic policies and procedures. UW Colleges adult student advisors will do the advising for University of Wisconsin System institutional partners’ course requirements, course scheduling, admission as a special student, and transfer of credits back to the UW Colleges. Working with the UW Colleges adult student financial aid counselor, adult student advisors will help BAAS degree-seeking students with financial aid counseling. UW Colleges and University of Wisconsin System institutional partner faculty members who teach in the program will also be important resources about career opportunities and options.

Mental health counseling services are available through referral on each of these campuses, as well. The needs of diverse students will be met through institution-wide, as well as department- and campus-based, initiatives undertaken through the UW Colleges Inclusive Excellence project.

The UW Colleges Libraries subscribe to electronic databases, as well as online journals, online image and streaming video, and other online subscription services, in addition to maintaining high-quality journal, book, and other text-based and audio/visual (AV) collections appropriate to supporting liberal arts undergraduate curricula at each of the six participating UW Colleges campus libraries, which are staffed by library professionals. The UW Colleges Library Support Services (LSS) office coordinates acquisitions, licensing and payments, cataloging, and electronic resources database maintenance, library system software, and support for all of the UW Colleges Libraries, including off-campus access. Finally, due to the Council of University of Wisconsin Libraries’ (CUWL's) “One System, One Library” philosophy, UW Colleges students have access to virtually all of the physical materials held in the UW System (most notably, UW-Madison), as well as a shared electronic collection of more than a dozen electronic resources. The end result is that within two to three days of a request, UW Colleges BAAS degree-seeking students will be able to check out almost any of the 8.68 million titles of books, videos, music, and digital images available to them from any UW System campus and access thousands of full-text online journal articles and electronic books. A fund to support acquisition of electronic resources by the UW Colleges Libraries will address library resources that are not accessible through “One System, One Library” practices and are needed to support the proposed BAAS degree-completion program.
Part 7. Evaluation and Assessment

18. Describe the measures the institution will use to document the achievement of its expected outcomes.

The fundamental goal of the proposed BAAS degree-completion program is to prepare place-bound, working adults for a life of creative and productive work in a changing and increasingly interdependent world. To accomplish this goal, the BAAS degree prepares students to apply theoretical knowledge, higher-order intellectual skills, and practical experience to achieve solutions to complex problems encountered in contemporary workplace and community settings encased in a global context.

Degree candidates are expected to achieve and demonstrate mastery of seven skill-based learning outcomes that will be assessed as part of the BAAS courses and in the capstone senior seminar. Tools to measure a learning outcome will be developed within academic departments teaching courses in each component of the degree and assessed using rubrics developed by the institution’s assessment committee.

Three sample measures and rubrics, one applied to each of the three major elements of the BAAS curriculum and to several core principles, illustrate the process.

Figure 3 below, consisting of three tables, contains a sample learning outcome, a sample measure and a sample rubric for the first major element of the BAAS curriculum, the Professional Experience (PE) Curricular Component, together with the fifth, sixth, and seventh core principles of the BAAS degree-completion program that are outlined in Part One, above.

<table>
<thead>
<tr>
<th>Objective</th>
<th>Demonstrate persistent learning through capacity to apply research skills, critical analysis, group discussion techniques, and disciplined writing in community and work settings.</th>
</tr>
</thead>
</table>

Sample Tool to Measure PE Learning Outcome: Physical and Biological Sciences

The student is presented with a set of data and will need to evaluate the data with the goal of being able to present it to a group with an accompanying critical analysis. In order to do this, the student will need to research the data: why it was collected, how it was collected, the uncertainties associated with the data, the limits and suitability of the data to answer certain research questions. The student shall articulate the data’s strengths and weaknesses in supporting conclusions. The student shall discuss the data within a team setting, such that the goals of the team are being met.
Sample Rubric to Evaluate PE Learning Outcome: Physical and Biological Sciences

<table>
<thead>
<tr>
<th>Exceeds Expectations</th>
<th>The student meets all expectations and demonstrates ability to extend the research by designing alternative study protocols (operating at top of Bloom’s Taxonomy, “creating”).</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meets Expectations</td>
<td>For this data set, the student articulates why the data was collected, how it was collected, the uncertainties of the data, the limits and suitability of the data to answer certain research questions.</td>
</tr>
<tr>
<td>Does Not Meet Expectations</td>
<td>The student fails in one or more of the objectives outlined in “meets expectations.”</td>
</tr>
</tbody>
</table>

Figure 4 below, consisting of three tables, contains a sample learning outcome, a sample measure and a sample rubric for the second major element of the BAAS curriculum, the Global Studies (GS) Curricular Component, together with the first and second core principles of the BAAS degree-completion program that are outlined in Part One, above.

**Figure 4. Global Studies (GS) Curricular Component and Core Principles One and Two: Sample Learning Outcome, Sample Tool, and Sample Rubric**

<table>
<thead>
<tr>
<th>Sample Learning Outcome for Global Studies (GS) Curricular Component and Core Principles One and Two</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objective</strong></td>
</tr>
<tr>
<td>Demonstrate a broad knowledge of global issues, processes, trends, and systems.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sample Tool to Measure GS Learning Outcome: Humanities</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student writes a thorough, research-based paper on some future-oriented focus, looking at a present global reality or trend and projecting its implications and effects a decade or two into the future. Sample topics include: global trade, immigration, uses of water and/or energy resources, women’s and children’s rights, potency and relevance of the United Nations, cyber-security, nuclear proliferation, the relationship between technological advances and quality-of-life issues, or relationships among and between different spiritual beliefs.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sample Rubric to Evaluate GS Learning Outcome: Humanities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Exceeds Expectations</strong></td>
</tr>
<tr>
<td>The student meets all expectations and demonstrates ability to develop the analysis through the use of story (operating at top of Bloom’s Taxonomy, “creating”).</td>
</tr>
<tr>
<td><strong>Meets Expectations</strong></td>
</tr>
<tr>
<td>The student creates a well-documented and referenced in-depth analysis of a variety of perspectives with attention to possible trends and most likely outcomes.</td>
</tr>
<tr>
<td><strong>Does Not Meet Expectations</strong></td>
</tr>
<tr>
<td>The student fails in one or more of the objectives outlined in “meets expectations.”</td>
</tr>
</tbody>
</table>
Figure 5 below, consisting of three tables, contains a sample learning outcome, a sample measure and a sample rubric for the third major element of the BAAS curriculum, the Cognitive Skills (CS) Curricular Component, together with the third and fourth core principles of the BAAS degree-completion program that are outlined in Part One, above.

**Figure 5. Cognitive Skills (CS) Curricular Component and Core Principles Three and Four:**
Sample Learning Outcome, Sample Tool, and Sample Rubric

| Sample Learning Outcome for Cognitive Skills (CS) Curricular Component and Core Principles Three and Four |
|---|---|
| Objective | Identify, analyze, and evaluate arguments as they occur in one's own and others’ work. |

| Sample Tool to Measure CS Learning Outcome: Social Sciences |
|---|---|
| Given that few federal and state court decisions are unanimous, the student is asked to analyze specific arguments as well as evaluate these arguments by comparing majority, concurring, and dissenting opinions. Specifically, each student would create a précis (formal summary) for each of the opinions of a court on a particular case along with a précis of the student’s own opinion regarding the decision of the court in this case. Finally, each student in the class would evaluate the other students’ stance on the court’s decision. |

| Sample Rubric to Evaluate CS Learning Outcome: Social Sciences |
|---|---|
| **Exceeds Expectations** | The student meets expectations and demonstrates ability to use the arguments of peers to suggest strengths and weaknesses of own argument (operating at “evaluating” level of Bloom’s Taxonomy). |
| **Meets Expectations** | The student demonstrates an ability to identify different arguments, state a new argument, and evaluate arguments of others. |
| **Does Not Meet Expectations** | The student fails in one or more of the objectives outlined in “meets expectations.” |

These measures and rubrics will assess whether BAAS degree candidates have achieved and demonstrated mastery of the skill-based learning outcomes. Students earning the BAAS degree will be prepared to apply theoretical knowledge, higher-order intellectual skills, and practical experience to solve complex problems in a global workplace.

19. Describe how the assessment of student learning is integrated into the assessment program.

The assessment process in the UW Colleges is guided and overseen by the UW Colleges Senate Assessment Committee and the UW Colleges Office of Academic Affairs. To conduct the assessment of the UW Colleges BAAS degree-completion program, the UW Colleges will follow the established pattern for assessing the AAS degree. The UW Colleges Senate Assessment Committee, the Institutional Assessment Coordinator, the Office of Academic Affairs, and the academic departments will develop and implement assessment tools and rubrics for the BAAS degree-completion program. The Senate Assessment Committee will establish uniform standards (rubrics) to be applied across academic disciplines. Academic departments will establish department-level tools to measure learning outcomes in relation to the rubrics.

