

Assurance Argument
University of Wisconsin-Stevens Point -
WI

Review date: 7/24/2023

1 - Mission

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

1.A - Core Component 1.A

The institution's mission is articulated publicly and operationalized throughout the institution.

1. The mission was developed through a process suited to the context of the institution.
2. The mission and related statements are current and reference the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development and religious or cultural purpose.
3. The mission and related statements identify the nature, scope and intended constituents of the higher education offerings and services the institution provides.
4. The institution's academic offerings, student support services and enrollment profile are consistent with its stated mission.
5. The institution clearly articulates its mission through public information, such as statements of purpose, vision, values, goals, plans or institutional priorities.

Argument

This argument has been revised and updated since the 2019 Year-10 Comprehensive Evaluation.

Institutional History and Mission

The University of Wisconsin-Stevens Point (UWSP) was founded in 1894 as Stevens Point Normal School, a teacher-training institution with an initial enrollment of 152 students. It was first accredited as Stevens Point Normal School in 1916 and maintained this status until 1922, when its accreditation status lapsed due to failure to submit required documentation. Reaccredited in 1951, UWSP has remained accredited ever since. In 1967, accreditation was extended to include preliminary accreditation for the Master of Science in teaching Home Economics. In 1969, preliminary accreditation was also granted for the Master of Science in teaching Biology, and the Master of Science in Speech-Language was first accredited in January of 1973. This was replaced by the clinical doctorate in Audiology that was accredited by the Higher Learning Commission (HLC) in May of 2006. The Ed.D. in Educational Sustainability was approved by the HLC in 2017. The Doctor of Physical Therapy (DPT) was added in 2022 and the first cohort of 32 DPT students began coursework for the program in the summer of 2022.

A summary of notable facts and figures is provided on our institutional facts page and a snapshot is provided [here](#).

University of Wisconsin System

UWSP is a member of the University of Wisconsin System (UWS) of institutions. Established in 1971, the UW System is defined in Wisconsin state statute ([Wis. Stats. Chapter 36](#)) and each institution within the UW System is called to fulfill the [UW System Mission](#). The UWS comprises two doctoral institutions, eleven comprehensive institutions (collectively known as the University Cluster), and, until relatively recently, thirteen two-year colleges formerly known as UW Colleges. In November 2017, the University of Wisconsin Board of Regents [approved the integration of campuses of the UW Colleges](#) into the operations of seven comprehensive receiving institutions, including UWSP. As such, on July 1, 2018, UWSP received UW-Marathon County and UW-Marshfield/Wood County. In August 2018, the Board of Regents also [approved name changes](#) for the former UW Colleges campuses to the University of Wisconsin-Stevens Point at Wausau and University of Wisconsin-Stevens Point at Marshfield. In April of 2023 UWSP officially requested that each of these campuses be reclassified as [additional locations](#).

Along with the other UW institutions, UWSP shares both a common [UWS Mission](#) and the [Core Mission of the University Cluster Institutions](#). These mission statements are articulated in state statute ([Wis. Stats. Chapter 36](#)), and additional information on each UWS institution's select mission are available on the [UWS webpages](#). UWSP also has a select mission that in full reads:

"In addition to the Core Mission of the University Cluster Institutions, the select mission of UW-Stevens Point is to provide programs that help communities become more vibrant, healthy, prosperous, and sustainable. We accomplish this by providing a broad foundation in the fine arts, humanities, natural sciences, and social sciences for associate and baccalaureate degrees.

Our commitment to helping communities thrive requires that we provide education, research and outreach in a wide array of disciplines, with particular emphases at the baccalaureate level in integrated natural resources management and environmental education; in the performing and visual arts; and in areas such as business, health and wellness professions, communicative disorders, design, select engineering programs, family and consumer sciences, information science, paper science, social work, and teacher education.

UW-Stevens Point provides select master's programs in business, communication, communicative disorders, health care, health promotion, natural resources, teacher education, wellness, and other select areas clearly associated with this university's undergraduate emphases. UW-Stevens Point provides a clinical doctoral program in audiology, as well as professional doctoral programs in select areas of strength at the master's level.

UW-Stevens Point puts special emphasis on promoting inclusivity, advancing human wellness, providing excellent academic support resources, offering extensive study abroad and international programs, and providing a robust array of UW-Extension programs."

UWSP's select mission is publicly articulated on our "[About UWSP](#)" webpage and in our [Course Catalog](#). Our vision and values statements are similarly articulated and are:

"Vision

The University of Wisconsin-Stevens Point will continue to be recognized for developing, supporting and educating students and citizens to constructively engage in local, regional and

global communities.

Values

In addition to our primary value of education, we also value:

- *Community engagement*
- *Critical thinking*
- *Diversity and inclusivity*
- *Lifelong learning*
- *Professional preparation*
- *Research, scholarly and creative activity*
- *Student-centered environment*
- *Sustainable management of natural resources and other resources" ([About UWSP](#))*

Select Mission Revision

To more intentionally align the select mission with our existing programs and vision for serving our region, UWSP revised the select mission in 2015. The process for revising the select mission of any UWS institution is governed by [UWS Policy 102 \(Section 9\)](#) and required institution-level approvals by our [Academic Affairs Committee and Common Council](#). Additionally, revisions of the select mission also required local public hearings with at least one member of the University of Wisconsin Board of Regents present and two subsequent separate hearing dates at the Board of Regents. The revised select mission for UWSP was [approved by the BOR](#) on December 11, 2015, and since this date additional revisions have not been proposed nor contemplated.

Strategic Plan Development and Implementation

Since the last comprehensive evaluation in March of 2019, UWSP has developed and is implementing a new strategic plan – [Purpose Made Possible-Determination to Lead the Way \(PMP\)](#). A description of early institutional strategic planning efforts since the period of last review is provided in the May 2021 [interim report](#) and a brief summary is provided in the sentences that follow. To briefly recap, in August of 2019, institutional representatives participated in the Society for College and University Planning (SCUP) [Planning Institute: Design \(Developing and Implementing a Strategic Plan\)](#). The following month, Chancellor Patterson charged campus leadership to engage in creating a new strategic plan. During the fall of 2019 and continuing into early 2020, the UW-Stevens Point community of students, faculty, and staff at all three locations (i.e., Stevens Point, Wausau, and Marshfield) engaged in [appreciative inquiry surveys, visioning sessions, and consensus workshops](#). Informed by the SCUP framework, in February of 2020 a draft vision statement was authored, and during March of 2020, high-level strategic plan goals were developed and approved. The draft vision and goals were approved by the Common Council on April 15, 2020, and by Chancellor Patterson shortly thereafter.

In January of 2021, Chancellor Gibson began his tenure at UW-Stevens Point. Chancellor Gibson engaged the campus community and requested modest refinements of the vision and background as well as the themes and high-level goals of PMP to emphasize three strategic imperatives: enrollment growth, enhancing academic excellence, and promoting equity, diversity, and inclusivity in all we do. Additionally, the chancellor directed that the themes of service to communities by expanding partnerships and outreach and enhanced collaboration be integrated into a single theme – Serving our Internal and External Communities for Impact.

Underlying each thematic area in the strategic plan are goals, strategies, and tactics as well as metrics associated with goal monitoring and achievement. The institution marked the beginning of Year 2 of PMP on July 1, 2023, and [Year-1 accomplishments are detailed here](#).

One University, Three Locations

The integration of the two branch locations with UWSP executed a vision for a single institution with three locations – [“One university, three campuses.”](#) This approach was intended to both integrate the faculty, students, and staff at each of our locations, and market to both Marathon and Wood County the strengths of having access to a comprehensive university within their respective communities.

Illustrative of this single-institution vision, the integration planning and implementation focused on creating a single faculty and curriculum that would operate across all three locations. Specifically, tenure-track faculty from the former UW Colleges’ campuses in Wausau and Marshfield were fully integrated into the UWSP departmental structure with complete transfer of tenure, rank, rights, responsibilities, and seniority. The former UW Colleges courses were similarly incorporated into a [single institutional course catalog](#) with the main campus curriculum approval process being applied. Courses were also coded as [baccalaureate- or associate-level](#) for the purpose of maintaining separate tuition rates.

In 2021 we engaged UPCEA’s Benchmarking, Research, and Consulting division to provide a market analysis of the two new counties we were serving, identify community needs based on regional markets, patterns of degree seeking behavior, regional competitors, areas of potential growth, and strategies to support the viability of our additional campus locations. After receiving [the results of the UPCEA Market report](#), we added marketing strategies to reach adult returning students through a [“Finish Up” degree completion campaign aligned with our Business Administration program](#). We also implemented educational pathways to degree programs in business administration, social work, and pre-engineering.

Curricular Colleges and Academic Programs

As noted above, UWSP’s areas of academic focus are identified in the select mission, and the specific academic programs offered are explicitly detailed in the [Course Catalog](#) and admissions materials and recorded in the UWS Central Data Request [program inventory](#). The academic degree program offerings are organized by discipline among four degree-granting colleges headed by deans and managed by La Vonne Cornell-Swanson, the [Provost and Vice Chancellor for Academic Affairs](#).

UWSP’s four degree-granting colleges are:

[College of Fine Arts and Communication](#) — This college hosts programs in communication and the fine and performing arts – including art, dance, graphic design, interior architecture, music, and theatre arts. Programs in this college are accredited by the National Association of Schools of Arts and Design (NASAD), National Association of Schools of Dance (NASD), National Association of Schools of Music (NASM), and the National Association of Schools of Theatre (NAST). The interior architecture program is accredited by NASAD and the Council for Interior Design Accreditation (CIDA).

[College of Letters and Science](#) — This college hosts degree programs in the humanities, natural and social sciences, computing, and mathematical sciences. The chemistry program is accredited by the American Chemical Society (ACS), and the social work program is accredited by the Council on

Social Work Education (CSWE).

[College of Natural Resources](#) — This nationally-recognized college hosts degree programs in community planning, conservation law enforcement, environmental education, fisheries and water resources, forestry, human dimensions of natural resources, paper science and chemical engineering, soil and waste resources, and wildlife ecology. The forestry program is accredited by the Society of American Foresters (SAF), and the Paper Science and Chemical Engineering program is accredited by the Accreditation Board for Engineering and Technology (ABET). Within the human dimensions of natural resources discipline, the environmental education program is accredited by the North American Association for Environmental Education (NAAEE).

[College of Professional Studies](#) — This college hosts programs in accounting, athletic training, business (business administration, business economics, data analytics, finance, management, and marketing), clinical laboratory science, communication sciences and disorders, data analytics, dietetics, economics, education, health and wellness management, health information management and technology, health science and wellness, nursing, physical therapy, and sustainable food and nutrition. The accounting and business programs are accredited by the Association to Advance Collegiate Schools of Business (AACSB International). The program in dietetics is accredited by the Accreditation Council for Education in Nutrition and Dietetics (ACEND), and graduate programs in communication sciences and disorders are accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA). The athletic training program is accredited by the Commission on Accreditation of Athletic Training Education (CAATE), the nursing program is accredited by the Commission on Collegiate Nursing Education (CCNE), and the program in clinical laboratory science is accredited by the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS), and wellness programs are accredited by the National Wellness Institute (NWI). Finally, in April of 2022, the DPT program was granted Candidate for Accreditation status which permitted the program to matriculate its first cohort and continue toward the next step – Initial Accreditation status.

Summarizing the degree-program array, UWSP currently offers the following active degree programs: five associate, 64 baccalaureate, 15 master's, and three doctoral-level programs (i.e., Au.D. in clinical audiology, D.P.T in physical therapy, and Ed.D. in educational sustainability).

In alignment with our select mission, since the period of the last review UWSP implemented six new baccalaureate degree programs across three colleges. (These six are included in the 64 enumerated above.) The College of Fine Arts and Communication created the B.A. in Media Studies and the B.F.A. in Graphic Design, and the College of Letters and Science designed the B.S. in Community Sustainability. The College of Natural Resources created B.S. programs in Conservation Law Enforcement, Conservation and Community Planning, and Environmental Education and Interpretation.

