

University of Wisconsin-Platteville Institutional Statement

Part B: Transactional Documents

Item 2: Governance Documents

Academic Integrity

As a result of the restructuring, several policies, processes and forms will need to be amended to incorporate the branch campus processes associated with curriculum, assessment, and general education curriculum into the university's governance related to academic integrity. This work is already beginning and will continue to take place through July 1, 2018. The institutional documents, processes, and policies listed below will be reviewed for possible revision under the newly proposed administrative structure for the two branch campuses. All proposed revisions will be evaluated by the Faculty Senate, which will either make final decisions (in the case of amending the faculty bylaws, for example) or make final recommendations to the chancellor (in the case of approving curricular changes, for example) as appropriate.

Program Assessment

- The Academic Planning Council (APC) is responsible for reviewing all academic programs on a six-year cycle. This review includes evaluating strengths and weaknesses based on the program self-assessment and on data provided by the institutional research office, and reporting its recommendation of “continuing the program in its present form,” “modifying the program,” “strengthening the program,” “consolidating the program with another program,” or “phasing out the program.” The APC is also responsible, in conjunction with the University Undergraduate Curriculum Commission and the University Budget Commission, for reviewing proposals for new majors and sub-majors. All programs use a standardized university form created and maintained by the APC. It is anticipated that the integration of a branch campus into the current university structure will necessitate some changes to the current policies, forms, and procedures associated with the APC, as well as consideration of representation from branch campus faculty. Any changes related to the work of the APC will need to be reviewed by the Council and approved by the Faculty Senate. See <https://www.uwplatt.edu/academic-planning> for additional information regarding academic planning.
- The Assessment Oversight Commission (AOC) is responsible for reviewing the self-assessment report of all academic programs (following the same six-year cycle as the APC), evaluating the assessment tools and procedures that programs use to meet their program outcomes, and reporting such findings to the APC for its comprehensive program review. The integration of a branch campus with the university will require some modifications to the policies, forms, and procedures of the AOC, as well as consideration of representation from branch campus faculty onto the Commission. The Commission will review these modifications. See <https://www.uwplatt.edu/aoc> for additional information regarding AOC.

- The General Education Committee (GEC) is responsible for reviewing all academic programs that provide coursework for the general education program. The GEC currently reviews all general education student-learning outcomes on a four-year cycle and provides a report to the AOC. As a result of the restructuring of the branch campus to become a part of the university, the GEC will review its policies, forms, and procedures. See <https://www.uwplatt.edu/governance/general-education-committee> for additional information regarding the GEC.
- Also, as a result of the restructuring, individual departments and programs may also need to review their own assessment policies and procedures.

Curriculum Assessment

- The University Undergraduate Curriculum Commission (UUCC) is responsible for reviewing all proposals for new majors and sub-majors and reporting its evaluation to the APC, for reviewing all proposals for new courses and for revisions to existing courses and reporting its recommendations to the provost, and for general supervision of the undergraduate curriculum. All programs must use a standardized university form created and maintained by the UUCC. As a result of the restructuring, the policies, forms, and procedures of the UUCC will be reviewed by the Commission with recommendations submitted to the Faculty Senate for approval. The Commission will also consider integrating branch campus faculty representatives into the UUCC, and how many will be voting representatives. See <https://www.uwplatt.edu/governance/university-undergraduate-curriculum-commission-uucc> for additional information of UUCC.
- The GEC is responsible for evaluating proposed changes to the general education program and reporting its recommendations to the UUCC. The Committee will revise policies, forms, and procedures of the GEC as needed as a result of the restructuring and submit its recommendations to the Faculty Senate for approval.
- As a result of the restructuring, individual departments and colleges will also reconsider their procedures for reviewing curriculum. This will include an explicit review and consideration of how to integrate branch campus faculty into curriculum development, review and assessment efforts.

Governance Representation

It is anticipated that branch campus faculty and staff will be integrated into the existing governance structures at UW-Platteville while also maintaining some of their own representative governance structures on their own campuses. Branch campus faculty and staff will have the means to have representation on UW-Platteville's Faculty Senate, Academic Staff Senate, and University Staff Senates, not to mention various other governance bodies. The individual senates will each develop and approve their own plan for providing appropriate representation from the branch campuses. It is possible that each of the Councils and Commissions (with the exception of the Graduate Council) that are part of faculty governance

will also have a representative from the branch campuses. These Councils and Commissions therefore include the APC, the AOC, the UUC, the Appeals Commission, the Complaints and Grievances Commission, the University Budget Commission, and the University Rank, Salary and Tenure Policy Commission (URSTPC). During the spring 2018 semester, the Faculty Senate will consider and act on recommendations for the individual Councils and Commissions regarding representation from the branch campuses.