Assessment of the BAAS degree-completion program will be conducted by faculty members in all academic departments teaching in the program each term. Assessment data will be sent to the institutional research office for tabulation and analysis, and the results will be reported back to instructors, academic departments, the Senate Assessment Committee, and the Office of Academic Affairs.
Affairs, each of which will participate in ongoing efforts to improve the BAAS degree courses and program. Given the collaborative nature of the BAAS degree, discussions of assessment results will also occur across academic departments of the UW Colleges and UW partners and between the UW Colleges provost and the provosts of UW System partners. Uniform standards applied to the capstone senior seminar will assess a student’s mastery of the overall set of programmatic learning objectives of the BAAS degree-completion program. In addition to assessment of student learning, the UW Colleges will track enrollment, retention, and graduation rates of BAAS degree students.

Substantive Change Application, Part 1: General Questions

New Programs

Institution: University of Wisconsin Colleges  
City, State: Madison, WI

Name of person completing this application: Dr. Gregory P. Lampe

Date Submitted: August 2012

Title: Provost and Vice Chancellor for Academic Affairs  
Phone: (608) 263-1794

Email: greg.lampe@uwc.edu

The questions are designed to elicit brief, succinct, detailed information, rather than a narrative or references to extensive supporting documents. Do not attach other documents unless they are specifically requested in the questions.

The total submission should be no more than 10-12 pages on a single classification of change. The submission should be no more than 20 pages total on an application addressing multiple change requests.

Submit the completed application as a single electronic document (in Adobe PDF format) emailed to changerequests@hlcommission.org.

Requested Change(s). Concisely describe the change for which the institution seeks approval.

Please Note: If submitting a change request for a new program and distance offerings or a new program and location, the institution should submit the New Program Application. Otherwise an institution submitting more than one change request should complete multiple applications, one for each type of change.

The University of Wisconsin Colleges, one institution with 13 campuses located in communities throughout Wisconsin, requests accreditation of the 60-credit Bachelor of Applied Arts and Sciences degree-completion program to be offered at six of its campuses in partnership with six University of Wisconsin System comprehensive universities. Four of the six UW Colleges campuses are paired with one University of Wisconsin System partner institution, two UW Colleges campuses with one University of Wisconsin System partner institution, and one UW Colleges campus with two University of Wisconsin System partner institutions to offer the proposed 60-credit program; 30 credits are to be delivered by the UW Colleges and 30 credits by the University of Wisconsin System partner institution.
### Institutional Context for Substantive Change Review

In 1-2 paragraphs, describe the key dynamics — institutional mission and internal or external forces — that stimulated and shaped the change.

Since the latter part of the 20th-century, the UW Colleges, a multi-campus, two-year liberal arts, statewide institution, has served the largest population of returning adult students in the UW System. The UW Colleges provides access to these adult learners, many first-generation college students, at an affordable level, permitting them to take the first step on their way to a university education, a high quality liberal arts associate degree that often leads to successful transfer and completion of a baccalaureate degree. The proposed UW Colleges Bachelor of Applied Arts and Sciences (BAAS) degree-completion program creates a new pathway through the UW Colleges for place-bound, working adult students to obtain a bachelor's degree; it fills an important niche in the University of Wisconsin System institutions’ array of degrees.

The UW Colleges bachelor-level degree-completion program was built on a vision foreseen by a commission of local leaders and educators nearly ten years ago for place-bound, working adults from the communities that support the UW Colleges campuses. The proposed degree-completion program is designed to address Wisconsin’s future labor force needs while allowing place-bound adult learners to maintain their employment and control long-term indebtedness.

The UW Colleges BAAS degree-completion program was also stimulated and shaped by the University of Wisconsin System Administration’s Growth Agenda for Wisconsin that by 2025 its institutions would have increased by 30% the number of undergraduate degrees conferred per year. The BAAS degree also aligns with the University of Wisconsin System’s effort to ensure that public resources be used efficiently and academic institutions collaborate seamlessly.
Accreditation is the final step in a long and thoughtful process to meet the needs of a particular group of adult students, local communities, and the state economy.

**Special conditions.** Underline YES or NO attesting to whether any of the conditions identified below fit the institution. If YES, explain the situation in the box provided.

<table>
<thead>
<tr>
<th>Question</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is the institution, in its relations with other regional, specialized, or national accrediting agencies, currently under or recommended for a negative status or action (e.g., withdrawal, probation, sanction, warning, show-cause, etc.)?</td>
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<tr>
<td>Is the institution now undergoing or facing substantial monitoring, special review, or financial restrictions from the U.S. Dept. of Education or other federal or state government agencies?</td>
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<tr>
<td>Has the institution's senior leadership or board membership experienced substantial resignations or removals in the past year?</td>
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<tr>
<td>Is the institution experiencing financial difficulty through such conditions as a currently declared state of exigency, a deficit of 10% or more, a default or failure to make payroll during the past year, or consecutive deficits in the two most recent years?</td>
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<tr>
<td>Is the institution experiencing other pressures that might affect its ability to carry out the proposal (e.g., a collective bargaining dispute or a significant lawsuit)?</td>
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</tbody>
</table>

**Approvals.** Check the approvals that are required prior to implementing the proposed change and include documentation of the approvals to the request.

- ✔ Internal (faculty, board) approvals
- ✔ System approvals (for an institution that is part of a system)
- ☐ State approval(s) for requests other than for Distance Delivery
- ☐ For Distance Delivery only: process in place to ascertain and secure state approval(s) as required
- ☐ Foreign country(ies) approvals (for an overseas program or site)
- ☐ No approval required

**Specialized Accreditation**

Complete this section only if specialized accreditation is required for licensure or practice in program(s) covered by this change application.

- ☐ The institution has already obtained the appropriate specialized accreditation. Attach a copy of the letter from the agency granting accreditation.
☐ The institution has begun the process of seeking or plans to seek specialized accreditation. Specify the name of the agency and the timeline for completing the process. (If approval is a multi-stage process, the institution should contact the HLC staff liaison to discuss the timeline before submitting this change application form.)
☐ The institution does not plan to seek specialized accreditation. Provide a rationale for not seeking this accreditation.

Changes Requiring Visits

Complete this section only if the institution is already aware that the proposed change will need to be reviewed through a visit. (If the institution is unsure whether a visit is required, the Commission will advise the institution based on the information provided in the change application.)

☐ Request to schedule a Change Visit.
   If a Change Visit has already been planned in consultation with Commission staff, specify the date set for the visit: ______________

☑ Request to add a proposed change to an already scheduled visit. Specify type of visit and date scheduled: **Comprehensive visit, November 5-7, 2012**

Whether the change will be reviewed through a separate Change Visit or embedded in an already scheduled visit, the following schedule will apply.

1. The institution files Part 1 of this change form at least 4 months before the visit. If the visit has not already been scheduled, this filing will initiate the process of scheduling the visit.
2. The institution files Part 2 of this change form at least 2 months before the scheduled visit. If the change will be embedded in an already scheduled visit, the form should be filed as an attachment to the report prepared for that visit.

*Please note: The Commission plans to update the change forms annually, on or about September 1 of each year. However, if a Change Application form was accessed more than 90 days prior to filing, it is recommended that the institution visit [http://www.ncahlc.org/change](http://www.ncahlc.org/change) to ensure that there have been no changes in the application form in the intervening time.*
Substantive Change Application, Part 2: Topic-Specific Questions

New Programs

Part 1. Characteristics of the Change Requested

1. Identify the basic characteristics of the proposed educational program as indicated below:
   
   a. The full name of the proposed program, the specific degree or the instructional level, and additional description

   The University of Wisconsin Colleges Bachelor of Applied Arts and Sciences degree-completion program is a 60-credit junior/senior-level general applied baccalaureate degree to be offered by the UW Colleges for place-bound, working adult students. The Bachelor of Applied Arts and Sciences (BAAS) degree will be granted by the UW Colleges. The UW Colleges is a statewide institution with 13 campuses in communities across the state. Initially, the UW Colleges BAAS degree-completion program is to be offered regionally on six of the 13 UW Colleges campuses and in partnership with six University of Wisconsin System comprehensive universities. The UW Colleges will provide 30 junior/senior-level credits of core requirements in two curricular components of the degree, Global Studies and Cognitive Skills, and all credits in the other two components, Professional Experience and the Capstone Senior Seminar. The University of Wisconsin System partner institutions will provide the remaining 30 credits as courses that fulfill all or most of the credits for two components of the degree: Global Studies and Cognitive Skills.

   b. The total credit hours for completion of the program

   The 60-credit UW Colleges BAAS degree-completion program curriculum is to be offered as 30 credit hours delivered by the UW Colleges and 30 credit hours delivered by the University of Wisconsin System partner institution(s). In all cases, these are semester credit hours.

   c. Normal or typical length of time for students to complete the degree

   The normal length of time for full-time students to complete the UW Colleges BAAS degree-completion curriculum would be two years, including summer terms.

   d. The proposed initial date for implementation

   Fall Semester, 2013 is the proposed date for implementation of the UW Colleges BAAS degree-completion program. At this writing, the implementation process for the proposed degree is on target to meet that date, pending accreditation.

   e. The primary target audience for the program (e.g., full-time, part-time, traditional college age, working adults, transfer students, military personnel, or particular ethnic group)

   The target audience for the UW Colleges BAAS degree-completion program is place-bound, working adults from the communities served by the UW Colleges campuses. The BAAS degree-seeking adult learners are likely to be both full-time and part-time students.
1. The projected life of the program (single cohort or ongoing)

The UW Colleges BAAS degree-completion program is envisioned as an ongoing program that will help to educate Wisconsin’s labor forces for the foreseeable future. Given an anticipated slowly-growing economy in Wisconsin over the short-term and a need for future work forces with at least bachelor level training, the UW Colleges anticipates that the BAAS degree-completion program is likely to span many decades.