Enrollment Profile

Based upon the institutional enrollment snapshot for [fall of 2022](#), 6,637 undergraduate students were enrolled at UWSP's main campus, 402 at the Wausau location, and 342 at the Marshfield location, for a total enrollment of 7,381. Graduate student enrollment for fall 2022 totaled 638 students resulting in the main campus enrollment being comprised of approximately 91% undergraduates and 9% graduate students.

On the main campus, the undergraduate headcount enrollment of 6,637 was equivalent to 6,111 in

FTE and the graduate headcount enrollment of 638 equated to 367 FTE. The headcount/FTE ratio on the main campus indicates a predominantly full-time undergraduate student body, and the proportion of full-time to part-time undergraduates has been relatively stable during the last decade. However, a very different pattern is characteristic at the Wausau and Marshfield locations which have higher percentages of high school student enrollments.

This recent period of review (from 2019 to present) has also witnessed [a steady decline in enrollment at our two additional locations](#), especially in students pursuing a two-year associate degree. This enrollment decline has impacted our ability to offer a robust array of courses needed to confer two degrees at each location. However, while recent enrollment data and financial projections reveal steady declines in both, we continue to actively engage in planning efforts to determine how we can grow the level of revenue needed to sustain the costs of two additional locations offering complete college resources in academic affairs, student success, student affairs, and community engagement without hindering the health of the UW-Stevens Point overall budget.

As articulated in the bulleted list below, based on [Fall 2022 enrollments](#), UWSP's undergraduate student body is traditionally-aged, from Wisconsin, significantly first-generation, increasingly diverse, relies on financial aid, and, when compared to national data, has mid-level ACT composite scores.

- Traditionally-aged. About 93% of the undergraduate degree-seeking students on the main campus were younger than 25.
- Wisconsin resident. In fall 2022, 88% of undergraduate students were Wisconsin residents, 8% were non-resident and approximately 4% were enrolled through a reciprocity agreement. This proportion has been steady since fall 2019. About 33% of our first-time freshman resident Wisconsin population in fall 2022 came from the Central Wisconsin region that is the focus of our select mission.
- First generation. Nearly half of our Wisconsin resident undergraduate population is first-generation (i.e., neither parent earned a four-year university/college degree). For example, in fall 2022, 42% of the Wisconsin resident students at UWSP were first-generation college students.
- Modestly diverse. In fall 2022, underrepresented minorities and international students comprised 11% of the student body.
- Rely on financial aid. According to IPEDs data from fall 2022, 98% of full-time first-time students received financial aid, with 29% receiving Pell grants and 52% taking out student loans.
- Mid-level academic preparation. The undergraduate student body has a mid-range academic profile. In fall 2022, the composite ACT score for an incoming first-year student was 22.2. That semester, only 35% of the incoming students were ranked in the top quartile of their graduating high school class.

Student Support Services

Several student support services are available to facilitate student success. These resources are funded through a variety of revenues and are coordinated by administrators across the divisions of student affairs and academic affairs. These include, but are not limited to the following:

- [Academic and Career Advising Center](#)
- [Athletics](#)
- [Center for Inclusive Teaching and Learning](#)

- [Counseling Center](#)
- [Disability Resource Center](#)
- [Diversity and College Access](#) (including the [Student Success Center](#) and the [Multicultural Resource Center](#))
- [Marshfield Solution Center](#)
- [Office of Residential Living](#)
- [Tutoring-Learning Center](#)
- [University Centers](#)
- [Wausau Solution Center](#)

How UWSP's planning and budgeting priorities align with and support the mission is addressed in the three core components comprising Criterion 5.

Sources

- About UWSP - Course Catalog
- About UWSP - Webpage
- Academic and Career Advising Center
- Approval of Rename of UWMC and UWMSF UW BOR August 23 2018
- CITL News - March-May 2023
- Classification of Marshfield and Wausau as Additional Locations
- College of Fine Arts and Communication
- College of Letters and Science
- College of Natural Resources
- College of Professional Studies
- Core Mission of the University Cluster Institutions
- Counseling Center
- Course Catalog - Academic Programs
- Disability Resource Center
- Diversity and College Access
- Enrollment Trends at Additional Locations
- Housing and Residence Life
- Marshfield - University of Wisconsin-Stevens Point
- Minutes of BOR November 9-10 2017
- Multicultural Resource Center
- Office of Academic Affairs
- Our Campuses - University of Wisconsin-Stevens Point
- Program Leadership and Project Management - AS - UWSP - Acalog ACMS™
- Program_General - AAS - UWSP - Acalog ACMS™
- Purpose Made Possible - Year-1 Outcomes
- Purpose Made Possible Dashboard - Overview and Year One
- Purpose Made Possible Strategic Plan
- Revision to Select Mission- Existing and Revised
- SCUP Planning Institute - Design
- Select Mission Revision - Academic Affairs and Common Council Approvals
- Stevens Point Athletics - Official Athletics Website - UWSP

- Strategic Planning Documents and Campus Feedback for Vision and Strategic Themes
- Student Success Center - Fostering Success and Bridge Program
- Summary of Year-One Outcomes
- The University Centers
- Tutoring-Learning Center
- University of Wisconsin - Stevens Point Athletics
- UPCEA Market Analysis 2021
- UW BOR Minutes - 12-11-2015
- UW System Mission Statement
- UW System Mission Statements
- UWS Mission Pages
- UWS SYS 102
- UWSP CDR Inventory of Programs
- UWSP Fall 2022 Census Summary
- UWSP Fast Facts
- UWSP Organizational Chart
- UWSP Select Mission Statement
- UW-Stevens Point 2021 Interim Report
- UW-Stevens Point students FinishUp their business degree
- Wausau - University of Wisconsin-Stevens Point
- WI Chapter 36 - 2023

1.B - Core Component 1.B

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

1. The institution's actions and decisions demonstrate that its educational role is to serve the public, not solely the institution or any superordinate entity.
2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
3. The institution engages with its external constituencies and responds to their needs as its mission and capacity allow.

Argument

This argument has been revised and updated since the 2019 Year-10 Comprehensive Evaluation.

The mission and strategic plan of UWSP are firmly grounded in commitments to public education, service, and outreach. The University of Wisconsin System (UWS) is specifically defined in state code, [Chapter 36](#), and the [Core Mission of the University Cluster Institutions](#) specifically directs each institution to “promote the integration of the extension function, assist the University of Wisconsin-Extension in meeting its responsibility for statewide coordination, and encourage faculty and staff participation in outreach activity.” As a member of UWS, we readily embrace the “Wisconsin Idea” - the principle that the borders of the state are the borders of the university. The strategic plan of UWSP, [Purpose Made Possible](#), makes explicit our commitment to develop and offer programs that serve regional needs, enhance the student experience, and serve our internal and external communities for impact. Specifically, as articulated in Theme 4 of [Purpose Made Possible](#), during [Year One](#) of our strategic planning implementation, we focused efforts on serving our communities for impact by exploring a customer relations management software to record and document our external activities with stakeholders. Activities of Theme Four last year are documented [here](#) and upcoming years will continue to focus on assessing and evaluating our impact on the internal and external communities we serve - as a key to adjusting our outreach operations.

As a member of UWS, UWSP is a not-for-profit institution and its educational and service obligations are prioritized over financial returns. UWSP maintains its focus on instruction and academic support as core expenditures. [IPEDS data from FY 2022](#) (July 1, 2021 - June 30, 2022) reflect that a total of 47% of institutional core expenses were directly related to instruction (33% of core expenses) and academic support services (14% of core expenses).

Summaries of our outreach activities in service of the public good are organized by college and our Continuing Education unit. We address each of these in turn below.

College of Natural Resources (CNR)

CNR hosts abundant outreach and community service activities that annually involve thousands of participants in a variety of presentations, programs, workshops, short courses, services, and

elementary and secondary school teacher activities. Consistent with its long-standing mission and objectives, as well as university priorities for serving regional communities for impact, for the most recent fiscal year (FY22) CNR expended approximately \$2.2 million in salary dollars in direct outreach/extension programs and had 30.6% of its payroll expenses dedicated to outreach and extension. The vast majority of CNR's efforts to engage Wisconsin communities via outreach and extension are not funded by institutional resources, but through external grants and budgets.

CNR has specific investment in outreach and extension programming primarily in assisting residents, communities, and other stakeholders with environmental issues and concerns. Additionally, CNR also provides specific outreach programming through various entities including [Becoming an Outdoors Woman](#), its field stations ([Treehaven](#), [Schmeckle Reserve](#), and [Central Wisconsin Environmental Station](#)), its Extension Centers ([Center for Land Use Education](#), [UW-Extension Lakes](#), [Center for Watershed Science and Education](#), [Water and Environmental Analysis Laboratory](#), and [Wisconsin Center for Wildlife](#)), [Wisconsin Center for Environmental Education](#), and the [Wisconsin Institute for Sustainable Technology](#).

College of Fine Arts and Communication (COFAC)

COFAC offers numerous outreach and public service activities focusing on the visual and performing arts and communication. These programs directly serve thousands of constituents annually, and involve specific participation by faculty and students from the Departments of Art and Design, Theatre and Dance, Music, and the Aber Suzuki Center, the American Suzuki Institute, and the Division of Communication. COFAC outreach activities are summarized in [this report](#).

College of Letters and Science (COLS)

COLS hosts several centers and entities that perform public outreach. These include the [Allen F. Blocher Planetarium](#) and the [Arthur J. Pejsa Observatory](#), [Center for Athletic Scheduling](#), [Geographic Information Systems \(GIS\) Center](#), [Museum of Natural History](#), which provides an annual "Collection Crawl" that is open to the public, and the [Northern Aquaculture Demonstration Facility \(NADF\)](#). COLS also hosts a [Community Engagement Series](#) that is specifically offered to a public audience and is delivered in the Portage County Library and/or on campus.

College of Professional Studies (CPS)

CPS also hosts several centers and entities that directly serve the public good, including the [Center for Economic Education](#), [Center for Business & Economic Insight](#), [Gesell Institute for Early Childhood](#), and the [Speech, Language, and Hearing Clinic](#).

University College

University College is a non-degree-granting academic support unit. The college's mission is to foster student success both in and out of the classroom through collaborative academic support structures that allow students to explore, learn, and grow and ensures students, faculty, and staff are both challenged and supported. University College oversees the [UWSP Libraries](#) and university-wide student academic support and is the administrative home for locations in Wausau and Marshfield. The UWSP Libraries are open to the general public to visit and physical items may be checked out by obtaining a guest borrowing card while electronic items may be accessed within Albertson Hall by utilizing the UWSP Guest wireless network or by obtaining a community login. The [Archives and Area Research Center](#) houses not only university records and historical materials, but also the Portage County Historical Society collections and the Wisconsin Historical Society Area Research Center Network collections. Members of the community often utilize these collections for genealogical and historical research needs. As a member of the Foundation Center, the UWSP

Libraries have been a Funding Information Network partner for over 20 years and provide a core collection of Foundation Center publications and databases, research assistance, and workshops to community grant seekers. The University Libraries collaborate with several community organizations (Portage County Public Library, Create Portage County, Portage County Literacy Council) to distribute poems around the community in celebration of Poetry Month and Poem in your Pocket Day.

The Marshfield and Wausau locations have a long-standing mission of serving their communities through facilities, expertise, and programming. The campus executives are broadly involved in community organizations, and faculty often center their scholarly work around community needs. The Wausau and Marshfield locations serve as resources hosting art, theater, music, lectures, and a variety of community activities. A sample of programs offered to serve community members at our Wausau and Marshfield campuses is given [here](#).

Continuing Education and Outreach

Although the Office of Economic and Community Development (OECD) was announced in June 2018, it was dissolved by 2021 due to changes in campus leadership and philosophy. In its place, [UWSP Continuing Education and Outreach \(CE\)](#) was reestablished as an independent unit, no longer under the umbrella of the OECD. Next, Jenny Resch, Executive Director of Economic Engagement and Strategic Partnerships, joined the chancellor's staff to serve as a liaison between campus, businesses, and economic development organizations.