The Faculty Senate will review its own constitution and bylaws to determine the appropriate representation of the branch campuses in the governance structure of the main campus. The list of faculty governance councils, commissions, and committees is here: <https://www.uwplatt.edu/faculty-senate>.

Individual departments and colleges may also need to review their constitutions and bylaws to determine the appropriate way to integrate representation from the branch campuses. Besides the obvious need to integrate those faculty from the branch campuses into committees such that they have appropriate representation, the departments and colleges will look at criteria for retention, tenure and promotion.

Tenure

It is expected that, because of the restructuring, tenured faculty from the two branch campuses will be tenured at UW-Platteville within the corresponding department of their primary discipline. This still needs to be reviewed, revised and approved accordingly by the Faculty Senate during spring of 2018.

During phase 1 the appropriate faculty governance committees will review the retention and tenure criteria from the branch campuses. Every effort will be made to stay true to the spirit of the criteria in effect at any probationary faculty members' point of hire at the UW Colleges.

The policies, forms, and procedures of the University Rank, Salary, and Tenure Policy Commission (URSTPC), which reports to the Faculty Senate, will be reviewed.

Recommendations made to the Faculty Senate by the URSTPC will be evaluated and acted upon by the Faculty Senate. Additionally, it is anticipated that branch campus faculty will be integrated into the URSTPC by having some means of representation. Current URSTPC policies can be found here: <https://www.uwplatt.edu/urstpc>.

Individual departments may need to review their own criteria for promotion in rank, salary review, renewal, and tenure of faculty. Individual colleges may need to review their own criteria for salary review. All levels of review use standardized university forms created and maintained by the URSTPC.

Item 7: Organizational Charts

The functional organizational charts provided were designed with a focus on student success while advancing financial sustainability. The Platteville campus organizational chart will be modified to add the Branch Campus relationship. Each campus will have a Campus

Administrator/CEO responsible for academic, administrative and community leadership. The initial Campus Administrator/CEO will be on a two-year contract and will ensure a successful transition to a branch campus of UW Platteville.

The functional organizational charts build off what currently exists and reflect the proposed structure of the branch campuses moving forward. The three key areas at each campus include: 1) Academic Affairs – oversight of faculty and instructional staff, continuing education and learner support through a learning center and the library; 2) A Solution Center that includes personnel to ensure that student needs are fully supported, that students know where to receive support, that coordinates student life and events, and advises/coaches for student success; and, 3) Administration and Finance offices that include facility and maintenance support, IT support, business services which oversees Accounts Receivables and purchasing cards.

Services that are currently contracted out, including food service, the bookstore, and Housing/Resident life, will continue with oversight from the branch campus administrator/CEO. Several functions are now centralized at UW Colleges. Some of those functions will continue to be centralized for at least the first year and will be evaluated over time. These services include: Human Resources, IT and Procurement. Other services, such as the student information system and student support services may be obtained centrally through an MOU with the UW System. Service delivery will be monitored by the campus CEO and adjusted as time goes on.

Documentation

For current and post restructuring organizational charts, see Appendix C: Organizational Charts.

Part C: Institutional Statements

Item 1: Alignment of Missions

The University of Wisconsin-Platteville's Mission Statement is as follows:

The University of Wisconsin-Platteville provides associate, baccalaureate, and master's degree programs in a broad spectrum of disciplines including: science, technology, engineering, and mathematics; criminal justice; education; business; agriculture; and the liberal arts. We promote excellence by using a personal, hands-on approach to empower each student to become broader in perspective, intellectually more astute, ethically more responsible, and to contribute wisely as an accomplished professional and knowledgeable citizen in a diverse global community.

The University of Wisconsin Colleges Mission Statement is 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.

The educational mission of the UW Colleges is very similar to that of UW-Platteville's, and in fact, both have operated as access institutions for quite some time. Both offer associate degrees, as well as a bachelor's degree, that meet local needs. Both also have an emphasis on providing an individualized, "hands on" education that enables students to be successful.