2. If 50% or more of the proposed program will be offered at a location other than the main campus (i.e., existing additional location or branch campus already approved by the Commission), please list the program and location.

The Board of Regents of the University of Wisconsin System approved the UW Colleges BAAS degree-completion program for a five-year period, at which time it is to be reviewed. In the initial five years, it is anticipated that most of the UW Colleges BAAS degree-completion program curriculum to be offered at each of the six participating UW Colleges campuses will be available at the UW Colleges campus. The professional experience component of the degree will include classroom time and time at business and non-profit organizations in the local communities or the region.

3. If the proposed program will be offered via alternative delivery method (hybrid, online, ITV, accelerated, etc.), identify the maximum number of credit hours that may be earned in the program through each method.

At the current time, it is anticipated that most of the UW Colleges BAAS degree-completion program curriculum will be delivered face-to-face, in a hybrid format, or online. The number of credit hours to be offered in each format will vary by UW Colleges campus and to some extent by the individualized aspect of the students’ program. A few of the courses are likely to be accelerated blended courses. Many of the courses from the six University of Wisconsin System partner institutions are likely to be offered online.

4. Identify whether credit for evidence of prior learning (other than credit transferred from formal courses or awarded from Advanced Placement) will be accepted, and if so, for what number of credits.

The UW Colleges Senate adopted the “Bachelor of Applied Arts and Sciences Degree Professional Experience: Credit for Prior Experiential Learning” policy at its January 2012 meeting. The policy grants “up to six credits toward the BAAS degree for experiential learning equivalent to university-level learning” (UW Colleges Senate Minutes, January 11, 2012). Degree credits awarded are based on “learning derived from the experience rather than the experience itself.” To make this determination, BAAS degree-seeking students are required “to present a portfolio of university-level knowledge of a subject acquired outside a traditional classroom to UW Colleges faculty for evaluation for credit.” The portfolio is to include “learning achieved and documentation to support the student’s claim of experiential learning equivalent to that of a particular UW Colleges BAAS degree course.”

The UW Colleges BAAS degree credit for prior experiential learning policy benefited from the work of the Prior Learning Assessment (PLA) Task Force appointed in 2010 by Provost Lampe as part of the UW Colleges/UW-Extension Adult Student Initiative. The focus of the PLA Task Force was to explore the possibility of UW Colleges Associate of Arts and Science (AAS) degree-seeking students, especially adult learners, having had experiences in employment, volunteer activities, and publications or performances, which might qualify for college credit. One of the outcomes of the PLA Task Force was the development of a one-credit UW Colleges Online course designed to assist UW Colleges students in preparing an experiential learning portfolio. UW Colleges BAAS degree-seeking students will have
the option of taking the one-credit course covering learning theory and how to document learning. The one-credit course would not count toward the six credit maximum for prior experiential learning.

The UW Colleges BAAS degree with credit for prior experiential learning policy includes criteria and guidelines for the experiential learning portfolio materials and submission and for the evaluation of the experiential learning portfolio.

5. If you are planning any involvement by external organizations (other than accredited higher education institutions) in key operations as identified below, provide the information requested for each planned involvement.

<table>
<thead>
<tr>
<th>Type of involvement</th>
<th>Name(s) of external organization(s)</th>
<th>% of Involvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Recruitment and admission of students</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>B. Course placement and advising of students</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>C. Design and oversight of curriculum</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>D. Direct instruction and oversight</td>
<td>Please see below</td>
<td>Please see below</td>
</tr>
<tr>
<td>E. Other support for delivery of instruction</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

D. Direct instruction and oversight: Name of external organizations

The names of the external organizations with which UW Colleges campuses will partner to offer the professional experience component of the BAAS degree-completion curriculum will vary by campus and from year to year and, perhaps, semester to semester. It is anticipated that in any given semester the external organizations that provide internship sites and on-site supervisors will include businesses, government agencies, and non-profit organizations. Service-learning projects are likely to be linked with the same range of local community organizations. Figure 6 below includes a sample list of external organizations for each UW Colleges participating campus.

Figure 6. UW Colleges BAAS Degree-Completion Program Community Partners

<table>
<thead>
<tr>
<th>UW Colleges Campus</th>
<th>Sample Professional Experience Partners</th>
</tr>
</thead>
<tbody>
<tr>
<td>UW-Baraboo/Sauk County</td>
<td>Al Ringling Theater&lt;br&gt;Aldo Leopold Foundation&lt;br&gt;Baraboo Food Pantry&lt;br&gt;Boys and Girls Club&lt;br&gt;International Crane Foundation</td>
</tr>
<tr>
<td>UW-Barron County</td>
<td>Habitat for Humanity&lt;br&gt;Hunt Hill Audubon Nature Preserve&lt;br&gt;Poweram, Inc.&lt;br&gt;Restorative Justice Programs of Barron County&lt;br&gt;St. Croix Tribal Center</td>
</tr>
</tbody>
</table>
### Chapter 7

| UW-Marshfield/Wood County | City of Marshfield agencies  
|                          | Marshfield Clinic  
|                          | Personal Development Center  
|                          | Saint Joseph’s Hospital  
|                          | Wood County agencies |
| UW-Richland              | American Players Theater  
|                          | Ameriprise Financial  
|                          | Richland County Bank  
|                          | WRCO Radio  
|                          | Land’s End |
| UW-Rock County           | Boys and Girls Club of Janesville  
|                          | KANDU Industries  
|                          | Rotary Botanical Gardens  
|                          | Welty Environmental Center  
|                          | YWCA |
| UW-Waukesha              | American Home Inspectors  
|                          | Froedtert Hospital and the Medical College of Wisconsin  
|                          | Gnerac  
|                          | Kettle Moraine School District  
|                          | Robert W Baird  
|                          | Waukesha Business Improvement District |

Implementation of the professional experience component of the BAAS degree-completion program is in progress at the time of this writing. By July 1, 2012, each UW Colleges campus approved by the Board of Regents to offer the BAAS degree-completion program had hired a .25 FTE professional experience coordinator. Roles and responsibilities of the BAAS professional experience coordinators are elaborated in the report by the faculty team charged with developing the details of the professional experience component of the UW Colleges BAAS degree-completion program (see Framework for Professional Experience and Position Description). Professional experience coordinators will be housed in each participating UW Colleges campus Office of Student Services and will work in partnership with the UW Colleges BAAS degree program manager, local community partners, faculty members teaching the professional experience courses, and others to coordinate internships and service-learning projects.

### D. Direct instruction and oversight: Percent of involvement of external organizations

Nine to 15 credits of the 60-credit UW Colleges BAAS curriculum are internship and service-learning professional experience credits that will involve a combination of “classroom-based education with professional work” (internship) and a course in which a component includes “service to others combined with reflection on the role of this service in community and individual life” (service-learning). In each of these professional experience components, personnel associated with external organizations will have some oversight and instructional role. For internships, UW Colleges faculty members will have overall responsibility for selecting significant texts and other reading materials, developing performance criteria, and evaluating student performance. They will do so in consultation
A framework for the professional experience curriculum of the BAAS degree-completion program is mapped out in a report prepared by a multi-disciplinary faculty team with representatives of the arts and humanities, the social sciences, and the natural sciences delivered on February 1, 2012 (Framework for Professional Experience). The report includes definitions of key concepts, elaboration of the key components of internship and service-learning courses, a sample internship course, examples of service-learning courses, suggested procedures and policies for both internship and service-learning courses, and identification of the connections between the professional experience curriculum and that of the other elements of the BAAS degree curriculum.

6. If you are planning any involvement with other accredited higher education institutions in key operations identified above, provide the name(s) of the other institutions and the nature of the involvement.

The UW Colleges BAAS degree is a 60-credit degree-completion program to be offered regionally on six of the 13 UW Colleges campuses and in partnership with six UW System comprehensive universities. The UW Colleges campuses will offer 30 credits selected from courses now under development or undergoing the curricular approval process of the UW Colleges. Students will select 30 credits from approved junior/senior-level courses in the accredited programs of the University of Wisconsin System partner institutions. The UW System partner institutions’ courses will fulfill all or most of the credits for two components of the degree: Global Studies and Cognitive Skills. The UW Colleges campuses and their UW System partner institutions are listed in Figure 7 below.