Continuing Education's mission is to "connect learners of all ages with the resources of the university, meeting the needs of clients and community, through innovative solutions and quality practices and programs." One example of many current revenue programs is professional development certificates to help upskill and retain the current workforce throughout our region. Continuing Education also offers a lifelong learning model, from youth camps that can help increase the talent pipeline and future university enrollment, to adult and retirement programming that provides degree completion opportunities, community enrichment, and educational travel experiences.

The CE unit houses the [Small Business Development Center \(SBDC\)](#) which serves entrepreneurs and existing small business in a nine-county region of northcentral Wisconsin. Additionally, the CE unit provides customized training, strategic planning services, event registration support, and full-scale conference management for a variety of organizations and government agencies.

Since 2021 CE's [offerings and impacts](#) have greatly expanded, totaling 12,000 attendees spanning 44 states and five countries. CE serves 2,000 businesses and organizations annually while maintaining and growing over 100 partnerships. In 2022, the CE unit offered the fourth highest number of programs in UW-System (behind larger schools: Madison, Milwaukee, and Green Bay) drawing the fifth highest enrollments (out of 15 universities) in the System overall.

Connected Communities Initiative: UW-Stevens Point and University of Hawaii-Maui College (UHMC)

Sponsored by Sentry Insurance, the [Maui-Stevens Point Connected Communities Initiative](#) was formally announced on January 4, 2022. The initiative seeks to promote strong and meaningful community connections and focuses on several shared community values, including youth and education, arts and culture, agriculture and land, and community service. In early February of 2022

collaborative discussions between faculty at University of Hawai'i-Maui College and UW-Stevens Point began to explore academic partnership opportunities - with UW-Stevens Point faculty and staff joining the Maui College-hosted presentation on the Huluhia Center for Sustainable Systems on February 10, 2022. Later in March, faculty at each institution continued conversations on opportunities for faculty collaboration and student opportunities. In early August (2022) UWSP hosted three visiting faculty from UHMC and conversations focused on developing faculty and student exchanges between institutions and communities. In March of 2023 three faculty from UWSP visited Maui College and later in May the UWSP chancellor and provost met with UHMC and Maui County personnel to continue planning for student exchanges and service-learning opportunities and faculty professional development programming – sponsored by Sentry Insurance Company but focused on connecting our two communities through joint academic programs and exchanges. Strategic themes identified by UWSP and UHMC for our collaboration to date include:

- Sustainability
- Culture – Living and Leading in Diversity, Equity and Inclusion
- Enhancing Quality of Life in Our Communities
- Education and Workforce Development

In summary, UWSP is steadfastly dedicated to serving the public good, as articulated in our mission and strategic plan, and evidenced by the abundant outreach programs we host.

Sources

- 2022-2023 Community Engagement Series - UWSP
- Aber Suzuki Center
- American Suzuki Institute
- Archives and Area Research Center
- Arthur J. Pejsa Observatory
- Becoming an Outdoors-Woman
- Blocher Planetarium
- Board of Regents University of Wisconsin System
- Center for Athletic Scheduling
- Center for Business and Economic Insight Q1 2022 and 2023
- Center for Economic Education
- Center for Land Use Education
- Center for Watershed Science and Education
- Central Wisconsin Environmental Station _ UWSP.pdf
- COFAC Outreach Report
- Community Engagement Series
- Connected Communities - Maui-Stevens Point
- Continuing Education and Outreach
- Continuing Education Summary
- Core Mission of University Cluster Institutions
- Geographic Information Systems Center
- Gesell Institute for Early Childhood Learning
- IPEDS Finance 2022_23
- Marshfield and Wausau Outreach and Service
- Museum of Natural History

- Northern Aquaculture Demonstration Facility
- Purpose Made Possible - Year-1 Outcomes
- Purpose Made Possible - Year-1 Outcomes (page number 15)
- Purpose Made Possible Strategic Plan
- Schmeckle Reserve
- Small Business Development Center Report 2022
- Speech Language and Hearing Clinic
- Strategic Plan Year 1 Report - Theme 4
- Treehaven
- University Libraries
- UW-Extension Lakes
- UWSP Customized Training Brochure
- Water and Environmental Analysis Lab
- WI Chapter 36 - 2023
- Wisconsin Center for Environmental Education
- Wisconsin Center for Wildlife Annual Report 2021
- Wisconsin Institute for Sustainable Technology.pdf

1.C - Core Component 1.C

The institution provides opportunities for civic engagement in a diverse, multicultural society and globally connected world, as appropriate within its mission and for the constituencies it serves.

1. The institution encourages curricular or cocurricular activities that prepare students for informed citizenship and workplace success.
2. The institution's processes and activities demonstrate inclusive and equitable treatment of diverse populations.
3. The institution fosters a climate of respect among all students, faculty, staff and administrators from a range of diverse backgrounds, ideas and perspectives.

Argument

This argument has been revised and updated since the 2019 Year-10 Comprehensive Evaluation.

UWSP understands its mission in the context of the diverse society we serve. We seek to educate students and transform them and the communities in which they live and work. Our [common vision](#) is "to be recognized for developing, supporting and educating students and citizens to constructively engage in local, regional and global communities." Relatedly, the last section of our [select mission statement](#) communicates that: "UW-Stevens Point puts special emphasis on promoting inclusivity, advancing human wellness, providing excellent academic support resources, offering extensive study abroad and international programs, and providing a robust array of UW-Stevens Point programs." Our current strategic plan for 2025, *Purpose Made Possible*, specifies the institutional goals related to equity, diversity, and inclusion to expand educational opportunities for student success ([p. 4](#)), to enhance the student experience ([p. 5](#)), and to serve our internal and external communities ([p. 6](#)).

Our commitment to diversity and inclusivity is realized through several inter-related institutional organizations, structures, and activities including our institutional initiatives, governance structure, professional development activities, curricular learning outcomes in the General Education Program (GEP), and co-curricular student organizations that have specific diversity and inclusivity foci.

As part of our ongoing commitment to equity, diversity, and inclusivity (EDI), in collaboration with several stakeholders such as Provost's Council, Academic Affairs Deans and Chairs, Diversity Council, and IPAC+, Academic Affairs developed in 2019-2020 [a plan](#) and [timeline](#) on how to advance our EDI goals and identified strategies to meet these goals.

At the same time, the campus drafted the campus "[Diversity and Inclusion Statement](#)," which articulates our commitment to the ongoing work of maintaining and promoting an inclusive environment at UWSP. The statement was endorsed in the last year of operation of the UWSP Diversity Council, which was replaced with the [Equity, Diversity, and Inclusivity Policy Committee \(EDIPC\)](#) in 2020, to more fully integrate EDI work throughout the campus, and to make policy recommendations related to equity, diversity, and inclusivity.

The [new website for Equity, Diversity, and Inclusion](#) clearly states UWSP's commitment to an

inclusive campus:

“The University of Wisconsin-Stevens Point is committed to fostering a sustainable and inclusive campus community by striving to dismantle bias and hate and empowering marginalized voices. To sustain this commitment, we must move beyond the idea of cultural competence and move toward intentional recognition of power and privilege. We commit to ongoing exploration of our own biases, personal reflection, and a willingness to listen to and learn from others of diverse backgrounds, identities, and perspectives. We commit to reframing our interactions and reflecting on our own experiences and identities. Our intentional commitment allows us to develop, support, and educate our students and one another to constructively engage in local, regional, and global communities.” ([EDI - Main Page](#))

The same website lists EDI resources for students, faculty and staff, and community, as well as campus climate reports, links to the Jeanne Clery Act and the Hate/Bias Response Team for confidential incident reporting. The website also provides [a link to the progress](#) UWSP has made in the process of working toward our EDI goals.

UWSP actively supports diversity and inclusivity in the curriculum. One of the [General Education Program overarching outcomes](#) is for students to: “Recognize that responsible global citizenship involves personal accountability, social equity and environmental sustainability.” Additionally, the GEP articulates [specific category outcomes for cultural awareness and U.S. diversity](#). These outcomes are:

- Global Awareness:
 - Identify the key components found within one or more cultures that are distinct from those found in predominantly English-speaking cultures.
 - Analyze key forces or processes that contribute to global interconnectedness, and their implications.
 - Demonstrate curiosity and empathetic insight about diverse cultural perspectives.
- U.S. Diversity:
 - Describe how people or institutions in the United States have constructed diverse identities and cultures based on ability, ethnicity, gender, language, nationality, race, religion, sexuality, socio-economic status, etc.
 - Explain how individuals or groups in the United States have responded to the experience of discrimination and inequality.
 - Demonstrate understanding of and empathetic insight about diverse cultural perspectives in the United States.

Specific data regarding achievement of these outcomes are provided in 4.B. of this assurance argument.

The progress toward the achievement of our EDI goals has been strongly supported by [the Center for Inclusive Teaching and Learning \(CITL\)](#). Created in 2016, CITL is supported by funding from the Academic Affairs and Student Affairs divisions and provides [a robust array of regular professional development opportunities](#) for faculty, staff, and the entire community of learners. It serves as a resource for the institution. Since 2019, CITL has provided increasing professional development opportunities in EDI for our faculty and staff, such as a four-part training series, “[Toward a More Inclusive Campus](#),” or [Safe Zone trainings](#). CITL also encourages faculty and staff to take advantage of its [many resources](#) (e.g., the institutional subscription to LinkedIn Learning courses, such as “Diversity, Inclusion, and Belonging for All,” “Becoming an Inclusive Leader,” or “Confronting

Racism, with Robin DiAngelo.”).

UWSP currently manages [around 200 different student organizations](#) devoted to a variety of missions, and several of these student organizations have specific charters that address diversity or inclusivity. For example, [twelve student organizations](#) are identified as EDI Student Resources on the [Equity, Diversity, and Inclusion website](#), such as the Alliance of Multicultural and Diversity Organizations, Alliance of Non-Traditional Students at UWSP, Black Student Union, Gender-Sexuality Alliance, or Veterans Club. Many of these clubs promote multicultural awareness and appreciation, such as American Indians Reaching For Opportunities, Hmong and S.E. Asian American Club, Latino Student Alliance, or South Asia Society.

In addition to these student-sponsored and managed organizations, UWSP hosts several institution-wide centers that promote and support inclusivity and diversity. The [Diversity and College Access \(DCA\)](#) office’s mission is “to improve the retention and graduation rates for African American, Asian American and Pacific Islander, Latinx, Native American and LGBTQ+ students.” The DCA manages specific resource centers for the institution, including the Multicultural Resource Center, Queer Resource Center, Native American Center, and Student Success Center. DCA also offers pre-college programs such as [Upward Bound Program](#), [English for College Summer Camp](#), or [a summer bridge program – Leadership, Empowerment, and Discovery \(LEAD\)](#). UWSP has hosted the Upward Bound Program for over 50 years, recruiting student-participants from eight target school districts in five counties from Central and Northcentral Wisconsin.

To prepare students for professional success after graduation, the [Academic and Career Advising Center \(ACAC\)](#) provides effective academic and career advising services, such as referring students to complete [interest inventories](#), maintaining sample [career preparation documents](#), facilitating workshops & career fairs (e.g., [Spring 2023 Career Events](#)), coordinating [professional internship programs](#), maintaining several software tools critical to career preparation such as [Handshake](#), and offering individual meetings with [career development coordinators](#).

ACAC also helps faculty and instructional staff embed career exploration and preparation into the classroom through guest presentations, consultations about career-related assignments, and creating assignments that faculty can import into relevant courses for utilization. Students experience positive impacts from these efforts and commonly report they received their most helpful career advice from advisors and faculty ([Faculty and Staff Resources](#)). In partnership with the [Office of Institutional Research and Effectiveness](#), the Academic and Career Advising Center asks graduates for career placement details. Those results are anonymized and displayed in [Fact Book: Post-Graduation-Outcomes](#); findings help the ACAC team focus their efforts on populations in most need.