The two mission statements contain similar purpose statements and reflect values and vision that are mutually accepted by both institutions. Therefore, we have no plans to change or add new phrases into our mission. We consider this an easy integration of different campuses when it comes to our missions.

Documentation

For current and post restructuring organizational charts, see Appendix C: Organizational Charts.

Item 2: Continuity of Educational Programs

Associate Degree

The UW-Platteville already offers an Associate's degree and will continue to offer an Associate degree at the two branch campuses. While the current students at the branch campuses will be given the opportunity to finish out the Associate degree program requirements with which they started, those starting at the branch campus in Fall 2019 or later will be required to meet UW-Platteville's program requirements. During phase 1, the university will review associate degree program requirements for possible revision to ensure that they are appropriate at both the main campus as well as at the two branch campuses.

Curriculum oversight and governance

It is anticipated that curriculum oversight and governance processes to approve and review courses will be done at the branch campuses in the department that has responsibility for that course at the main campus. As a member of the UW System, UW-Platteville follows Board of Regents policy for program review and reporting. In keeping with the institutional mission of promoting excellence, all undergraduate programs undergo an in-depth review every six years through a process overseen by the Academic Planning Council (APC; <https://www.uwplatt.edu/academic-planning/>), which reports annually to Faculty Senate. Over the last six years, the APC has revised this review process in collaboration with the Provost's Office, faculty, and academic staff to ensure continued improvement in the quality of teaching and learning. APC's program review, as outlined in the APC Handbook, integrates oversight by multiple governance bodies to provide both an annual snapshot for institutional planning and regular comprehensive reviews of program performance for quality assurance. The university's

successful Quality Initiative provided oversight of the initial implementation of these new policies and procedures, as well as feedback for its improvement.

It is anticipated that courses at the branch campuses will therefore be 'housed' within departments who have oversight over the student learning outcomes, the syllabi, and the assessment of those courses. Those courses will also be assessed in the same way as the courses are assessed at the main campus. That should enable branch campus courses to be included in the assessment plans of those departments, as well as in the regular program review of those departments. Thus, the courses taught at the branch campuses will be reviewed within the context of the program reviews by the APC. The Associate degree program will be included in the six-year cycle of program review as well.

Documentation:

The institutional curriculum governance committee at the undergraduate level is the University Undergraduate Curriculum Commission (UUCC). This body approves all new courses, course revisions, new programs, and program revisions, after each has been approved at the department and college-level:

<https://www.uwplatt.edu/governance/university-undergraduate-curriculum-commission-uucc>

Graduate courses must be approved at the department level before being approved by the Graduate Council: <https://www.uwplatt.edu/graduate-studies/graduate-council>

All academic programs are reviewed by the Assessment Oversight Commission (AOC) to ensure that their assessment plans are sufficient, implemented, and being used to make meaningful change to the curriculum: <https://www.uwplatt.edu/aoc>

Item 4: Post-Restructuring Enrollments

Post-restructuring enrollments are presented in the UW System Statement Item 4.

Item 5: Revised Enrollment and Recruitment Projections

Revised enrollment and recruiting projections for each institution following the transaction by semester and modality are presented in the UW System Statement Item 5.

The Platteville Campus and branch campuses will be offering the same number of general education sections that were previously being offered until further analysis and data review has been completed. In fall 2018, the current Colleges course schedule will be in place.

Item 7: Revised Planning Processes

UW-Platteville closely aligns budgeting and planning processes. Resources are allocated to align with the mission of providing an excellent education in a broad spectrum of disciplines that serve Wisconsin and the tristate region. The University is currently moving to a new budget model that will align resource allocation with the university's long-range plans and strategic priorities. Additional initiatives that demonstrate alignment of resources, mission, and institutional priorities include a comprehensive campus master plan, campus physical

development plan, an academic building project, an environmental sustainability plan and an IT governance model.

The University believes that planning must involve internal and external constituents. There are several standing committees in the governance structure with primary responsibility for planning including the Campus Planning Commission, the Academic Planning Council and the University Budget Commission. These groups each focus on a specific area and then interact and report to the Faculty Senate. Colleges and departments also involve external advisory boards with membership that includes alumni, employers, and community members.