**Figure 7. UW Colleges BAAS Degree-Completion Program University of Wisconsin System Partners**

<table>
<thead>
<tr>
<th>UW Colleges Campus</th>
<th>University of Wisconsin System Partner(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>UW Baraboo/Sauk County</td>
<td>UW-La Crosse</td>
</tr>
<tr>
<td>UW-Barron County</td>
<td>UW-Superior</td>
</tr>
<tr>
<td>UW-Stout</td>
<td></td>
</tr>
<tr>
<td>UW-Marshfield/Wood County</td>
<td>UW-Stevens Point</td>
</tr>
<tr>
<td>UW-Richland</td>
<td>UW-Platteville</td>
</tr>
<tr>
<td>UW-Rock County</td>
<td>UW-Platteville</td>
</tr>
<tr>
<td>UW-Waukesha</td>
<td>UW-Parkside</td>
</tr>
</tbody>
</table>

**Part 2. Institution’s History with Programs**

7. Does the institution currently offer a program at the same instructional level with the same 4-digit CIP code (XX.XX) as the proposed program? If so, identify the program currently offered and whether it is a degree program. Will the proposed program replace the program currently offered?

Currently, the UW Colleges offers a program with the same four-digit CIP code, 24.01 Liberal Arts and Sciences/Liberal Studies, as the proposed program; however, the current program is offered at a different instructional level. The UW Colleges AAS degree program is a Liberal Arts and Sciences/Liberal Studies program with most courses offered at the freshman/sophomore-level. The proposed
program, the UW Colleges BAAS, does not replace the AAS degree program; rather it will build upon it for place-bound, adult learners with courses offered at the junior/senior-level.

8. Does the institution currently offer two or more programs at the same instructional level with the same 2-digit CIP code (XX.) as the proposed program? If so, identify the two such programs with the highest number of graduates during the past year, along with their numbers of graduates.

Currently, the UW Colleges offers one program at the two-digit CIP code: 24, Liberal Arts and Sciences, General Studies and Humanities. About 22% of the approximately 4,500 new degree-seeking students who enter the UW Colleges each academic year will be awarded an AAS degree within five years. In addition, approximately 50% of UW Colleges students who begin as new freshmen eventually transfer to four-year institutions. About 40% of students who begin with the UW Colleges as new freshmen eventually transfer to another UW institution. As is noted in Figure 1 earlier in this chapter, once these students who started at the UW Colleges transfer to a University of Wisconsin System baccalaureate-granting institution, they are more likely to graduate than students who transfer from other institutions.

Part 3. Institutional Planning for Program Change

9. What impact might the proposed program(s) have on challenges identified as part of or subsequent to the last comprehensive visit or reaffirmation panel and how has the institution addressed the challenges?

When the Higher Learning Commission last conducted a comprehensive evaluation visit of the UW Colleges in March 2003, the evaluation team was concerned that the assessment of student learning was neither comprehensive nor systematic. Chapters One and Four of this self-study address the institution’s successful development of a comprehensive system to assess student learning outcomes. The UW Colleges BAAS degree-completion program is not likely to present a major challenge in the area of assessment of student learning because in the interim since 2002–2003, the UW Colleges continues to develop a “culture of assessment.”

At the time the Higher Learning Commission conducted its comprehensive evaluation visit of the UW Colleges in March 2003, the evaluation team found that the institution “meets all the General Institutional Requirements and the Criteria of Accreditation.” However, the team also recommended a Monitoring Report on assessment of student academic achievement be submitted by September 2006. In the subsequent three-year period, assessment coordinators and committees at the institutional, academic department, and campus levels actively engaged their members in dialogues about the role of course and program assessment, developed measurements for various proficiencies, and folded the results into course and program change. These processes instilled a gradual change in the culture of an institution already known for its commitment to providing a high quality liberal arts education to its students, many first-generation college students.

Today, a commitment to the role of assessment in improving student learning outcomes has been infused more deeply into the teaching-oriented culture of the institution and many structures and processes are in place to carry it forward. The faculty task force that developed the UW Colleges BAAS degree-completion program curriculum linked the proposed applied liberal arts baccalaureate degree to the Association of American Colleges and Universities Liberal Education and America’s Promise (LEAP) essential learning outcomes. Those essential skill-based learning outcomes for each element of the curriculum guide assessment of the program. Task force faculty members identified a process to be used to carry out assessment of these outcomes. Faculty members also developed
sample rubrics for different fields of study to evaluate particular learning outcomes for each element of the curriculum.

10. What is the impact of the proposed program on existing programs in terms of finances, enrollment, and staffing?

The addition of a single UW Colleges baccalaureate degree-completion program to serve place-bound adults will not impact substantially the institution’s overall enrollment and staffing: a high percentage of UW Colleges students will continue to be freshmen and sophomores who transfer to other colleges and universities to pursue bachelor’s degrees and most UW Colleges faculty members will continue to teach mostly freshman and sophomore level courses. The historic transfer mission of the UW Colleges remains pre-eminent.

However, the addition of the BAAS degree-completion program with an anticipated initial enrollment of 200 to 300 place-bound adults may gradually raise the percentage of the student body that are adult learners. With a gradual increase in enrollment in the BAAS degree-completion program, the number of faculty members who teach in both the associate degree program and the baccalaureate-completion program is likely to increase and the number of students in the junior/senior-level courses will rise.

During the start-up period, the UW Colleges BAAS degree-completion program will receive support from the Chancellor’s Innovation Fund. Unlike students enrolled in the AAS degree program who pay tuition at a lower rate than their counterparts elsewhere in the University of Wisconsin System institutions, students enrolled in the BAAS degree-completion program will pay tuition at the University of Wisconsin System comprehensive university standard tuition rate. Hence, UW Colleges BAAS degree-seeking students will pay tuition at about the same level as many other University of Wisconsin System bachelors’ degree-seeking students. In this era of higher student tuition and student indebtedness, the trade-off for these place-bound, degree-seeking students may be savings in other areas of the budget and less disruption to job and/or family. For the institution, the higher tuition rate is projected to cover the costs of the BAAS degree-completion program.

11. What are the physical facilities and equipment needed to support the program? Indicate the impact that the proposed change will have on the physical resources and laboratories that currently accommodate existing programs and services, or identify new laboratory and preceptor needs.

There are no capital budget needs associated with the proposed UW Colleges BAAS degree-completion program as there is current classroom, laboratory, equipment, library, resource center, student services, and building capacity to serve the anticipated adult learner enrollment of the proposed BAAS degree-completion program.

Much of the UW Colleges curriculum for the BAAS degree-completion program will be delivered as face-to-face, on-campus instruction, and when necessary, via distance delivery. Most of the University of Wisconsin System partner institutions’ curriculum will be delivered online. Some of the UW Colleges courses may be available online, in compressed or streaming video, or as blended courses combining face-to-face with education at a distance. Because this is the case, it may mean that there will be greater use of UW Colleges classrooms and compressed video facilities during evening hours.  

There is, however, a small up-front consultant cost to create a BAAS degree environment within the institutional software program that handles registration, enrollment, financial aid, tuition and fees, and transcript records. The current PeopleSoft application needs to be re-structured to handle the functional and technical specifications of the BAAS degree. The consultant will need to identify the
needs of the various functional areas of the UW Colleges Central Office and work with the staff in these areas to translate the needs into a solution in the new configuration.

12. What is the evidence that a market for the new program(s) exists? How has estimated program demand been factored into realistic enrollment projections? How have planning and budgeting processes used this evidence to develop a quality program that can be sustained?

In 2006, the Commission on Enhancing the Mission of the UW Colleges recommended that the UW Colleges “should be granted restricted baccalaureate degree granting authority” (Living the Wisconsin Idea: Extending the UW Colleges’ Liberal Arts Mission to the Boundaries of the State and Beyond, 2006). Chaired by two business leaders, the commission included elected local and state officials and members from local communities that provide facilities for the UW Colleges campuses. They noted the importance of the UW Colleges in serving returning adult students throughout the state, the number of place-bound, working adults, and the importance to Wisconsin of providing opportunities for these adult learners to complete a baccalaureate degree.

As a task force appointed by the chancellor explored the development of a bachelor’s degree, a UW Colleges market study conducted with 500 businesses and organizations in 2008 found strong support for the BAAS degree among the employers surveyed. A majority of employers indicated that it was somewhat difficult to find and hire qualified workers and a bachelor’s degree in applied liberal arts and sciences could help fill the need for a more qualified local labor force. One-third of employers with 100 or more employees indicated that the ability to earn a BAAS degree at a UW Colleges campus in their area would be a major advantage for their employees, who could continue to work while seeking a bachelor’s degree that could qualify them for job advancement and increased income. Likewise, a Web-based survey of UW Colleges students that year showed an interest in a BAAS degree among working adults who otherwise would be faced with commuting long distances or relocating in order to finish a baccalaureate degree.