Overall, we submit that our institution, as evidenced by its planning, support structures, curriculum, and co-curricular offerings, understands, and seeks to fulfill its mission in the context of the diverse community of learners it recruits and serves.

Sources

- Academic Affairs - EDI Strategic Plan 8.27.20
- Academic Affairs - EDI Strategic Timeline 8.27.20
- Academic and Career Advising Center (ACAC) - UWSP
- Campus Activities and Student Engagement - UWSP
- Career Documents - ACAC - UWSP

- Career Workshop Schedule - Spring 2023
- Center for Inclusive Teaching and Learning - UWSP
- Diversity and College Access - UWSP
- Diversity and Inclusion Statement - UWSP
- Diversity Council-Constitution of the Common Council
- Diversity Inclusion-Strategic Initiatives-January 2018
- EDI Policy Committee - Common Council - UWSP
- EDI Student Organizations - UWSP
- English For College - UWSP
- Equity Diversity and Inclusion - UWSP
- Equity Diversity and Inclusion Plan - Libraries - UWSP
- Faculty and Staff Resources - ACAC - UWSP
- GEP Learning Outcomes 2023
- GEP Learning Outcomes 2023 (page number 2)
- Jobs and Internships - ACAC - UWSP
- Leadership-Empowerment-and-Discovery-LEAD - UWSP
- Major and Career Exploration - ACAC - UWSP
- Meet With a Career Development Coordinator - ACAC - UWSP
- Mission Statement - About UWSP.pdf
- Mission Statement - About UWSP.pdf (page number 2)
- Office of Institutional Research and Effectiveness - UWSP
- Post-Graduation-Outcomes - ACAC - OIRE - UWSP
- Programming - CITL - UWSP
- Progress - Diversity and Inclusion - UWSP
- Purpose Made Possible 06-2021.pdf
- Purpose Made Possible 06-2021.pdf (page number 4)
- Purpose Made Possible 06-2021.pdf (page number 5)
- Purpose Made Possible 06-2021.pdf (page number 6)
- Resources - CITL - UWSP
- Safe Zone Training - CITL - UWSP
- Toward a More Inclusive Campus - CITL- UWSP
- University College Internships - UWSP
- Upward Bound Program - UWSP

1.S - Criterion 1 - Summary

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

Summary

The UWSP select mission and *Purpose Made Possible* strategic plan clearly articulate our commitments as an educational and cultural resource for our students and community. Our priorities are demonstrated by our quality education opportunities, diversity, and engagement with stakeholders for the public good.

Sources

- Purpose Made Possible Strategic Plan

2 - Integrity: Ethical and Responsible Conduct

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

2.A - Core Component 2.A

The institution establishes and follows policies and processes to ensure fair and ethical behavior on the part of its governing board, administration, faculty and staff.

1. The institution develops and the governing board adopts the mission.
2. The institution operates with integrity in its financial, academic, human resources and auxiliary functions.

Argument

This argument has been revised and updated since the 2019 Year-10 Comprehensive Evaluation.

As outlined in [section 36.09, Wis. Stats.](#), the governing board of UWSP is the [University of Wisconsin System \(UWS\) Board of Regents \(BOR\)](#). In addition to state and federal laws, several state statutes, [BOR policies](#), and UWSP policies regulate the financial, academic, personnel, and auxiliary functions of the institution. The BOR establishes and maintains an extensive set of policies related to the conduct of students, faculty, and staff within the UWS. These policies are available on the [UWS website](#). (Note: The fiscal year for the state of Wisconsin, UWS, and UWSP operates from July 1 to June 30.)

Financial

UWSP affirms its commitment to financial integrity through several financial reporting and auditing processes. Each fiscal year-end, UWSP submits to the UWS Office of Financial Administration [year-end reporting submissions](#) to prepare not only the general ledger for a new accounting period, but also for the presentation of the [UWS Annual Financial Report](#). During the development of the annual financial report, UWS also makes available individual institutional financial statements, including the [statements for UWSP](#). In common with many other higher education institutions, UWS has adopted best practices related to documenting management representations assuring its accuracy of financial information. Included within the year-end reporting submissions is an Institutional Attestation. The Institutional Attestation is signed by the Institution Business Officer and Chancellor confirming that the campus information submitted and incorporated into the annual financial report has been provided in accordance with UWS instructions and is materially accurate.

The [Wisconsin Legislative Audit Bureau \(LAB\)](#), a nonpartisan service agency of the Legislative Branch, serves as the auditor for the activities in the Executive Branch state agencies, which have historically included UWS. LAB remains responsible for conducting a management audit, which

includes topics such as tuition and fee revenue; UW personnel systems; Program Revenue (PR) balance reporting; and, affiliated organizations. UWS collaborated with the LAB in 2014 to create a new report to more clearly present program revenue fund balances managed by each UWS institution, including UWSP. Using the definitions developed by the LAB, UWS institutions are now annually providing specific details on all program revenue fund balances by level of commitment.

As a major enterprise fund of the state of Wisconsin, the financial statements of the UWS are presented in the proprietary fund financial statements of the State of Wisconsin's [Comprehensive Annual Financial Report \(CAFR\)](#). The Wisconsin State Controller's Office in the Department of Administration publishes the CAFR for each state fiscal year. The report is prepared on a Generally Accepted Accounting Principles (GAAP) basis. The adoption of GAAP by the state of Wisconsin for financial reporting purposes serves to present the state's financial position in a businesslike manner. GAAP reporting accurately measures financial operations, fully discloses financial position, provides an externally accepted presentation, and communicates information for financial managers. The state of Wisconsin CAFR has received a [Certificate of Achievement for Excellence in Financial Reporting](#) from the Government Finance Officers Association each year since state fiscal year 1996.

In addition to the independent audits of the UWS Annual Financial Report and the state of Wisconsin CAFR, state agencies must also meet the audit requirements of the federal Single Audit Act of 1984, as amended, and of the Federal Office of Management and Budget (OMB) Circular A-133 as a condition of receiving federal funds. The Single Audit Act requires there to be [one audit of federal grant programs](#). UWS's federal funds are included in the [state of Wisconsin's Single Audit](#).

As a consequence of an independent and external review, the Internal Audit function of UWS has been restructured to provide maximum independence and objectivity for internal auditors at the UWS campuses. The BOR adopted the [Audit Committee charter](#) in September 2013 and the revised Office of Internal Audit charter in April 2015. The BOR Audit Committee has responsibility for all audit-related matters, internal and external, and the UWS Chief Audit Executive reports directly to the committee. Past practice had institutional internal auditors reporting to their respective campus chief business officers. More recently, all campus internal auditors now report to the UWS [Office of Internal Audit](#). The UWS Office of Internal Audit proposes an annual plan based on internal and external considerations. The [audit plan](#) includes operational audits, financial audits, and continuous monitoring. The annual audit plan also includes continuous monitoring/auditing of certain higher risk financial areas. Purchasing card expenditures, travel and expense reimbursements, and payroll are areas most often selected for continuous auditing. Auditors use a risk-based approach to identify purchasing card or travel expenditures that may not be allowable. The continuous auditing of payroll results is a systematic approach to identify conditions or trends that warrant further review or investigation. The UWS implemented an [Integrity Hotline](#) in May 2015. The hotline provides tangible support for the university code of conduct by giving employees and other stakeholders a mechanism for reporting concerns.

Employees are provided training about purchasing cards and travel and expense reports. Individuals who are approved for a purchasing card are provided training about appropriate card use, and each month a copy of the statement must be signed by the cardholder and immediate supervisor. In the summer of 2016, UWSP transitioned to an electronic system for submitting travel and expense reports. The system requires that a supervisor review the travel and expense report prior to its submission for reimbursement, and the report is reviewed at UWS before the request is paid. In addition, with shared services administering the travel and expense reports, additional internal controls were put in place at the UWS level that created even further separation of duties for the

entire approval process.

Administrative Transformation Program (ATP) - Conversion to Workday

The ATP is an initiative led by UWS and is dedicated to standardizing finance, human resources, and research administration business processes across all UWS institutions. This standardization will be accomplished by implementing Workday and Huron Research Suite, integrated, cloud-based technology systems, at all UW System campuses. The end result is predicted to be a more resilient administrative environment that advances the UW's mission of research, teaching, and outreach. The timeline for the conversion from our current software platforms to Workday is aggressive and more of the project plan details are provided [here](#).

Academic

Shared governance committees of the [Common Council](#) at UWSP evaluate and approve the academic policies of the institution. The [Academic Affairs Committee](#) is responsible for reviewing the mission and long-range goals of the university, recommending policies pertaining to the institutional organization, curriculum and staffing of programs, admissions, grading, and learning resources, as well as reviewing all interinstitutional academic agreements. The [Graduate Council](#) fulfills the same role for graduate education. The [agendas, minutes, and reports and resolutions](#) for these committees are all available on the internal Common Council webpage.

Academic policies are posted in the [Course Catalog](#), providing transparency to the students and public regarding these matters. The response to CC 2.E. details UWSP's compliance with policies that ensure the integrity of research and scholarly practice by UWSP faculty, staff, and students. The policies are posted on the public UWSP website, providing additional transparency. [FERPA](#) policy is posted on the website of the Office of the Registrar and in-person training takes place during orientation and as requested by departments.

UWSP reports its [institutional academic data](#) directly to UWS through the [Central Data Request \(CDR\)](#). The CDR is used by UWS to respond to the U.S. Department of Education on behalf of the institution, and also provides information about university operations since the 1973-74 school year. This provides an additional level of assurance about institutional data integrity and reporting processes, as the [data are reviewed](#) by local UWSP staff and UWS staff prior to being confirmed and used for the [Integrated Post-Secondary Education Data System \(IPEDS\)](#) submissions.

Personnel

Per the UWS University Personnel System (UPS) policies, UWSP follows merit-based recruitment, selection, and hiring processes designed to ensure equal employment opportunity to all qualified individuals within all areas of employment across UWS institutions. UWSP considers affirmative action principles and inclusive excellence in all employee recruitments to ensure that [Equal Employment Opportunity](#), diversity, and affirmative action goals are addressed. A human resource specialist meets with each [recruitment committee](#) for [faculty](#), [academic staff](#), and [university staff](#) positions. UWSP job postings include statements expressing UWSP's mission and values as related to diversity and inclusion.

UWS and BOR policies include a [code of ethics](#) based on Wisconsin law to which all UWS employees, including UWSP, must adhere. These codes are designed to prevent conflicts between an employee's private interests and public responsibilities. To inform and promote ethical behavior for

members of the BOR, there is a specifically articulated [statement of expectations](#) and an [ethics and conflict of interest policy](#) to guide regent members.

[Workplace conduct expectations](#) also include direction for UWS employees to act according to the highest ethical and professional standards of conduct.

To ensure transparency and identify potential conflicts of interest, some employee classifications (typically faculty and academic staff) must report annually, in writing, their involvement in [outside activities](#). Notice of the filing requirement is emailed to each employee and must be signed by the employee and their supervisor.

Employees are notified of the terms and conditions of employment at the time of appointment. Each appointment letter includes details of the appointment, notice of personnel rules and/or guidelines, a link to the [University Handbook](#), and performance evaluation documentation. UWS employees have grievance procedures available to follow when they have an unresolved dispute concerning their terms or conditions of employment. [Employees are apprised](#) of the opportunity to grieve a decision when they receive an action letter, such as a [reprimand, suspension, or termination](#). The process varies depending on an employee's status as a member of the faculty or instructional academic staff, non-instructional academic staff, or university staff.