Currently the University has cross-university teams implementing a Work Plan, which supports the strategic direction of the University. Monthly review of progress along with quarterly reporting is being utilized to ensure execution and course correction when needed. Further, the university is currently launching a comprehensive academic planning initiative that will review existing program offerings and identify new and redefined programs. The two branch campuses will be integrated into this work through having a representative from each campus serve on the Steering Committee for this Academic Planning Initiative. Input sessions to identify potential new programs will be held for each of the branch campuses along with input sessions at the Platteville campus. Representatives from the branch campuses will be invited to the two-day workshop in February. The University will identify 5-10 programs to further research and potentially launch. Programs to expand will also be identified. It is expected that the expansion of baccalaureate programs to the branch campuses will result from this work.

The branch campuses will have a budget to support operations, staffing and the delivery of quality services. Initially this budget will be consistent with current levels of funding. Ongoing assessment will determine if resources need to be adjusted to best support student success and long-term sustainability.

Moving forward, the faculty, staff and students from the branch campuses will be included in the planning and budgeting processes, just as the various university units currently engage in the process. Members of the branch campuses will be included in the planning teams. Additionally, the branch campuses will each develop a work plan to capture the core work to be done on the branches that aligns and advances the University priorities and ensures that the campuses thrive. This is similar to what individual units and colleges currently do on the Platteville campus.

Branch campus leaders will be involved in the budget process. A budget will be developed for the campus to ensure sustainability of the campuses. The Campus Administrator/CEO of the campus will be responsible for the budget. The Provost will review the budget and financial expenditures.

Planning and Monitoring Related To Enrollment

UW-Platteville is very cognizant of declining enrollments at all three campuses. Significant work has taken place over the last year and continues to address the declining enrollments in Platteville. This work will be expanded to the branch campuses. Focus has been on three areas:

- 1) Student Success & Retention,
- 2) Expanded marketing and recruitment and
- 3) Review of marketability of academic programs.

Student success and retention:

Increasing student success and graduation rates, along with decreasing time to graduation have been a priority. A robust student success model has been developed to holistically support students. This work is called the Future of Advising Project. Advising is being redesigned and assessed. Assessments have been completed to better understand faculty/staff perceptions, as well as, student perceptions of advising. A review of current models being utilized by comparable campuses has also informed the redesign of advising at UW-Platteville.

The campus is currently using a Split Advising Model where faculty advisors are supplemented with professional advisors. Specific populations are also being targeted for advising (i.e. undecided and undeclared students) Further, a COMPASS initiative provides data informed approaches to identify students in need of additional academic support. Once students at risk are identified targeted services are provided. Early outcomes of both the Future of Advising and COMPASS show great promise. Overall campus retention has increased by 3% over the last year. These approaches, along with the good work being done at the branches, will be customized and expanded to students on the branch campuses.

Beyond direct student support, UW-Platteville is working to create pathways to support student transfer by major. This simplifies the transfer process for students transferring to UW-Platteville.

Expanded marketing and recruitment:

UW-Platteville will expand its reach through the integration of the branch campuses. Existing UW-Platteville relationships with corporations, government entities and schools will be leveraged to grow enrollments. The UW-Platteville campus has recently restructured the recruitment team and added regional recruiters. The recruiters can serve all three campuses. They will also increase outreach to the area middle and high schools. The goal is to increase awareness of degree options offered at the branches and four-year campus.

A rebranding and marketing project is also underway and will include the branch campuses. This work will clarify University messaging and overall marketing efforts. An expanded advertising and marketing campaign will follow.

Academic Planning Initiative:

As described above, a major initiative is underway to review the academic portfolio and to identify what programs to grow, maintain, sunset or develop. The branch campuses are included in this work and the integration of the branches will also allow for expansion of offerings, including the potential expansion of online and blended program offerings that will meet student needs at all three campuses and beyond.

Further, the branch campuses have strong developmental math and writing programs that have been instrumental in supporting student success on those campuses. The Platteville campus would benefit by leveraging the expertise and success of those programs to expand student success to Platteville students, especially the 40% first generation students.

Enrollment milestones:

Overall enrollment targets have been set for all three campuses. The Platteville targets are based on campus trends in recruitment, retention, and historical weighted averages. It also includes declining high school graduation rates and trends. The projections reflect a continued enrollment decrease of 1.5-2.0 % annually. Budgets have been modified in anticipation of the declines.