The subsequent economic recession, the gradual and slow rates of growth in employment, and long-term wage and salary stagnation have no doubt changed some of the projections by some of the employers and the students. However, three other considerations may account for a continued interest in the BAAS as reported by campus executive officers/deans and adult student services career counselors. First, more working adults may need to stay with their current employment and prepare for potential advancement in the same organization. At the same time, companies may find it more cost effective to invest in current employees who have an opportunity to gain new skills and knowledge, and be available to move to emerging areas of need. Second, as noted above and following, employer surveys show that the components of the BAAS degree align very well with the stated needs of many employers for employees with more liberal arts-based skills, more knowledge of other countries and cultures, and abilities to work on a team. Third, the BAAS degree-completion program can provide opportunities for adults who have swirled in and out of colleges and universities, those who have prior work experience that may enable them to receive credit for experiential learning, and those who are finding a work-related need for improved critical thinking, better communication and analytical skills, and a greater knowledge of other peoples and cultures.

Evidence from local and national employer surveys—please see the AAC&U’s “Raising the Bar: Employers’ Views on College Learning in the Wake of the Economic Downturn (January 2010)” and an accompanying AAC&U chart “Percentage of Employers who want to ‘Place More Emphasis’ on LEAP Essential Learning Outcomes”—evidence from foundations focused on the education of adult learners, and evidence from listening to the needs of our returning adult student population have been important in planning the BAAS degree-completion program curriculum and charting enrollment projections in the initial years.
13. If the Higher Learning Commission approves your program request, what future growth do you anticipate (e.g., in the next six months, three years, 10–20 years)?

Figure 8 below shows by the third year of the program an anticipated enrollment of 200 to 300 students at all six of the UW Colleges campuses offering the BAAS degree-completion program. Another way of looking at the projected enrollment during the initial five years is an average per campus. Although enrollment is projected to be lower on smaller campuses and greater on the larger campuses, on average enrollment projections move from 12 BAAS degree-seeking students per campus in the first year to 36 by the third year the degree is to be offered.

The average projected enrollment growth per section is estimated at 12 in 2013–2014, 15 in 2014–2015, and 18 in 2015–2016. The optimum steady state of enrollment is 18. The projections assume an attrition rate of between five percent and 18% over the first five years of the program. The graduation data are based on students taking five three-credit courses per semester or twelve credit hours per semester and six credits in the summer to achieve graduation in two years.

Over the long-term, it is anticipated that the UW Colleges BAAS degree-completion program will continue to grow slowly on each of the six participating UW Colleges campuses. In addition, there could be an opportunity in the future for the other seven UW Colleges campuses to enter the program.

<table>
<thead>
<tr>
<th>Enrollment Categories</th>
<th>First Year</th>
<th>Second Year</th>
<th>Third Year</th>
<th>Fourth Year</th>
<th>Fifth Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Students</td>
<td>72</td>
<td>121</td>
<td>117</td>
<td>120</td>
<td>120</td>
</tr>
<tr>
<td>Continuing Students</td>
<td>59</td>
<td>99</td>
<td>96</td>
<td>96</td>
<td>96</td>
</tr>
<tr>
<td>Total Enrollment</td>
<td>72</td>
<td>180</td>
<td>216</td>
<td>216</td>
<td>216</td>
</tr>
<tr>
<td>Graduates</td>
<td>56</td>
<td>94</td>
<td>91</td>
<td>91</td>
<td></td>
</tr>
</tbody>
</table>

14. How do you plan to manage this growth?

The transfer mission of the UW Colleges remains pre-eminent and the UW Colleges BAAS degree-completion program is designed for a target audience of place-bound, working adults. Thus, growth of the UW Colleges BAAS degree-completion program will be managed in part by the nature of the degree and the scope of its target audience. Since the UW Colleges has a relatively high proportion of its students who are participants in major federal and state programs to help finance higher education, federal and state educational policy decisions will also play a role in managing the growth of the UW Colleges BAAS degree-completion program.

15. What financial support and resources are in place to sustain the proposed program?

Outline your plan indicating revenue/expenses, staffing, and enrollment projections for the first five years of operation showing both gross income and gross projected expenses.

The three-year budget for the UW Colleges BAAS degree-completion program outlined in Figure 9 below shows three revenue sources in the first two years: state general purpose revenue, tuition revenue, and the Chancellor’s Innovation Fund. By the third year, the BAAS degree-completion program is estimated to be self-sufficient. Staffing costs include direct instructional costs for back-filling for UW Colleges faculty members moving from the freshman and sophomore curriculum to the junior and senior curriculum of the BAAS degree. These costs consist of salary and fringe benefits for each instructional academic staff member replacing a UW Colleges faculty member in the class-
room. Also included in the staffing budget are salary and fringe benefits for academic staff positions to support program management at several levels, including academic advising, the campus library, and the registrar's office. The expenses and revenue in the budget reflect only revenue and expenses borne by the UW Colleges. The budget does not include any revenue or expenses incurred by the UW System comprehensive institution partners because BAAS degree-seeking students will enroll through the appropriate UW System institution for courses provided by partner institutions, and all expenses incurred and revenue generated from these partner institution courses will belong to the partner institution.

The UW Colleges BAAS degree-completion program budget assumes a 5.5% tuition increase per year, with tuition figures based on estimated student credit hours. Students enrolled in the UW Colleges BAAS degree-completion program will pay tuition at the UW System comprehensive institution standard tuition rate. It is expected that tuition for credits taken at the UW System comprehensive institution partner institutions will be at the institution’s distance education rates, since they will primarily be provided in modes other than face-to-face delivery, and will cost more than standard tuition. The Chancellor’s Innovation Fund will be used for start-up costs and the initial promotion and recruitment efforts.

By the second year of the program, 7.5 FTE faculty members (1.25 FTE per UW Colleges campus) will directly participate in the BAAS degree-completion program as instructors delivering UW Colleges courses. The number of instructional academic staff backfilling for these faculty members will be 2.5 FTE in the first year of the program, and 5.0 FTE in the subsequent years. The number of additional non-instructional academic staff positions or portions of positions required to initiate and to continue the program is 4.7 FTE, which include: a .25 FTE program manager; six .25 FTE adult student advisors; six .25 FTE professional experience coordinators; a .50 FTE Registrar's Office staff member; a .25 FTE prior learning assessment coordinator; a .10 FTE library support services automation librarian; and six .10 FTE academic (reference) librarians. Not included in the table is the cost incurred on a short-term basis for a PeopleSoft technical consultant.

Supplies and expenses funds will be used for the UW Colleges Marketing and University Relations Office to develop direct mail recruitment campaigns and for the six campuses to run campus-based media campaigns; for the six UW Colleges campus libraries to acquire faculty-identified electronic and AV materials; and for the program manager to travel to the six campuses to work with the professional experience coordinators and provide ongoing assessment of services. As noted above, Figure 9 provides a summary of the estimated budget for the proposed BAAS degree-completion program.
### Figure 9. UW Colleges BAAS Budget: Estimated Total Costs and Resources

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Current Costs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty FTE who will shift into the BAAS</td>
<td>3.75</td>
<td>7.50</td>
<td>7.50</td>
</tr>
<tr>
<td>$273,748</td>
<td>$539,830</td>
<td>$550,627</td>
<td></td>
</tr>
<tr>
<td>Current Subtotal</td>
<td>$273,748</td>
<td>$539,830</td>
<td>$550,627</td>
</tr>
<tr>
<td>Additional Costs</td>
<td>#FTE</td>
<td>Dollars</td>
<td>#FTE</td>
</tr>
<tr>
<td>Personnel</td>
<td></td>
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<td>.25</td>
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<td>$80,307</td>
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<td>$80,307</td>
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<td>Library Staff (.10 FTE/campus &amp; .10 LSS*)</td>
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<td>$48,917</td>
<td>.70</td>
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<td>Library Resources</td>
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<td>Librarian Prof Development</td>
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<td>Additional Subtotal</td>
<td>$341,538</td>
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<td>$888,080</td>
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<td>GPR/fees</td>
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<td>$144,871</td>
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<tr>
<td>Current Subtotal</td>
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<td>$142,030</td>
<td>$144,871</td>
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<tr>
<td>Additional Resources</td>
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<tr>
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<td>Chancellor’s Innovation Fund</td>
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<tr>
<td>Additional Subtotal</td>
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<td>$746,050</td>
<td>$748,344</td>
</tr>
<tr>
<td>Total Resources</td>
<td>$615,286</td>
<td>$888,080</td>
<td>$893,215</td>
</tr>
</tbody>
</table>

*To accomplish early implementation planning between Board of Regents approval and anticipated program launch, these two positions began July 1, 2011 and April 1, 2012, respectively.

### 16. How do you assure that promotion, marketing, and enrollment for your program stay in balance with your actual resources and technical capabilities?

The UW Colleges Marketing and University Relations Office manages institution-wide recruitment campaigns and advises individual campuses on local community-based campaigns. Seventy percent of the supplies and expenses budget are targeted to be used by the UW Colleges Marketing...
and University Relations Office to develop direct mail recruitment campaigns (budgeted at $25,000 annually) and for the Office of University Relations and Marketing on the six participating UW Colleges campuses to run campus-based media campaigns (funded at the rate of $3,500 each for the smaller campuses and $6,000 each for the larger two campuses, for a total expenditure of $51,000). These campaigns will rely on the ongoing technical capabilities developed by these offices for the institution’s large associate degree program. Another important source of information about the UW Colleges BAAS degree-completion program will be UW Colleges adult student advisors who work directly with many place-bound, working adults. As enrollment increases in the projected BAAS degree-completion program, monies for promotion and marketing may also increase.