The [Office of Human Resources](#) and the [Office of the Dean of Students](#) also provide support for UWS's commitment to a fair and equitable university community. The Office of Human Resources guides institutional implementation of policies and procedures regarding discrimination, discriminatory harassment, retaliation, and related issues. Office staff are coordinators for Title IX, [Americans with Disabilities Act \(ADA\)](#) and [Equal Employment Opportunity](#). The Dean of Students works closely with the Director of Human Resources on implementation of policies and procedures regarding sexual harassment, sexual assault, and other forms of gender violence. In 2017 the UWS launched an [online training for employees related to sexual violence](#). Demonstrating the institutional commitment to an inclusive university and fulfilling our Title IX obligations, UWS has offered this training ever since.

UWS complies with [Wisconsin Open Meetings Law and Public Records Law](#). The entities subject to Open Meetings law post their meetings through an internal UWS website which is available to the public. UWS's records custodian responds to requests for public records on behalf of UWS. The UWS General Counsel provides [guidance and oversight](#) to institutions for compliance with these requirements. UWS faculty and staff rights and responsibilities are outlined in the [University Handbook](#). Academic department personnel manuals (e.g., [Department of Sociology and Social Work](#)) also provide information about workplace expectations, promotion, and retention procedures for faculty and instructional academic staff.

UWS students have access to the student policies on the [Dean of Students website](#), which includes information about [academic](#) and [behavioral misconduct](#), student rights under FERPA, and other topics. Beginning in 2022, the University Police and Security Services assumed responsibility for publication of [Clery Act](#) information and this unit informs the institutional community annually through the publication of the [annual security report](#).

Auxiliary

UWS policies also provide guidance on financial management of auxiliary enterprises. UWS policies [SYS 314](#) and [316](#) provide the definition of an auxiliary operation, which adheres to Wisconsin state

statutes and National Association of College and University Business Officers (NACUBO) definitions for auxiliary enterprises and provides for external reporting to the U.S. Department of Education and the Wisconsin Legislature on the fund balances. The Student Government Association's [Segregated University Fee Allocation Committee](#) is responsible for approving all allocable segregated fee distributions and reviewing non-allocable distributions collected through other segregated fees, room and board fees, textbook rental, and parking fees.

Sources

- Academic Affairs Committee
- Academic Policies
- Academic Staff Hiring Process
- Administrative Transformation Program
- Americans with Disabilities Act
- Appointment and Evaluation of Instructional and Non-instructional Academic Staff
- Audit Reports by Year
- Audit-charter 9-6-2013 as revised
- Auxiliary Enterprises Support Services Chargebacks SYS 316
- Behavioral Misconduct Process
- Board of Regents Audit Committee Charter July-2021
- CDR Manual - Education Reports Statistics
- CDR Submission Schedules 2022-23
- Certificate of Achievement for Excellence in Financial Reporting 2021
- Clery Act and Annual Security Fire Safety Report home page
- COA of Excellence in Financial Reporting
- Code of Ethics for UWS Employees
- Common Council Internal Homepage
- Common Council Resolution Summary 2022-23
- Dean of Students Academic Concerns Page
- Dean of Students Conduct Concerns Page
- Dean of Students Annual Report 2021-22
- Dean of Students home page
- Dean of Students Website.pdf
- Department Rules - Sociology and Social Work - Fall 2022
- Equal Employment Opportunity
- Ethics and Conflict of Interest Policy for the UW System Board of Regents
- External Audit Omnibus Motion for External Auditor
- Faculty Hiring Process
- FERPA - Office of the Registrar
- Financial Management of Auxiliary Operations - SYS 314
- FY 2022 Annual Comprehensive Financial Report
- FY 2024-Audit-Plan
- Graduate Council
- Handbook Chapter 4A UWSP 8 - Unclassified Code of Ethics
- HR - Academic Staff - Non-Retention of Academic Staff-Procedures
- HR - Americans with Disabilities Act
- HR - Employee Ethics and Public Records Management
- HR - Equal Employment Opportunity Policy

- HR - Harassment Discrimination and Retaliation Prevention
- Human Resources
- Human Resources home page
- Institutional-Attestation
- Internal Audit
- Legislative Audit Bureau
- Legislative Audit Bureau Audit Reports by Year
- Legislative Audit Bureau Overview
- MOD Message Regarding Waste Fraud and Abuse Hotline
- Non-Retention of Academic Staff-Procedures
- Open Meetings Law - General Counsel
- Outside Activity Report Form 2022
- Recruiting Checklist - US - 05.2018
- Regent Policies - Board of Regents
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- State of WI FY 2020-21 Single Audit
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- Student Conduct Process
- Student Government Association - Segregated University Fee Allocation Committee
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- UWS - Integrity Hotline
- UWS Board of Regents - Code of Ethics
- UWS CDR Manual
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- UWS Data Management Education Reports Statistics
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- UWS Policies
- UWS Year-End Reporting Guide
- UWS-Annual Financial Report 2022
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- UWSP 2021 Annual Security and Fire Safety Reports
- UWSP Affirmative Action
- UWSP Constitution of the Common Council
- UWSP Year-End Statement - 2022
- WI Chapter 36.09 - 2023
- WI Open Meetings Law
- WI Statutes Chapter 19 - Open Meetings
- Wisconsin Legislature 19
- Wisconsin Statute 36.09
- Workplace Conduct Expectations

2.B - Core Component 2.B

The institution presents itself clearly and completely to its students and to the public.

1. The institution ensures the accuracy of any representations it makes regarding academic offerings, requirements, faculty and staff, costs to students, governance structure and accreditation relationships.
2. The institution ensures evidence is available to support any claims it makes regarding its contributions to the educational experience through research, community engagement, experiential learning, religious or spiritual purpose and economic development.

Argument

This argument has been revised and updated since the 2019 Year-10 Comprehensive Evaluation.

2.B.1

UWSP is an institution in the University of Wisconsin System (UWS), and is governed by the [UWS BOR](#). This is clearly articulated in the [course catalog](#) and reflected on the [university's organizational chart](#). The importance of shared governance at UWSP is demonstrated through the [organizational chart within the Constitution of the Common Council](#). The Common Council is composed of the Academic Staff Council, Faculty Council, and the University Staff Council. Additionally, the Student Government Association (SGA) is also linked directly to the chancellor. The Common Council has an office space in the primary administrative building (Old Main) on campus. The chair of Common Council is reassigned from half of their teaching load, and the Common Council has a 0.875 FTE university staff member to facilitate completion of council business.

The external communications for UWSP are coordinated through the [University Communications and Marketing \(UCM\)](#) office, which includes personnel devoted to marketing activities, media relations, internal and external communications, and campus-wide events. UCM collaborates with the executive team, deans, and members of the university community to maintain the institution's website and social media presence and to promote and protect the UW-Stevens Point brand. UCM led efforts to create a new [homepage](#) focused on providing information that prospective students want and need. This engaging site includes useful information about visiting, applying, costs and financial aid, academic programs, campus life, athletics, and news and events for all three locations. It includes a [Discover Your Purpose](#) quiz – one element of an overall branding campaign first launched in 2019.

UCM also coordinates news releases, live-streaming of selected campus forums, and both student and faculty/staff versions of the [daily Campus Announcements](#)' emails, and links for faculty, staff, and students for events on campus and in the community. It also provides a comprehensive style guide, the [Communication Standards Manual](#), which states rules for uniform communication, marketing, and promotional materials. The unit includes graphic designers, a photographer, a videographer, and utilizes a printing facility. As part of the Division of Marketing and Enrollment, staff in marketing,

social media and prospective student engagement focus on [reaching families](#) and individuals who may be interested in enrolling at UW-Stevens Point.

The institution presents itself clearly and completely to its students and to the public through several outlets. The [consumer information disclosures'](#) page provides links to the [accountability dashboard](#) that also highlights links to annual [UW System accountability reports](#), the [College Scorecard](#), the National Center for Education Statistics and Colleges Navigator for UWSP. The College Scorecard site is managed by the U.S. Department of Education, and reports six-year graduation rates, retention rates, average debt, and provides a net price calculator.

All students, both domestic and international, are recruited and admitted to study at UWSP through the Admissions Office. The Admissions Office follows the [American Association of Collegiate Registrars and Admissions Counselors' \(AACRAO\) statements for ethics and practice](#) as they relate to recruitment and admission of students to UWSP.

A complete list of UWSP's academic programs can be found through links on the institutions' [consumer information page](#), the admissions page, and in the public [course catalog](#). UWS publishes all UWS institution programs of study on the University of Wisconsin "[Find A Program](#)" website. Requirements for admission to UWSP for both undergraduate (new first-years and transfers) and graduate programs can be found on the [admissions pages of the university website](#). Accreditation relationships are listed on the [accreditation page](#), managed by the Provost and Vice Chancellor for Academic Affairs.

A [roster of faculty and instructional academic staff](#) is posted on each [college webpage](#). An [online directory](#) lists contact information for all faculty and staff. A list of all faculty and instructional academic staff employed each semester is produced and maintained by the Office of Academic Affairs.

The [Student Financial Services office](#) publishes the [tuition and fees schedules](#) for each term for each category of student on its website. Required [segregated fees](#) that fund many campus offices are disclosed to students on the website. For example, students pay a textbook rental fee in their segregated fees. The Office of Residential Living provides a [basic room and board cost](#) on its webpage. [Billing reminders](#) are emailed to students at their university email address approximately one week prior to each bill due date.

The [tuition and financial](#) aid tab of the admissions webpage provides links to information regarding financial aid, [scholarships](#), tuition cost, a [net price calculator](#), and campus residential housing and [meal plan costs](#). In addition to UWSP scholarships linked on the admissions page, many colleges and departments promote [targeted scholarships](#) to assist students with the costs associated with tuition and fees. The consolidated [consumer information disclosure](#) page also includes required disclosures for students related to Title IV Financial Aid.

2.B.2

UWSP promotes varied educational experiences through research, experiential learning, community engagement, economic development, extracurricular activities, and involvement opportunities.

Students in nearly every field of study have an opportunity to do research, which provides a deeper learning within their academic program(s). Students work with faculty mentors on this research, which is often supported by grant funding. UW-Stevens Point consistently ranks first or second

among comprehensive UWs in [extramural research and public service grants](#), with a total of \$5.58 million in FY22.

The [College of Letters and Science](#) and [College of Natural Resources](#) hold research symposia each spring, where students present their research projects. For instance, eighty-four students presented posters or gave oral presentations during the [2022 COLS Undergraduate Research Symposium](#) and 117 students – during the [2023 CNR Student Research Symposium](#). A high percentage of undergraduate students in the School of Biology, Chemistry, and Biochemistry participate in laboratory and field research projects with faculty mentors. Students are encouraged to [contact faculty about research](#) in which they are interested. They also present at the [annual UW System Research in the Rotunda](#) in the state capitol.

UWSP students learn inside *and* outside of the classroom. Fine Arts and Communication students are involved in faculty-mentored activities such as [art and media exhibitions](#), [musical performances](#), and [theater and dance productions](#). Community residents benefit by attending these public events. Student-run [newspaper](#), radio, and TV opportunities engage students throughout their UWSP education. In the College of Natural Resources, students participate in a six-week [summer field experience](#) at Treehaven, a 1,400-acre Field Station near Tomahawk. Students engage in hands-on learning in forestry, water resources and soil, and resource management.

Students gain valuable experience and skills in various industries in our communities. The Anderson Classroom-to-Career Center in the [Sentry School of Business](#) and [Academic and Career Advising Center](#) are among resources, which help students attain and complete internships to become career-ready. Education students learn and serve as [student teachers](#) in schools around the state. Students in other programs including Clinical Lab Science, and Health Science and Wellness complete practicums and other experiential learning activities.

These opportunities allow students to gain valuable experience and build skills while meeting the critical needs of our regional employers, which in turn helps enhance the regional economy. Thanks to strong [community partnerships](#) throughout Central and Northern Wisconsin, UWSP provides 30-40% of employees at Sentry Insurance and Skyward. A Sentry IT Co-op employs our students, while [Skyward has established an internship center](#) on campus. Furthermore, UWSP students are engaged in various activities that serve the community. For example, Environmental Education students lead free nature programs at [Schmeeckle Reserve](#). While working in the Water and Environmental Analysis Lab, UWSP students help provide [water quality analyses](#) to residents statewide. When working in [Speech, Language and Hearing Clinic](#), UWSP students assist with speech and language services, including comprehensive hearing evaluations. Business students, on the other hand, assist with free tax filing assistance through the Volunteer Income Tax Assistance (VITA) program.