The branch campus enrollments are expected to continue to decline as well. The UW Baraboo/Sauk County campus is projected to decline by approximately 5.6% to 6.5% over each of the next two years; while the Richland campus will have declines approximately double that. The establishment of campus budgets will be based on these projections. Increased support from the Platteville campus will help to reduce overall cost and over time enrollments may stabilize based on activities outlined in this document. However, it will take time to stop the downward trend in enrollments. Increased efficiencies, expanded recruitment and higher levels of student success will all play a role in longer-term sustainability of all three campuses. Enrollments will be monitored at all three campuses.

Item 8: Short-Range and Long-Range Strategic Plans

Long-Range Strategic Plans

UW-Platteville is nearing the end of the current strategic plan and will be updating over the next year. The current four strategic priorities are:

1. Provide an Outstanding Education,
2. Foster a Community of Achievement and Respect,
3. Control Our Own Destiny, and
4. Enrich the Tri-States.

The branch campuses will support UW-Platteville in achieving these strategic priorities. The campuses will expand reach and support increased engagement in a larger geographical area. This is aligned with the priority to Enrich the Tri-States. Further, the branch campuses can benefit from the community relationships that UW-Platteville has in the Baraboo and Richland

Center communities. The focused work toward the strategic priorities is captured in a University Work Plan. (See 8.B.)

Since 2013 the Strategic Plan has included a specific goal to “Enrich the Tri-States”, specifically including the southwest region of Wisconsin, the northeast region of Iowa, and the northwest region of Illinois. This goal has been measured by various means over the years, including, but not limited to, through economic impact studies, and embedded within our market research. See the appendix for an example of our most recent economic impact statement, which are also archived at <https://www.uwplatt.edu/budget/economic-impact-study>. We also take anecdotally reported feedback as an indicator of how our surrounding community perceives our efforts. These measures, both formal and informal, will continue to be used with the addition of the branch campuses.

The restructuring/addition of the two branch campuses will allow us to expand our strategic goal to **Enrich the Tri-States** by expanding the boundaries within which we have focused.

Restructuring will also have an impact on **Controlling Our Own Destiny** by leveraging the assets in these two additional campuses we can pursue additional revenue streams previously not viable (e.g. corporate relations relevant to local businesses). Further, the branch campuses are positioned to advance the strategic goal of **Providing an Outstanding Education** – The campuses will support the following work:

1. Expansion of academic offerings to place bound students.
 - New offerings or existing offerings may be offered to the branch campus students
 - New blended offerings at the branch campus will support UW-Platteville in rethinking how to leverage blended learning to better meet the needs of residential and place bound students.
2. Leverage the faculty and academic offerings across the three campuses
 - Faculty may teach at any of the campuses
 - Development math and writing offered at the branch campuses may be leveraged to advance student success at the Platteville campus.

Metrics for these various efforts include the following:

Enrollment #s:

- FTE enrolled at each campus
- Headcount enrolled at each campus
- International students enrolled at each campus

Degree attainment:

- # of Associate degrees awarded
- # of baccalaureate degrees awarded
- # of branch campus students graduate from the Platteville campus

Transfer rates:

- # of students transferring to Platteville
- # of students transferring to other UW Institutions
- # of students transferring to non-UW Institutions

Delivery of Curriculum:

- # of courses offered
- Average enrollment per course offered
- Student credit hour generation per course offered
- Credits offered by modality (face-to-face, online & blended)
- # of credits offered at the upper division levels

Community Relationships:

- # of high school students enrolled at branch campus by H.S. of origin
- # of post-traditional students enrolled
- # of technical school partnerships
- # of partnerships to expand campus programming (degrees, certificates, continuing education)
- Internship offerings by area businesses and organizations
- # of partnerships with local businesses in support of Senior Design Projects

Restructuring will enhance our systematic approach to community relations, particularly in Richland County and Sauk County. The Office of University Relations will expand their work and create community based teams in the branch communities to enhance outreach and build partnerships that advance the work of the University and promote student success, through internships, senior projects and increased scholarships. UW Platteville will leverage the established local relationships with government entities, businesses and non-governmental organizations to expand opportunities to incoming students of traditional and non-traditional status. The restructuring creates an opportunity to reengage the local communities in discussions on how to realign the possible offerings to better serve the local needs. In addition, leveraging the existing relationship Platteville has with area businesses creates more opportunities for current and future students that would otherwise be unavailable. These would include but not be limited to internships, coops, research projects, senior design projects and service learning projects. The External Relations team will create two distinct working groups that reflect the unique needs and characteristics of the home community. The team will be comprised of representation from alumni, county board, workforce development, chamber of commerce, local business, k-12 school districts. In addition, the above-mentioned groups will include representation from students, faculty, Foundation, communications, and continuing education.