17. What controls are in place to ensure that the information presented to students in advertising, brochures, and other communications will be accurate?

The UW Colleges Office of Academic Affairs, especially the provost and the associate vice-chancellor for student services and enrollment management, will work closely with the Office of Marketing and University Relations, especially the director of marketing, to develop informational materials for adult academic advisors and marketing personnel to use to inform students about the proposed BAAS degree. Retreats and footprint planning sessions led by the Office of Academic Affairs have worked through the steps in developing accurate and appropriate information regarding the UW Colleges BAAS degree-completion program and its accreditation process. The provost, program manager, and associate vice-chancellor for student services and enrollment management systematically update individual campus faculty and academic staff members at regularly scheduled institutional meetings (e.g., campus executive officers/deans; campus associate deans; academic department chairs; assistant campus deans for student services; all student services staff; university relations directors; the Senate Steering Committee; and the UW Colleges Senate, which is the conduit to campus collegia).

Part 4. Curriculum and Instructional Design

18. Please list all the courses that comprise the program. Include course descriptions and number of credit hours for each.

The recently created Senate BAAS Curriculum Committee convened in early March 2012 to begin the process of approving the UW Colleges BAAS degree-completion program curriculum. By July 2012, the Senate BAAS Curriculum Committee had reviewed 24 UW Colleges and 66 UW partner courses and sent them to the provost for approval. The title and number of credits for all BAAS approved courses are listed by institution, academic department, and UW Colleges campus. The document titled Summary of Approved Courses for the BAAS while the document titled Summary of Course Descriptions for the BAAS provide course titles and course descriptions of all approved UW Colleges BAAS degree courses.

19. What are the requirements students must fulfill to complete the program successfully (including specific courses, course options, and any other requirements)?

Four sequenced curricular components make up the 60-credit UW Colleges BAAS degree-completion program: Professional Experience, Global Studies, Cognitive Skills, and a Capstone Senior Seminar. Fifteen credits of Professional Experience courses; three credits of Global Studies and three credits of Cognitive Skills; the two-semester, six-credit Capstone Senior Seminar; and a three-credit Elective, Global Studies or Cognitive Skills course will be delivered by the UW Colleges. The Global Studies
and Cognitive Skills core courses will be consistent across all six UW Colleges campuses, while the applied learning component of the 30-credit curriculum delivered by the UW Colleges will have a standard framework with the internships and service-learning projects varying by campus and the professional and intellectual goals of the specific student.

Students will choose the remaining 30 credits of coursework from a list of approved junior/senior-level Global Studies, Cognitive Skills, and Elective courses provided by the UW System institution partner(s). Some UW System partner institutions will offer a pre-determined progression of selected courses, while others will offer an array of courses from which students may choose. Figure 10 below provides an overview of the BAAS degree requirements and shows which courses are offered by the UW Colleges and which by the University of Wisconsin System partners.

---

**Figure 10. UW Colleges Bachelor of Applied Arts and Sciences (BAAS) Degree Requirements**

<table>
<thead>
<tr>
<th>BAAS Degree-completion Requirements</th>
<th>BAAS Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students entering the BAAS degree-completion program will complete 60 credits distributed as 30 junior/senior-level credits earned at the UW Colleges and 30 junior/senior-level credits earned at a UW partner institution. The UW Colleges will provide:</td>
<td></td>
</tr>
<tr>
<td>▪ 15 credits, Professional Experience</td>
<td></td>
</tr>
<tr>
<td>▪ 3 credits, Global Studies Core Course</td>
<td></td>
</tr>
<tr>
<td>▪ 3 credits, Cognitive Skills Core Course</td>
<td></td>
</tr>
<tr>
<td>▪ 6 credits, Capstone Senior Seminar</td>
<td></td>
</tr>
<tr>
<td>▪ 3 credits, Global Studies, Cognitive Skills, or Electives</td>
<td></td>
</tr>
<tr>
<td>1. Professional Experience, 15 credits</td>
<td>15</td>
</tr>
<tr>
<td>▪ UW Colleges Internship</td>
<td></td>
</tr>
<tr>
<td>▪ UW Colleges Service-Learning</td>
<td></td>
</tr>
<tr>
<td>▪ Credit for Prior Experiential Learning</td>
<td></td>
</tr>
<tr>
<td>2. Global Studies, 15 credits</td>
<td>15</td>
</tr>
<tr>
<td>▪ UW Colleges Core Course, Creative Problem Solving</td>
<td></td>
</tr>
<tr>
<td>▪ UW partner approved junior/senior-level courses</td>
<td></td>
</tr>
<tr>
<td>▪ UW Colleges approved junior/senior-level courses</td>
<td></td>
</tr>
<tr>
<td>3. Cognitive Skills, 15 credits</td>
<td>15</td>
</tr>
<tr>
<td>▪ UW Colleges Core Course, The World in the 21st Century</td>
<td></td>
</tr>
<tr>
<td>▪ UW partner approved junior/senior-level courses</td>
<td></td>
</tr>
<tr>
<td>▪ UW Colleges approved junior/senior-level courses</td>
<td></td>
</tr>
<tr>
<td>4. UW Colleges Capstone Senior Seminar, 6 credits</td>
<td>6</td>
</tr>
<tr>
<td>▪ UW Colleges Capstone Senior Seminar two-semester course</td>
<td></td>
</tr>
<tr>
<td>5. Electives</td>
<td>9</td>
</tr>
<tr>
<td>▪ UW partner approved junior/senior-level courses and/or UW Colleges approved junior/senior-level courses</td>
<td></td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td><strong>60</strong></td>
</tr>
</tbody>
</table>
The major curricular components of the BAAS degree-completion program are discussed in fuller detail below.

**Professional Experience**

The Professional Experience component includes 15 credit hours of experiential learning integrated with academic instruction and up to six credits of prior experiential learning credits awarded based on an assessment of an experiential learning portfolio.

The internship combines classroom-based education with professional work. It focuses on the adult learner’s professional career-related skill development in an intellectually rigorous manner to merit academic credit. The internship is arranged with a local business, agency, non-profit, or other type of organization. Internship examples may include work in local law offices, local free clinics, classrooms at local schools as a classroom aide, with local library staff helping children with their reading skills, with local or state agency employees helping with local studies, with local non-profit agencies planning after-school activities for children and youth, or in local industries working with management or floor supervisors or with local retailers. As part of an academic course, the UW Colleges faculty and instructional academic staff members offering the course and the community or employer counterparts from the organization will jointly supervise internships.

While the internship focuses on developing skills important to a degree-seeking student’s career, the central feature of the service-learning component is service to others combined with reflection upon the role of this service in community and individual life. Service-learning projects are integrated into a specific course with variable models for the nature of the integration (e.g., throughout the semester or at particular points in the semester). Students have an opportunity to gain direct experience with issues they are studying in the course and engage in efforts to analyze and solve work- or community-related problems in the context of a faculty-supervised project. Service-learning projects could include volunteer work within public or private schools, community service programs, or agencies focusing on issues such as education, the environment, legal aid, immigrant support, child care, domestic abuse, veteran support, and other socially oriented services. Though the focus is different, internships could also take place in some of the same types of organizations, and just as internships do, service-learning projects can engage students in collaborative interaction with people whose worldviews differ from their own and involve them in some of their local community’s most urgent issues, each important to critical thinking and cognitive development related to work and civic life.

**Global Studies**

Ever-expanding and complex global networks increasingly influence our lives. The 21st century knowledge-based workplace is often part of a global organization and enmeshed in global networks. For these reasons, employers value employees who bring knowledge of other peoples and cultures, the ability to work across cultures, and knowledge of global structures and processes.

The Global Studies component will enable students to gain knowledge of global cultures, the world economy, and the natural world needed to consider contemporary and enduring problems from a global perspective. Students begin their study with a three-credit, junior-level, required UW Colleges core course entitled, “The World in the 21st Century.” This course is an interdisciplinary study of current trends that have global impact and is thematic in approach. The theme is multi- and/or inter-disciplinary, has a strong global connection, is flexible, and accommodates the expertise of faculty members and needs at the six participating UW Colleges campuses and their unique communities.
The UW Colleges is developing a list of Global Studies-designated courses in collaboration with faculty members of each University of Wisconsin System institutional partner. The UW Colleges Senate BAAS Curriculum Committee reviews all proposed University of Wisconsin System institutional partners’ courses.