[Campus Activities and Student Engagement](#) (CASE) enables our students to develop as leaders, volunteers, and employees. On average, UWSP students provide more than 2,500 hours of volunteer service each year. They play games and visit senior living residents, read with K-12 students in schools, mentor youth at [Boys and Girls Club](#), coordinate blood drives, assist with animal care at the local Humane Society, rake leaves for seniors, and support the local food sources through Central Rivers Farmshed. Through their service, they learn to be actively-engaged, conscientious citizens and give back to the community they call home for several years.

Sources

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- 2022-2023 Season - Department of Theatre and Dance _ UWSP
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- 2023 CNR Symposium Booklet
- 2023 CNR Symposium Oral and Poster Presentation Schedule
- AACRAO Ethics and Practice
- AACRAO Ethics and Practice Statement
- About UWSP - Catalog
- ACAC Interns
- Accountability Dashboard
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- Accreditation - Academic Affairs
- Accreditation Academic Affairs
- Admissions - Tuition Room and Board
- Admissions Criteria- First Year Students
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- Admissions Office Home page
- Athletics Annual Report 2017-2018
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- Billing Information Dates - Student Financial Services
- Board of Regents University of Wisconsin System
- Board of Regents UWS
- Boys and Girls Club Event
- Campus Life - Housing and Dining - Admissions
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- CASE Annual Report 2017-2018 and SIEO Annual Report 2016-2017 (page number 46)
- CASE Student Volunteers
- Chancellor - Consumer Information Disclosures
- Choral Union Concert Choir Spring-May23
- CNR Summer Field Experience
- College Scorecard
- COLS Symposium 2022
- Common Council Chart Organizational Chart
- Communication Standards Manual
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- Consumer Information Disclosures
- Counseling Center Annual Report 2017-2018
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- Current Announcements
- Directory CNR
- Discover Your Purpose Quiz
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- DSC Annual Report 2017 2018
- DSC Assessment Report June 2018
- EBI Skyfactor Summary Data for UC 2017
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- Faculty IAS Roster 2017-18

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- Financial Aid web page
- Fork in the Road home page
- FY22grants-BORFinanceComm
- Homepage - University of Wisconsin-Stevens Point
- Housing Costs Housing and Residence Life
- IPAC Page
- JReschNews
- Meal Plan Information
- MOD Sample Current Announcements
- Net Price Calculator
- Net Price Calculator
- NSSE Data Seniors 2017
- NSSE Data Seniors 2017 (page number 1)
- NSSE Data Seniors 2017 (page number 2)
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- Office of International Education
- Organizational Chart with BOR
- Res Life 2017-2018 annual report
- Res Life 2017-2018 annual report (page number 3)
- Res Life 2017-2018 annual report (page number 5)
- Res Life 2017-2018 annual report (page number 7)
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- Resident Assessment
- Residential Living Assessment Report 2017
- Residential Living Room and Meal Plan
- Restructuring home page
- SA Learning Outcome Mapped to UWSP LOs Jan 2018
- SAAT Membership 2018 2019
- SBE Internship Expo Program 2021-09-web
- SBE Internship Expo Program 2022-05
- SBSS Research
- Schmeeckle Reserve
- Scholarship Directory by Department
- Scholarships Information
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- Scholarships Link - Affordability - Admissions
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- SHS Assessment Report 1 and 2 2018
- SHS Assessment Reports 3 to 5 2018
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- Student Affairs Division
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- The Pointer
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- UC Annual Report 2017 2018
- UC Annual Report 2017 2018 (page number 3)
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- UC Assessment Reports
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- University Child Learning and Care Center
- University Communications and Marketing
- University Communications and Marketing
- University of Wisconsin-Stevens Point College Scorecard
- UW Find a Program
- UWS Accountability Dashboard Main Page
- UWS HELP-UWSP Profile
- UWSP at a glance
- UWSP Bill Due Date Reminder - 03_14_2023
- UWSP Faculty Staff Directory
- UWSP Organizational Chart
- WI Chapter 36.65-Annual Reporting
- Wisconsin Well Water

2.C - Core Component 2.C

The governing board of the institution is autonomous to make decisions in the best interest of the institution in compliance with board policies and to ensure the institution's integrity.

1. The governing board is trained and knowledgeable so that it makes informed decisions with respect to the institution's financial and academic policies and practices; the board meets its legal and fiduciary responsibilities.
2. The governing board's deliberations reflect priorities to preserve and enhance the institution.
3. The governing board reviews the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
4. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties.
5. The governing board delegates day-to-day management of the institution to the institution's administration and expects the institution's faculty to oversee academic matters.

Argument

This argument has been revised and updated since the 2019 Year-10 Comprehensive Evaluation.

2.C.1/2.C.2

The governing board of the University of Wisconsin System, to which UW-Stevens Point belongs, is the 18-member [Board of Regents](#) (BOR). Sixteen members of the BOR are appointed by the governor, subject to confirmation by the Wisconsin senate. From the BOR webpage:

"Of these 16 members, 14 serve staggered, seven-year terms and two are ex officio members. The two ex officio members are the state superintendent of public instruction and the president or a designee of the Wisconsin Technical College System Board. Two UWS students are appointed to the Board for two-year terms; one of the two is a nontraditional student."

Under s. [36.09\(1\), Wis. Stats.](#), the BOR:

"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 systemwide policies and priorities established by the board."

BOR responsibilities (enumerated in [s. 36.09, Wis. Stats.](#)) and powers and duties (enumerated in [s. 36.11, Wis. Stats.](#)), include:

- consulting with the Wisconsin Economic Development Corporation to establish clear and measurable goals for each economic development program that is tied to statutory policy

- objectives (s. 36.09(1)(am));
- appointing a president for the UWS, and a chancellor for each institution (s. 36.09(1)(e));
- allocating funds and adopting budgets for the respective UWS institutions (s. 36.09(1)(h));
- establishing policies for admission for enrollment to UWS institutions (s. 36.11(3));
- maintaining a "computer-based" credit transfer system between UWS institutions (s. 36.11(3)(cm));
- conferring degrees and diplomas (s. 36.11(7));
- setting tuition rates for students (s. 36.27(1));
- establishing rules and procedures to grant sabbatical leave to faculty (s. 36.11(17));
- reporting to the legislature each year on each institution's approach to educating incoming students about sexual assault and sexual harassment (s. 36.11(22)); and
- directing each institution to establish policies and procedures to protect students from discrimination (s. 36.12(2)).

The BOR also approves new degree programs, grants faculty tenure appointments (based on tenure processes adopted at the institutional level), and approves building projects at the individual campuses.

UWS administration assists the BOR and president of the UWS with policy development and implementation. UWS staff schedule regular meetings with the chancellors, provosts, chief budget officers, and others to provide information updates and solicit feedback on proposed policy changes from institutional perspectives.

2.C.3

Regent Policy Document 2-2 articulates a [Statement of Expectations of Board Members](#). Among other duties, board members are expected to:

- be well-informed regarding the mission, structure, programs, financial framework, strengths, challenges and current issues for the UWS,
- understand “the special mission and character of each of the University of Wisconsin institutions,”
- be an active and contributing participant in the work of the BOR, including “representing the public interest in general and not the interest of any particular constituency,”
- adhere to high standards of ethical conduct and to comply fully with laws relating to conduct of public officials and boards, including Regent Policy Document 2-4, [Ethics and Conflict of Interest Policy for the UW System Board of Regents](#), and those established in the s. 19.41(1), Wis. Stats., the Code of Ethics for Public Officials and Employees; and
- accept responsibility for effectively and efficiently governing the UWS in the public interest.

The ethics code applies to UWSP employees as well, and is articulated in the [University Handbook, Chapter 4A, Section 1, Chapter UWS 8: Unclassified Staff Code of Ethics](#). Concisely, public officials and employees are prohibited from using their public position for private benefit, including offering or providing influence in exchange for campaign or other contributions.

2.C.4/2.C.5

Local management of each UW institution is delegated from the BOR to the institution's chancellor, as provided for in [Chapter 36, Wis. Stats.](#):

“The board shall delegate to each chancellor the necessary authority for the administration and operation of the institution within the policies and guidelines established by the board. The board may also delegate or rescind other authority to chancellors, committees of the board, administrative officers, members of the faculty and students or such other groups as it deems appropriate” ([s.36.09\(1\)\(f\)](#)), and,

“The chancellors shall be the executive heads of their respective faculties and institutions and shall be vested with the responsibility of administering board policies under the coordinating direction of the president and be accountable and report to the president and the board on the operation and administration of their institutions.” ([s.36.09\(3\)](#))

Additional language in the statute also clarifies the intent of the term “subject to” in certain provisions of the statute, indicating the intent is “*subordinate* to the responsibilities and powers” of the chancellor ([Chapter 36, Wis. Stats s.36.09\(3m\)](#)).

The day-to-day management of UWSP's academic matters is overseen by the Office of the Provost and Vice Chancellor for Academic Affairs, college deans, and shared governance.

Sources

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- Board of Regents University of Wisconsin System
- Board of Regents UWS
- BOR-BYLAWS
- Ethics and Conflict of Interest Policy for the UW System Board of Regents _ Board of Regents
- RPD 2-2 Statement of Expectations of Board Members
- RPD 2-4 Ethics and Conflict of Interest Policy for the UW System Board of Regents
- Statement of Expectations for Board Members
- WI Chapter 19.41- Code of Ethics for Public Officials and Employees
- WI Chapter 36 - 2023
- WI Chapter 36 - 2023 (page number 2)
- WI Chapter 36 - 2023 (page number 4)
- WI Chapter 36.09-36.11 Responsibilities and Duties of BOR
- WI Chapter 36.09-36.11 Responsibilities and Duties of BOR (page number 2)
- WI Chapter 36.09-36.11 Responsibilities and Duties of BOR (page number 3)
- WI Chapter 36.09-36.11 Responsibilities and Duties of BOR (page number 4)
- Wisconsin Legislature Chapter UWS 8- Unclassified Staff Code of Ethics

2.D - Core Component 2.D

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

Argument

This argument has been revised and updated since the 2019 Year-10 Comprehensive Evaluation.

The pursuit of truth is central to the mission of the UWS: “Basic to every purpose of the system is the search for truth” ([s. 36.01\(2\), Wis. Stats.](#)).

As a public institution, UWSP has a particular responsibility to uphold the right to freedoms of inquiry and expression. In support of this, UWSP has adopted in the *University Handbook* ([Chapter 5, Section 4](#)) the AAUP 1940 *Statement of Principles and Interpretive Comments on Academic Freedom and Tenure*.

To promote and ensure a safe and inclusive learning environment, the UWS BOR has articulated several policies prohibiting discrimination (Regent Policies Section 14: Discrimination Prohibited). Specifically, [Regent Policy Document \(RPD\) 14-6 on Discrimination, Harassment, and Retaliation](#) expressed the BOR’s commitment to providing an environment free of discrimination. The local [UWSP nondiscrimination policy](#) states that discrimination is incompatible with UWSP’s efforts to foster an environment, which is conducive to the free and open exchange of ideas, and where the dignity and worth of all members of the learning community is respected. The [UWSP Operational Policy](#) related to Regents Policy, Section 14 also articulates the aspiration to:

- foster an environment of respect for the dignity and worth of all students, employees, and guests of the University;
- provide an environment which is conducive to the free and open exchange of ideas; and
- eliminate bias, prejudice, discrimination, and harassment in all forms and manifestations.

It is the collective responsibility of all members of our university community to create and maintain a safe and inclusive environment free of discrimination, harassment, and retaliation. Upon his arrival in January 2021, Chancellor Gibson identified equity, diversity, and inclusivity as a primary strategic imperative and has promoted the creation of [resources supporting understanding and belonging](#).