Short-Range Strategic Plans

The integration of the branch campuses is outlined below. New short-term goals to be added follow this description:

The University has an annual Work Plan to support achievement of the strategic priorities. The short-term goals of the University are captured in the University Work Plan. Several aspects of the work plan will be enhanced through the integration of the branch campuses.

Improving Student Learning – focuses on assessment, assessing the impact of High Impact Practices, and Redesigning General Education. The assessment infrastructure can be designed to include the work of the branches, high impact practices can be expanded to the campuses as appropriate and the strengths of the branch campuses around General Education can be leveraged to rethink General Education at the Platteville campus.

Data Informed Decision Making – includes development of data systems to monitor student and institutional effectiveness. Included within this goal is evaluation of the program mix to identify opportunities to maintain enrollment. This is very timely work and will include gaining a deeper understanding of the branch campus target audiences. Development of new and revised programs will be the desired outcome of this work. It is anticipated that this process will support the expansion of programming, including the potential offering of bachelor's degrees on the branch campuses.

Student Success: Retention – involves building a deeper understanding of successful retention strategies and the build out of student advising. This work will be easily transferrable to the branch campuses.

Student Success: Recruitment – Key initiatives include maximizing student applicant yield, increasing transfer enrollment and maintaining international student enrollment. The branch campuses provide an opportunity to focus efforts and ensure transferability between the branch campus and UW-Platteville, as well as other institutions. The presence of international students at both campuses will support the current commitment to international student success. It may also be another opportunity to grow international enrollment.

Budgeting and Planning – involves the development of new budget modeling, along with improved enrollment and staff planning. The branch campuses will be involved in this work.

Campus Climate – the university is committed to providing a safe and welcoming environment for all students. Programming to support diversity and inclusion is growing. The diversity of students served at the branch campuses will enrich and allow for an expansion of this work.

Short-term goals for the branch campuses:

1. Successfully integrate the branch campuses into UW-Platteville.
 - Integration will include curriculum, course catalogue, and the student information system.

- Continually assess service levels and adjust as needed.
 - Work to integrate governance bodies.
2. Maintain focus on a quality education.
 - Support the “high touch” focus of faculty
 - Offer coursework needed for students to complete in a timely fashion.
 - Provide student support services, i.e. developmental math and writing, advising, etc.
 3. Utilize data to better understand student needs and continuously improve necessary services.
 4. Explore expanded academic offerings

Item 9: Explanation of the Impact of the Revised Structure

The impact on UW-Platteville of adding UW-Richland Center and UW-Baraboo/Sauk County will be significant in many ways. Most importantly, it will allow us to expand our mission to provide an outstanding education for even more students, and to allow access to that education in two local, though distinct, communities. The university as a whole will have to reconfigure its processes and governance to include those two campuses. It's organizational structure will not need to add too much in order to accommodate those additional campuses, but what will be added will create some organizational complexity that does not currently exist. There will likely need to be some positions at those branch campuses that report to multiple supervisors for different things, for example.

Additionally, with the added branch campuses the overall enrollment numbers will go up, which will affect course offerings and possibly programs. We expect to especially see an increase in the number of ‘transfer’ students coming from those two branch campuses than we have seen in the past, and thus the number of upper-level course offerings may increase. The tuition these added students bring into the institution will also help support some academic programs that may now be considered “low performing”.

This change will also affect faculty and staff at all locations as they adjust to a new reality of being connected to each other. While the overall number of both faculty and staff are likely to stay the same, it may be that over time, as program performances are assessed, that positions are reallocated to areas that require additional support. This will hinge in large part to budgeting decisions, and secondarily to how students at those two branch campuses respond to the changes and the increased opportunities made available with the restructuring.

Finally, and one of the things that is fortunate in this scenario, is that there will likely be minimal impact on UW-Platteville's ability to achieve the goals within its current strategic plan. At this time, the institution is near the end of its 2013-2018 Strategic Plan. The institution will begin the process of developing another strategic plan sometime in the near future that can focus on integrating the opportunities, and challenges, of having two branch campuses.