**Cognitive Skills**

Problem solving skills are a key component of modern knowledge-based workplaces and are essential for participation in contemporary community life. As noted above, in a June 2010 survey conducted by the American Association of Colleges and Universities (AAC&U), employers stress the need for employees to think critically, problem-solve intelligently, and communicate effectively, among other skills. This component of the BAAS degree curriculum requires students to acquire higher order intellectual skills in a variety of disciplines and contexts. Students also begin their study of this curricular component with a required UW Colleges core course, “Creative Problem Solving.” The course is an interdisciplinary approach to promote creative thinking skills and innovative problem solving techniques in order to position UW Colleges BAAS degree-holders to be dynamic workplace leaders. The course explores the principles and approaches to the creative problem solving process and focuses primarily, though not exclusively, on the theory and application of creative problem solving. Emphasis is placed on applying creative problem solving to situations students are likely to face in their professional lives. The course cuts across disciplines and career-tracks, and can be tailored to meet the specific future careers of students.

As with the Global Studies component of the degree-completion program, the UW Colleges is developing a list of Cognitive Skills-designated courses in collaboration with faculty members of each University of Wisconsin System institutional partner. The UW Colleges Senate BAAS Curriculum Committee reviews and recommends to the provost the approval of all proposed University of Wisconsin System institutional partners’ courses.

**Capstone Senior Seminar**

After students have completed the Global Studies and Cognitive Skills core courses and most of their Professional Experience credits for the BAAS degree, the two-semester, six-credit Capstone Senior Seminar is an opportunity to focus on a year-long project in the student’s area of interest. The purpose of the seminar is to work closely with a faculty member on the student’s professional development for a full academic year on a project with regional impact and global perspective using higher order intellectual skills. Some students may conduct original research on an issue of interest to a local non-profit organization or business. Under the supervision of a faculty member, the students will gather data, carry out data analysis, and prepare a research paper for presentation to the organization. Students focusing on industry or other business concerns might apply research into workflow processes or continuous quality improvement measures to local enterprises. Some students in the visual or performing arts could work on a serious creative piece (e.g., original performances, choreography, or juried arts exhibits) that has the appropriate professional recognition. At the completion of the seminar, the student will have a tangible project/study/report that will help launch the student into the next career stage. Senior status is required for enrolling in the course. Completion of the Capstone Senior Seminar will be assessed on two criteria: 1) external review of a tangible product such as an employment portfolio, original research, performance, or exhibit; and 2) certification by participating UW Colleges faculty members that UW Colleges BAAS learning outcomes have been achieved.
20. For programs using prior learning credit, compressed time frames, online delivery, accelerated formats, or other innovative approaches to learning, describe the methodology for determining that levels of knowledge and competencies comparable to those required in traditional formats have been achieved.

The UW Colleges Senate adopted the “Bachelor of Applied Arts and Sciences Degree Professional Experience: Credit for Prior Experiential Learning” policy at its January 2012 meeting. The policy grants “up to six credits toward the BAAS degree for experiential learning equivalent to university-level learning” (UW Colleges Senate Minutes, January 11, 2012). Degree credits awarded are based on “learning derived from the experience rather than the experience itself.” To enable faculty to make this determination, BAAS degree-seeking students are required “to present a portfolio of university-level knowledge of a subject acquired outside a traditional classroom to UW Colleges faculty for evaluation for credit.” The portfolio is to include “learning achieved and documentation to support the student’s claim of experiential learning equivalent to that of a particular UW Colleges BAAS degree course.” The policy includes criteria and guidelines for the experiential learning portfolio materials and submission and for the evaluation of the experiential learning portfolio.

As part of a University of Wisconsin System Adult Student Initiative of the Committee on Baccalaureate Expansion, the UW Colleges initially trained 132 faculty members to develop accelerated blended courses that combined face-to-face with online instruction in an accelerated format that allows students to complete a course in as little as three weeks, though most accelerated blended courses run for eight weeks. As described in Chapters Three and Four, UW Colleges campuses developed FastTrack programs to enable adult learners to complete AAS degree core and required courses in a more compressed timeframe. To date, 207 faculty members have been trained and 227 Accelerated/Blended AAS courses have been offered. The institutional research office is working with academic departments to establish a database to assess the learning outcomes in the AAS courses they have offered in the accelerated blended format. The data that accumulate over a more extended period and the dialogues that ensue will influence the extent to which Accelerated/Blended courses become part of the UW Colleges BAAS curriculum.

In the initial period, most of the BAAS degree courses offered online will be from the University of Wisconsin System partner institutions, each of which has an assessment process for determining the level of comparability to impact knowledge and develop competencies in online and traditional face-to-face classrooms, or some combination of the two delivery methods. In the future, University of Wisconsin System partner institutions might approve UW Colleges faculty to teach University of Wisconsin System partner institutions’ BAAS degree courses.

Part 5. Institutional Staffing and Faculty Support

21. How many and what types (full-time, part-time, adjunct) of faculty will be employed in the program? Why is the number of full-time faculty members adequate to support the program?

In the first year, 3.75 FTE faculty members are projected to participate in the UW Colleges BAAS degree-completion program and by the second and third years of the program, 7.5 FTE faculty members will serve as the instructors delivering UW Colleges BAAS degree courses. In most cases, these will be tenure-track full-time faculty members who will teach one course per year in the BAAS degree-completion program and whose freshman and/or sophomore course will be back-filled by an instructional academic staff member. There are two main reasons that this number of faculty members will be adequate to support the UW Colleges BAAS degree-completion program: the program is to be initiated on six of 13 campuses and the number of place-bound, working adult students is initially projected to be an average of 36 per campus by the third year of the program.
22. **What will the impact of the new initiative have on faculty workload?**

The faculty workload policy is part of the general faculty personnel policies (FPP) of the UW Colleges Senate and overseen by the Faculty Council of Senators. In the guiding principles for FPP 601, “teaching, scholarly work related to teaching, advising, professional development activities, and service to the profession, university, and community” are considered as faculty work activities. Each of these areas is defined by specifying general types of activities (e.g., research, publication and presentations, exhibitions and performances as professional development) and the distribution of the activities is said to be expected to vary over time for each faculty member.

With respect to teaching, a full-time academic year teaching load in most academic departments in the UW Colleges is 24 contact hours with form of instruction and nature of the course accounting for variations around this number. A faculty member’s student credit hour load is another important factor in workload. Although this varies by academic discipline, typically the UW Colleges course maximum is 38 students. Course revision and new course development are standard parts of faculty workloads in the UW Colleges. The workload guidelines establish six separate course preparations (assuming at least a two-credit course) as the recommended maximum per academic year.

In sum, each academic year UW Colleges faculty members might teach eight, three-credit courses, six of which could be separate preparations, to as many as 304 students, and be within the workload guidelines with regard to the teaching aspect of the contract. Over time, the teaching workload would vary as faculty members, for example, engage in administrative activities or receive grants that replace a course or two of their teaching obligations. In such cases, fully enrolled courses are typically backfilled by instructional academic staff.

In the first five years of the UW Colleges BAAS degree-completion program as approved by the Board of Regents, UW Colleges faculty preparing and teaching BAAS degree courses are likely to be operating in an area closely related to their scholarly work in their discipline or in teaching and learning and are also likely to be working with a class that does not enroll at the course maxima. As the proposed BAAS degree program expands, there could be a need to hire more faculty members and/or engage in new patterns of instruction (e.g., team-teaching with faculty members from different UW Colleges campuses), both of which occurred as UW Colleges distance education offerings expanded.

Faculty members are central to curricular development of the UW Colleges BAAS degree-completion program and indeed were the driving force in creating the vision for the degree. Hence, the service workload for faculty members has been and continues to be spread across academic departments to those who serve on academic department curriculum committees and who will be involved in peer visitations to the classrooms of colleagues teaching UW Colleges BAAS degree courses. As regards workload, perhaps with the exception of the faculty members who serve on the Senate Bachelor of Applied Arts and Sciences Curriculum Committee during the initial years of the UW Colleges degree-completion program, the service role is critical, though the workload impact may be slight for any particular faculty member.

23. **Provide a brief attachment that inventories each faculty member employed to teach in the program, including names of existing personnel, a description of each faculty member’s academic qualifications, their prior instructional responsibility and other experiences relevant to the courses they will teach in the program in question, each faculty member’s course load in the new program, and the course work each teaches in other programs currently offered.**

The document titled *Academic Profiles of Faculty and Instructional Academic Staff Teaching in the BAAS* matches faculty members’ professional experience to the courses they have been approved to teach. The data in this document parallels that presented in the documents *Summary of Approved*
Courses and Summary of Course Descriptions: that is, the data on experience and expertise of faculty members who will teach in the BAAS degree-completion program is organized by institution and academic department.

24. For graduate programs, document scholarship and research capability of each faculty member; for doctoral programs, document faculty experience in directing student research.

This is not applicable. The mission change requested by the UW Colleges does not include graduate programs.

Part 6. Student Support

25. What library and information resources—general as well as specific to the program(s)—and staffing and services are in place to support the initiative? If the proposed new program is at the graduate level, document discipline-specific refereed journals and primary source materials.