At a system level, in October 2017, the BOR created [RPD 4-21](#) as a statement on academic freedom and freedom of expression. Additionally, [Chapter UWS 18, Wis. Adm. Code](#), regulates conduct on university lands. It provides guidance for lawful assemblies (picketing, rallies, parades, demonstrations and other assemblies) and allows students in the residence halls, subject to the approval of the chancellor, to establish policies and procedures under which political campaigning may be conducted in state-owned residence halls.

The principle of academic freedom is further articulated in other policies that govern UWSP. [Chapter](#)

[9 - Other Policies and Documents - Section 1 Communal Bill of Rights and Responsibilities](#)

delineates the rights for freedom for undergraduate students. Academic freedom is explicitly included among the considerations for which a candidate for faculty or instructional academic staff promotion may appeal a negative decision that occurs in the [process of application for promotion](#). Similarly, the graduate study section of the course catalog specifies [Freedoms and Responsibilities](#) for graduate students. Particularly, it specifies:

“As a graduate student you are FREE:

- *to express yourself freely in the classroom and take reasoned exception to the data and views presented in any course.*
- *from prejudiced or capricious academic evaluation.*
- *from disclosure of views or beliefs presented to an instructor during graduate study, except with your consent.*
- *to organize and join associations to promote your common interests.*
- *to examine and discuss questions of interest both publicly and privately.*
- *exercise the rights you enjoy as citizens (the freedom of speech, peaceful assembly, and rights of petition) without interference from the university.*

"As a graduate student you have the RESPONSIBILITY:

- *to help maintain the atmosphere of free inquiry and free expression inherent in the academic community.*
- *to respect the right of other members of the community to express themselves freely.*
- *to observe scrupulous standards of intellectual honesty.”*

As a component of its [Civil Dialogue Project](#), the UW System collects and shares resources and materials to promote the open exchange of ideas. In 2022, institutions within the UW System (including UWSP) participated in a survey on student views on freedom of speech on campuses. The survey was sponsored by the Wisconsin Institute for Public Policy and Service and [results](#) were released in February 2023. While a few student respondents reported feeling restrained by another person (i.e., student or faculty) from speaking about any issue on campus, a majority of students who chose not to speak about topics or their opinions said they withheld for fear of potential negative reactions from other students, and to a lesser extent, from faculty.

In response to the survey results, UWSP has redoubled its commitment to fostering a climate of open dialogue on campus. In the Spring of 2023, UWSP convened a working group devoted to continuing our previous efforts in support of dialogue, efforts that included a successful community read in 2021 of [Beyond Your Bubble: How to Connect Across the Political Divide](#). Inspired in part by the call from the working group, the [Critical Thinking Center](#) has created a [LibGuide](#) to serve as a resource to students and instructors both at UWSP and beyond, and part of that LibGuide is devoted specifically to encouraging [productive dialogue about controversial issues](#). In August 2023, the Center for Inclusive Teaching and Learning and the Critical Thinking Center will facilitate UWSP's participation in UW-System's [Wisconsin Dialogues workshop](#), an event that we are confident will launch an academic year characterized by rich conversations about the importance of reasoned and free discussions in higher education.

Sources

- Beyond Your Bubble - Poster
- Chapter 9 - Other Policies and Documents - Section 1 Communal Bill of Rights and Responsibilities - UWSP Course Catalogue
- Chapter UWS 18 - Conduct on University Lands
- Critical Thinking Center (CTC) - UWSP
- Critical Thinking Collaborative - CTC - UWSP
- Critical Thinking Resources - UWSP Library
- Critical Thinking Series-Spring-2022 - CTC - UWSP
- Graduate Study - Freedoms and Responsibilities
- HR DEI Resources Page
- Nondiscrimination Statement - Human Resources _ UWSP
- Productive Dialogue - Critical Thinking Resources - UWSP Library
- RPD 14-6
- RPD 4-21 Commitment to Academic Freedom and Freedom of Expression _ Board of Regents
- University Handbook Chapter 5 Section 4.pdf
- University Handbook Chapters 4A and 4B
- UW System Institutions - Civil Dialogue Project
- UW System Student Views on Freedom of Speech Survey Summary 2023
- UWSP RPD 14-6
- WI Chapter 36 Section 2
- Wisconsin Dialogues Poster 08.23.2023

2.E - Core Component 2.E

The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, staff and students.

1. Institutions supporting basic and applied research maintain professional standards and provide oversight ensuring regulatory compliance, ethical behavior and fiscal accountability.
2. The institution provides effective support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff and students.
3. The institution provides students guidance in the ethics of research and use of information resources.
4. The institution enforces policies on academic honesty and integrity.

Argument

This section has been slightly revised relative to the 2019 Year-10 Comprehensive Evaluation. Select evidence files have been updated as appropriate.

2.E.1

The UWSP [Office of Research and Sponsored Programs](#) (ORSP), in partnership with the units of Business Affairs and Student Affairs, provides oversight and support services to ensure the integrity of research and scholarly practice by faculty, staff, and students. ORSP is supervised by Dr. Katherine Jore, the [Associate Vice Chancellor \(AVC\) for Personnel, Budget, and Grants](#). The AVC for Personnel, Budget, and Grants also provides administrative oversight for the [Institutional Review Board](#) (IRB) for research involving human subjects. The IRB review process is supported by a 0.125 FTE IRB chair and a .875 FTE ORSP program assistant. Research involving the use of animals must comply with the university's [Institutional Animal Care and Use Committee](#) (IACUC) policy. IACUC implementation and enforcement is managed by a 0.875 FTE IACUC chair and animal care facility manager. Research and teaching involving biohazardous materials is managed by the [Institutional Biosafety Committee](#) (IBC) and policies and procedures for research involving these materials and organisms are articulated in the [UWSP Biological Safety Manual](#). Administrative support for the IBC is provided by the office of [Environmental Health and Safety](#) (EHS). The biosafety officer reports to the office of EHS, ensures chemical and physical safety within university teaching and research activities, and provides [chemical hygiene training](#) in initial face-to-face sessions with faculty and staff, and thereafter annually required online refresher trainings. The IRB, IACUC, and IBC each require specific training for investigators. Training for these types of research is accomplished through online modules created and hosted by the [Collaborative Institutional Training Initiative](#) (CITI Program), and investigators are required to complete training prior to protocol approval or initiation of research. Students involved in research that falls under the purview of IRB, IACUC, and IBC must also undergo CITI training to ensure research integrity.

To ensure transparency in federally-sponsored scholarship, the AVC for Personnel, Budget, and Grants provides oversight of the [financial conflict of interest \(FCOI\) policy](#) and procedures. FCOI training is provided through the aforementioned CITI program, and compliance by faculty and staff

is coordinated by ORSP. Faculty and staff also are required to report potential conflicts of interest through the [Outside Activities Report](#). ORSP also manages compliance with National Science Foundation (NSF) [Responsible Conduct of Research](#) (RCR) regulations and supports an online training for faculty and students subject to RCR regulations. The Provost and Vice Chancellor for Academic Affairs oversees the process for reporting and investigating potential scientific misconduct, which is addressed in the [Scientific Misconduct Research policy](#).

ORSP communicates with new faculty via email when they arrive on campus and the office maintains an ongoing educational presence via grant communications that are distributed to all faculty and staff via Campus Announcements. ORSP also communicates individually with investigators applying for grants to assist them through the grant application process and to maintain compliance with applicable policies and regulations. Further assistance and guidance regarding federal compliance is provided by the grant accountant.

Faculty-mentored student research and creative activities are presented in annual college-specific symposia (e.g., COFAC Creates, the College of Letters and Science Undergraduate Research Symposium, the Jim and Katie Krause College of Natural Resources Student Research Symposium) as well as professional conferences. (Programs from some of these recent symposia are also provided in CC 2.B and 3.B.)

2.E.2

The [UWSP Libraries](#) strive to be a dynamic, user-centered environment that supports the teaching, learning, and scholarship needs on all three of our campuses. The Libraries provide equitable access to physical and electronic information via Search@UW, a discovery tool that provides simple, one-stop searching for books and e-books, videos, articles, digital media, and more. The libraries subscribe to more than 100,000 periodicals, primarily peer-reviewed journals. Additionally, the libraries subscribe to more than 200 research databases including multidisciplinary databases, such as *Academic Search Ultimate* and *Web of Knowledge*, and subject specific databases such as *Psychinfo*, *Business Premium Collection*, *ERIC*, *CINAHL*, and more. Students may obtain items from any of the libraries of the 26 UWS campuses, in addition to any of the 2.3 billion items found in WorldCat. Articles may also be obtained via the interlibrary loan request system. The Libraries ensure preservation of unique and local materials through our [Archives and Area Research Center](#) and our Institutional Repository ([MINDS@UW](#)).

In terms of personnel and support, the libraries employ twelve librarians who provide course-integrated information literacy instruction and offer for-credit courses to teach students how to find and critically evaluate information sources. The library reference desk is staffed 37 hours per week during the semester. Students can contact reference librarians in person, by phone, chat, text, or through email, and individual research consultations are available by appointment. Students can also use [library research guides](#), including one on [how to avoid plagiarism](#), and can connect with librarians through the modes described above to ask for assistance about [citations](#) or [copyright](#).

2.E.3/2.E.4

Policies on academic honesty and integrity are reinforced in classroom training and materials. All on-campus printing for classroom materials is produced through [Printing and Design](#), and faculty are required to review copyright regulations and assure compliance with the law. Printing and Design provides information regarding [copyright rights and responsibilities](#). Additionally, new and continuing faculty receive training and support in academic integrity topics through the [Center for](#)

[Inclusive Teaching and Learning \(CITL\)](#). Faculty trainings also exist to address the use of plagiarism software (i.e., [Turnitin](#)) within the Learning Management System (Canvas). [CITL staff](#) provide departmental and individual faculty consultations and manage [additional course design resources](#) for instructors across all modalities. The university also provides an [online instructor training module](#), the [online instructor guidebook](#).

The [Office of the Dean of Students](#) (DOS) supports students and faculty members alike on the topics of academic honesty and integrity. The DOS provides students with an [Academic Integrity Guide](#), and faculty with an [Academic Misconduct Procedure Guide](#) and sample letter templates for communicating with students. [Chapter UWSP 14](#) represents the UWSP-specific adaptations of Chapter UWS 14 of the Wisconsin Administrative Code and outlines student academic disciplinary procedures. The DOS additionally supports the faculty-driven academic misconduct complaint and adjudication process by offering process consultations and stores all academic misconduct case files. An academic misconduct concern may be initiated by faculty through the [academic misconduct report form](#) that is accessible through the myPoint academic pages as well as the DOS general incident report page.

Sources

- Academic Affairs organizational Chart with ORSP
- Academic Integrity Guide - Students
- Academic Misconduct Procedure Chart
- Academic Misconduct Reporting Form for Faculty
- Archives and Area Research Center Home Archives and Area Research Center UWSP
- Biosafety Manual
- Center for Inclusive Teaching and Learning (CITL) Brochure
- Chapter UWSP 14 Student Academic Disciplinary Procedures
- Chemical Hygiene Training
- CITI Training Information on Human Subjects and Vertebrate Animal Research
- Copyright - LibGuides at University of Wisconsin Stevens Point
- Course Design Resources
- Dean of Students Academic Concerns Page
- Dean of Students Conduct Concerns Page
- Dean of Students Academic and Behavioral Guide for Faculty and Staff
- Dean of Students Report Anonymous Report Links
- Dean of Students UWSP
- EHS Overview-Risk Management
- FY23 CITL Annual Report
- How to Avoid Plagiarism - LibGuides at University of Wisconsin Stevens Point
- How to Cite - LibGuides at University of Wisconsin Stevens Point
- IACUC Collated
- IBC Collated
- IRB Collated
- Library Guides at UWSP
- MINDS@UW Stevens Point
- Office of Research and Sponsored Programs
- Office of Research and Sponsored Programs _ UWSP
- Office of Student Creative Activity and Research

- Online Instructor Guidebook
- Online Instructor Training Portal
- ORSP Responsible Conduct of Research
- Outside Activities Form 2022
- PHS FCOI Policy
- Predatory Publishers Scholarly Communication and Open Access
- Printing and Design
- Printing and Design Copyright Brochure
- Research Misconduct Policy
- Turnitin Information
- University Libraries

2.S - Criterion 2 - Summary

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

Summary

UWSP's policies and established procedures, as well as those of the UW System, ensure that faculty, staff, students, and administration act with integrity and ethical, responsible conduct.