Item 13: Continued Compliance with HLC

In the HLC's comprehensive evaluation of UW-Platteville in 2016, the peer review team identified two sections of Criterion 5 (5A and 5D) and the student complaint process for Federal Compliance as "met with concerns." This will require interim reporting in the Year 4 Assurance Review that will occur in academic year 2020-21. Specific challenges identified by the HLC peer review team include:

- Criterion 5A: review of financial and non-financial indicators, faculty and staff employment levels, deferred maintenance needs, and results from the RCM budget model to evaluate whether new planning and budgeting processes have stabilized and are sufficient to support continuing operations.
- Criterion 5D: implementation of specific strategies to evaluate institutional performance, evidence of self-evaluation of those strategies, and documentation of actions taken toward continuous improvement.
- Federal Compliance – Student Complaints: summary reporting of student complaints following established policies and demonstration of a common, shared approach for collecting student complaint information.

In the HLC's review of UW Colleges' 2017 Assurance Argument, Criterion 4B was "met with concerns," and will require an interim report in 2019. The specific challenges identified by the HLC peer review team include:

- Clear communication of course-level student learning outcomes in syllabi; and
- Use of course-level learning outcomes to inform curricular or pedagogical change.

All issues identified in the 2016 review of UW-Platteville's Quality Assurance Argument have been explicitly included in a comprehensive institutional work plan developed through a collaborative process, with project teams that include representatives from multiple stakeholders on campus. Each project team has clear milestones and is accountable for documenting progress in achieving its established goals. This work also lays the foundation for the next cycle of strategic planning, which will incorporate integration of the two additional campuses.

- **Criterion 5A:** Financial and non-financial indicators are reported annually to the HLC in the Institutional Update. Review of staffing plans, prioritization to address deferred maintenance needs, and implementation of new budget processes are currently in progress.
 - Anticipated changes with addition of branch campuses: Annual Institutional Updates includes reporting of financial and non-financial indicators; these will continue to be submitted by the Institutional Research Office at the main campus in Platteville. As plans for the restructuring move forward, the team addressing staffing, maintenance, and budget processes will include representatives from Richland and Baraboo/Sauk County in the planning process.

- **Criterion 5D:** Development of the work plan, with its requirements for reflection on processes and expectations of regular reporting represent significant strides taken in addressing these issues.
 - Anticipated changes with addition of branch campuses: Faculty and staff at the Richland and Baraboo/Sauk County campuses will be included as members of future work plan teams. The focus of individual team efforts will evolve as work plans progress and a new strategic plan for 2018-2023 that includes all three campuses is developed.
- **Federal Compliance – Student Complaints:** A review of the current process was completed in 2017 and the project team is on target to achieve its goal of revision of the process by June 2018.
 - Anticipated changes with addition of branch campuses: We will review current policies at the branch campuses and work together to develop consistent procedures reflecting a common, shared approach for collecting complaint information and mechanisms for summary reporting.
- **UW Colleges – Criterion 4B:**
 - Student learning outcomes in syllabi: UW-Platteville provides resources that address this issue, including Syllabus Guidelines approved by the Faculty, Academic Instructional Staff, and Student Senates and online professional development modules on syllabus preparation and creating student learning outcomes. These resources and additional professional development opportunities will be available to faculty and instructional staff at the Richland and Baraboo/Sauk campuses.
 - Using learning outcomes to inform curricular/pedagogical change: Discussions will occur as the branch campuses are integrated with the Platteville campus and processes revised to reflect the needs and requirements of the newly restructured institution.

Item 15: Additional Information

As it currently stands, UW-Platteville has no interim monitoring required after having its Comprehensive Review in 2016. We will need to closely monitor the assessment of course outcomes at the branch campuses due to the UW Colleges being required to submit an interim report on those issues in 2019. Given that this is only one year away, and that we will be submitting our 4-year Assurance Review in 2020-21, we would like to suggest that issues currently requiring interim reporting by UW Colleges in 2019 be addressed in the more comprehensive Quality Assurance review for UW-Platteville that will occur in 2020-21.

UW-Platteville does have multiple additional locations, as approved and recorded by HLC. Additionally, it is the intent of the university to seek approval for “Notification Status” from HLC so that we can add and subtract locations by simply notifying HLC, rather than through seeking approval each time.

UW-Platteville is under no sanctions, nor has it been put on any notice by an accrediting or regulatory body.

UW-Platteville Documentation Summary

For current and post restructuring organizational charts, see Appendix C: Organizational Charts.

For mission statement, see Appendix B: Mission Statements.