As described in Chapter Four, the UW Colleges Libraries subscribe to electronic databases, as well as online journals, online image and streaming video, and other online subscription services, in addition to maintaining high-quality journal, book, and other text-based and audio/visual (AV) collections appropriate to supporting liberal arts undergraduate curricula at each of the six participating UW Colleges campus libraries, which are staffed by library professionals. The UW Colleges Library Support Services (LSS) office coordinates acquisitions, licensing and payments, cataloging, electronic resources database maintenance, library system software, and support for all of the UW Colleges Libraries, including off-campus access. Finally, due to the Council of University of Wisconsin Libraries’ (CUWL’s) “One System, One Library” philosophy, UW Colleges students have access to virtually all of the physical materials held in the University of Wisconsin System (most notably, UW-Madison), as well as a shared electronic collection of more than a dozen electronic resources. The end result is that within two to three days of a request, UW Colleges BAAS degree-seeking students will be able to check out almost any of the 8.68 million books, videos, music, and digital images available to them from any University of Wisconsin System campus and access thousands of full-text online journal articles and electronic books.

As noted in the budget (please see Question 15, above), a fund to support acquisition of electronic resources by the UW Colleges Libraries will address library resources that are not accessible through “One System, One Library” practices and are needed to support the proposed BAAS degree-completion program. The budget also provides for additional reference librarian staffing at the participating campuses and for their professional development in areas supported by the acquisition.

Part 7. Evaluation and Assessment

26. How will you monitor and evaluate the overall effectiveness and quality of the program?

The UW Colleges will monitor and evaluate the overall effectiveness of the UW Colleges BAAS degree-completion program in three ways. The institution will assess learning outcomes through BAAS degree course-based assessment discussed in more detail in the subsequent questions. A student’s mastery of the programmatic learning objectives of the BAAS degree-completion program will be measured by uniform standards applied to the capstone senior seminar. In addition, UW Colleges will seek feedback from external constituencies. Finally, systematic, in-depth interviews will be conducted with a sample of the early graduates of the UW Colleges BAAS degree-completion program in each of the first five years of the degree-completion program.
27. How will you assess and ensure expected student learning and achievement?

The fundamental goal of the proposed BAAS degree-completion program is to prepare place-bound, working adults for a life of creative and productive work in a changing and increasingly interdependent world. To accomplish this goal, the BAAS degree prepares students to apply theoretical knowledge, higher-order intellectual skills, and practical experience to achieve solutions to complex problems encountered in contemporary workplace and community settings encased in a global context.

Degree candidates are expected to achieve and demonstrate mastery of seven skill-based learning outcomes that will be assessed as part of their courses and in their capstone senior seminar. Tools to measure a learning outcome will be developed within academic departments teaching courses in each component of the degree and assessed using rubrics developed by the institution’s assessment committee.

Three sample measures and rubrics, one applied to each of the three major elements of the BAAS curriculum and to several core principles, illustrate the process.

Figure 11 below, consisting of three tables, contains a sample learning outcome, a sample measure and a sample rubric for the first major element of the BAAS curriculum, the Professional Experience (PE) Curricular Component, together with the fifth, sixth, and seventh core principles of the BAAS degree-completion program that are outlined in Part One, above.

<table>
<thead>
<tr>
<th>Sample Learning Outcome for Professional Experience (PE) Curricular Component and Core Principles Five, Six, and Seven</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objective</strong></td>
</tr>
<tr>
<td>Demonstrate persistent learning through capacity to apply research skills, critical analysis, group discussion techniques, and disciplined writing in community and work settings.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sample Tool to Measure PE Learning Outcome: Physical and Biological Sciences</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student is presented with a set of data and will need to evaluate the data with the goal of being able to present it to a group with an accompanying critical analysis. In order to do this, the student will need to research the data: why it was collected, how it was collected, the uncertainties associated with the data, the limits and suitability of the data to answer certain research questions. The student shall articulate the data's strengths and weaknesses in supporting conclusions. The student shall discuss the data within a team setting, such that the goals of the team are being met.</td>
</tr>
</tbody>
</table>
Sample Rubric to Evaluate PE Learning Outcome: Physical and Biological Sciences

<table>
<thead>
<tr>
<th>Exceeds Expectations</th>
<th>The student meets all expectations and demonstrates ability to extend the research by designing alternative study protocols (operating at top of Bloom's Taxonomy, “creating”).</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meets Expectations</td>
<td>For this data set, the student articulates why the data was collected, how it was collected, the uncertainties of the data, the limits and suitability of the data to answer certain research questions.</td>
</tr>
<tr>
<td>Does Not Meet Expectations</td>
<td>The student fails in one or more of the objectives outlined in “meets expectations.”</td>
</tr>
</tbody>
</table>

Figure 12 below, consisting of three tables, contains a sample learning outcome, a sample measure and a sample rubric for the second major element of the BAAS curriculum, the Global Studies (GS) Curricular Component, together with the first and second core principles of the BAAS degree-completion program that are outlined in Part One, above.

### Figure 12. Global Studies (GS) Curricular Component and Core Principles One and Two: Sample Learning Outcome, Sample Tool, and Sample Rubric

#### Sample Learning Outcome for Global Studies (GS) Curricular Component and Core Principles One and Two

| Objective | Demonstrate a broad knowledge of global issues, processes, trends, and systems. |

#### Sample Tool to Measure GS Learning Outcome: Humanities

The student writes a thorough, research-based paper on some future-oriented focus, looking at a present global reality or trend and projecting its implications and effects a decade or two into the future. Sample topics include: global trade, immigration, uses of water and/or energy resources, women’s and children’s rights, potency and relevance of the United Nations, cyber-security, nuclear proliferation, the relationship between technological advances and quality-of-life issues, or relationships among and between different spiritual beliefs.

#### Sample Rubric to Evaluate GS Learning Outcome: Humanities

<table>
<thead>
<tr>
<th>Exceeds Expectations</th>
<th>The student meets all expectations and demonstrates ability to develop the analysis through the use of story (operating at top of Bloom’s Taxonomy, “creating”).</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meets Expectations</td>
<td>The student creates a well-documented and referenced in-depth analysis of a variety of perspectives with attention to possible trends and most likely outcomes .</td>
</tr>
<tr>
<td>Does Not Meet Expectations</td>
<td>The student fails in one or more of the objectives outlined in “meets expectations.”</td>
</tr>
</tbody>
</table>

Figure 13 below, consisting of three tables, contains a sample learning outcome, a sample measure and a sample rubric for the third major element of the BAAS curriculum, the Cognitive Skills (CS) Curricular Component, together with the third and fourth core principles of the BAAS degree-completion program that are outlined in Part One, above.
Figure 13. Cognitive Skills (CS) Curricular Component and Core Principles Three and Four: Sample Learning Outcome, Sample Tool, and Sample Rubric

<table>
<thead>
<tr>
<th>Sample Learning Outcome for Cognitive Skills (CS) Curricular Component and Core Principles Three and Four</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sample Tool to Measure CS Learning Outcome: Social Sciences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Given that few federal and state court decisions are unanimous, the student is asked to analyze specific arguments as well as evaluate these arguments by comparing majority, concurring, and dissenting opinions. Specifically, each student would create a précis (formal summary) for each of the opinions of a court on a particular case along with a précis of the student’s own opinion regarding the decision of the court in this case. Finally, each student in the class would evaluate the other students’ stance on the court’s decision.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sample Rubric to Evaluate CS Learning Outcome: Social Sciences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exceeds Expectations</td>
</tr>
<tr>
<td>Meets Expectations</td>
</tr>
<tr>
<td>Does Not Meet Expectations</td>
</tr>
</tbody>
</table>

28. Explain how the results of evaluation will be used to improve the program’s curriculum, teaching, services, and operations.

Assessment of the UW Colleges BAAS degree-completion program teaching, learning, and curriculum will come through course assessments conducted, tabulated, and analyzed by the institutional research office and discussed in academic departments and on campuses. Analysis of the in-depth interviews with graduates of the BAAS degree-completion program can also be a source for the assessment of the teaching and learning underway in the BAAS degree-completion program. Annual campus-based assessment focused on the BAAS degree-completion program will be a critical tool for finding out if the service side of the program is meeting its stated student learning outcomes. The campus assessment coordinators and the institution’s assessment coordinator will create a focus and a measurement.

29. How will you assess and improve the learning of students in the program to ensure that they achieve the levels of performance that you expect and that your stakeholders require?

Each term, faculty members in all academic departments teaching in the program will conduct assessment of the UW Colleges BAAS degree courses they teach. Assessment data will be sent to the institutional research office for tabulation and analysis, and the results will be reported back to instructors, academic departments, the Senate Assessment Committee, and the Office of Academic Affairs, each of which will participate in ongoing efforts to improve delivery of the BAAS degree courses and program. Given the collaborative nature of the BAAS degree, discussions of assessment results will also occur across academic departments of the UW Colleges and University of Wisconsin.
System institutional partners and between the UW Colleges provost and the provosts of the respective University of Wisconsin System partner institutions. Uniform standards applied to the capstone senior seminar will assess a student’s mastery of the overall set of programmatic learning objectives of the BAAS degree. In addition to assessment of student learning, the UW Colleges will track enrollment, retention, and graduation rates of BAAS degree students.