Sources

There are no sources.

3 - Teaching and Learning: Quality, Resources and Support

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

3.A - Core Component 3.A

The rigor of the institution's academic offerings is appropriate to higher education.

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

Argument

This argument has been revised and updated since the 2019 Year-10 Comprehensive Evaluation.

3.A.1

Programmatic Currency and Level

The currency and the level of all programs at UWSP are established by grounding curricular proposals in academic departments, many of which have [advisory boards](#) that help to ensure the professional currency of their coursework and many of which are [accredited by external agencies](#) that rigorously vet their course offerings.

Before beginning the local process to create a new graduate degree or undergraduate major, departments must follow the [UWS Guidelines for Academic Program Planning and Approval](#) to ensure that the proposed program fits our institutional mission and meets an existing need. After receiving entitlement to plan from the UW System (UWS), departments submit carefully prepared proposals to the [Curriculum Committee or Graduate Council](#), as appropriate. Carefully prepared and [formatted proposals](#) for new undergraduate majors or graduate programs must be finally approved by the UW Board of Regents (BOR). Proposals for new minors proceed through the same local process, and are vetted by university governance bodies for regional, state, and national need. In accordance with UWS policy, every new major is [subject to review](#) within the timeframe specified in its [request for authorization](#) to ensure that the majors are meeting their educational objectives, to evaluate the continued need for the program, and to assess its fit within the university's larger curricular array. If the decision is made to continue the program, it enters the university's [department review cycle](#), where all programs provided by a department are regularly assessed for currency and rigor.

This approval process, fueled by our commitment to offer programs that meet current local, state, and national needs, had resulted in the addition of several programs in 2019, including a [B.S. in Nursing](#), [B.A. in Sustainable Food and Nutrition](#), [M.S. in Data Science](#), [master's degree in Business Administration](#), and [doctorate in Educational Sustainability](#). Over the past four years, these programs have been joined by an [M.S. in Community & Organizational Leadership](#), an [M.S. in Sustainable & Resilient Food Systems](#), a [Master of Natural Resources](#), an [M.S. in Education](#), an [M.S. in Athletic Training](#), and a [Doctor of Physical Therapy](#), all of which are offered on a [cost-recovery model](#).

Course Currency and Level

As is the case with proposals for new curricula, the currency and the level of individual courses at UWSP are established by ensuring that curricular proposals originate in academic departments, where subject-matter specialists are engaged with their evolving disciplines and in touch with the needs of their students.

In accordance with the procedure set forth in the [University Handbook](#), a [request to propose a new or revised undergraduate or graduate course](#), which must include a clear rationale for the course, is first reviewed by the college of the submitting department and, if approved, submitted to the [Curriculum Committee and/or Graduate Council](#) as appropriate for further review before [passing to Common Council for approval](#).

Departments wishing a course to carry general education credit must submit a [General Education Program \(GEP\) Course Application form](#), with associated documentation, to the [General Education Committee \(GEC\)](#), which is charged with ensuring that the course is designed to satisfy the general education learning outcomes. If the GEC approves the course for general education credit, the recommendation is provided to [Common Council for approval](#).

Once a course has entered the curriculum, it is subject to further evaluation and revision as part of the ongoing assessment process. Courses that are not a part of the GEP are evaluated through the process of department-level program assessment according to their ability to meet program-level learning goals. Courses that carry general education credit are subject to an extensive [peer-review process](#) designed to ensure that they satisfy general education learning outcomes.

All courses, regardless of curriculum or academic level, comply with the [federal policy for credit hour requirements](#).

Student Performance Requirements

All candidates for undergraduate degrees must complete the [requirements for the bachelor's degree](#), including earning a cumulative GPA of at least 2.00 and earning a GPA of at least 2.00 in all courses required for their major. [Several programs have additional requirements](#) for admission and completion.

Graduate students must satisfy [general requirements for completion of a graduate degree](#), which include maintaining a GPA of at least 3.00, as well as meeting the requirements specific to their program of study.

3.A.2

UWSP offers Associates, Baccalaureate, and Graduate degrees.

The [associate degrees](#) require 60 credits of college-level coursework that fulfills the [UW System Associate Degree Standards](#) and satisfies the baccalaureate general education program requirement of UW institutions' four-year programs.

The [baccalaureate degrees](#) require at least 120 credits of college-level coursework that fulfills [general education requirements](#) and includes significant study in a discipline or field (i.e., a “major”).

The [graduate degree programs](#) are designed to build upon baccalaureate learning in a specific field or discipline. All graduate level courses are expected to satisfy UWSP's expectations for graduate work, which require students to perform at a qualitatively, and not merely quantitatively, higher level.

Consistent with the HLC's recommendation in its final report, UWSP has more clearly differentiated between and publicized the [learning goals for its undergraduate and graduate programs](#).

3.A.3

UWSP offers courses at three campuses and in several modalities: face-to-face, hybrid, and online. All courses, regardless of location or mode of delivery, are vetted, approved, and evaluated as in 3.A.1 above. All instructors, regardless of campus or mode of instruction, must meet the appropriate [criteria for hire and promotion](#) and are required to administer [student evaluation of course instruction](#). All probationary faculty are additionally subject to [peer teaching reviews](#).

To ensure that online courses comply with Section 508 of the Rehabilitation Act, distance education courses are reviewed for [appropriate content and methodologies](#) prior to submission to the Curriculum Committee. Instructors teaching online courses are required to complete [online instructor training](#) to prepare them to teach in the online format. Such training, along with an [online instructor guidebook](#), is provided by the Center for Inclusive Teaching and Learning (CITL).

Sources

- Accredited Programs and SOE Requirements
- BOR New Program Authorization Guide
- BOR New Program Authorization Guide Program Review
- Bringing an issue or resolution to shared governance-6-22-17 CuC
- Bringing an issue or resolution to shared governance-6-22-17 GEC
- Catalog Academic Information for Graduate Study
- Catalog Academic Policies – Graduation
- Catalog Applied Leadership and Decision-Making MBA
- Catalog Associate Degree General Education
- Catalog Athletic Training MS
- Catalog Bachelor Degree General Education
- Catalog Community and Organizational Leadership MS
- Catalog Data Science MS
- Catalog Education MSE
- Catalog Educational Sustainability EdD
- Catalog Graduate Study
- Catalog Natural Resources MNR
- Catalog Nursing (RN to BSN) BSN
- Catalog Physical Therapy DPT

- Catalog Sustainable and Resilient Food Systems MS
- Catalog Sustainable Food and Nutrition BA
- Catalog Undergraduate Degree Types Offered at UW-Stevens Point
- Criteria for Hire and Promotion
- Curriculum Committee Common Council Page
- General Education Committee Common Council Page and Course Approval Process
- General Education Program Course Application Form
- Graduate Degree Programs.pdf
- HLC Interim Report 2021 - Appendix 2 Finances - Cost-Recovery Program Summary
- Learning Goals for Undergraduate and Graduate Program
- List of Advisory Boards
- Peer Teaching Reviews Cover Sheet
- Program Review Cycle
- Programs with Additional Requirements
- Request for Undergraduate and or Graduate Courses
- Student Evaluation of Course Instruction
- University Handbook Chapter 5 Section 15
- University Handbook Chapter 5 Section 16
- University Handbook Chapter 7 Section 1
- University Handbook Chapter 7 Section 2
- UW Stevens Point Online Instructor Guidebook
- UW Stevens Point Online Instructor Training
- UW System Administrative Policy 115 Associate Degree Standards
- UW System Policy on University of Wisconsin System Array Management Program Planning Delivery Review and Reporting Section 2
- UW System Policy on University of Wisconsin System Array Management Program Planning Delivery Review and Reporting Section 6
- UWSP Undergraduate and Graduate Proposals Curricular Committees

3.B - Core Component 3.B

The institution offers programs that engage students in collecting, analyzing and communicating information; in mastering modes of intellectual inquiry or creative work; and in developing skills adaptable to changing environments.

1. The general education program is appropriate to the mission, educational offerings and degree levels of the institution. The institution articulates the purposes, content and intended learning outcomes of its undergraduate general education requirements.
2. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
3. The education offered by the institution recognizes the human and cultural diversity and provides students with growth opportunities and lifelong skills to live and work in a multicultural world.
4. The faculty and students contribute to scholarship, creative work and the discovery of knowledge to the extent appropriate to their offerings and the institution's mission.

Argument

This argument has been revised and updated since the 2019 Year-10 Comprehensive Evaluation.

3.B.1/3.B.2

UWSP students are provided with multiple opportunities to collect, analyze, and communicate information as they complete their major and [General Education Program](#) (GEP) requirements. The GEP serves as the intellectual foundation for all offered bachelor's degrees: B.A., B.S., B.M., B.F.A., and B.S.N. As part of a liberal education curriculum shared by all students, it provides broad exposure to multiple disciplines and forms the basis for developing significant intellectual, civic, and practical capacities, supporting the [UWSP Select Mission](#) to "provide programs that help communities become more vibrant, healthy, prosperous, and sustainable... by providing a broad foundation in the fine arts, humanities, natural sciences, and social sciences..." (p. 2).

Students starting their studies at UWSP are required to complete 34-46 credits in the GEP. Transfer students who earned an approved bachelor's or liberal arts associate degree from another UWS four-year institution, or through one of the Wisconsin Technical College System Liberal Arts Transfer Programs, are considered to have satisfied the UWSP GEP requirements.

The three [overarching program learning outcomes of the GEP](#) synthesize a total of [32 learning outcomes](#) across three levels and 12 categories and articulate student learning and performance goals in intellectual and practical skills, multidisciplinary knowledge, and personal and social responsibility to best prepare students for integrative and applied learning in their major discipline(s). Prior to 2012, the UWSP general education requirements were organized as the General

Degree Requirements but lacked campus-wide learning outcomes or an assessment framework to measure and improve student learning. The first version of the GEP, described in the [2012 Abbreviated Self-Study](#), “Cultivating Change: Reforming Assessment and General Education at the University of Wisconsin-Stevens Point” is anchored in the AAC&U LEAP Framework, aligning with the [Essential Learning Outcomes](#) as well as its scaffolding structure and VALUE rubrics.

In 2013-2018, the first cycle of assessment of the GEP led to revision of each level of the GEP learning outcomes. These revisions allowed faculty teaching the GEP designated courses to refine their expectations and pedagogical strategies to enhance student learning. Subsequent re-evaluation of the program’s strengths and weaknesses resulted in further changes in 2019. These included increased emphasis on high impact practices (HIPs) across all GEP courses and the creation of a Critical Thinking requirement (more below) in the Foundational Level. The UW-System’s (UWS) participation in the National Association of System Heads (NASH) Taking Student Success to Scale (TS3) project catalyzed interest in meeting the [UW System's strategic goal](#) of every student completing at least 2 HIPs by graduation. The majority of UWSP students complete a capstone project, internship, or other applied learning experience as part of a major, but the cancellation of the First Year Seminar due to budgetary constraints necessitated the intentionality of further incorporating HIPs in the GEP. All new courses added to the GEP must illustrate how HIPs, as defined by the AAC&U, are used to facilitate student achievement of the GEP learning outcomes. A uniform metric or rubric for HIP success to be used as part of the GEP course assessment process is still under development but being guided by the American Association of Colleges and Universities and the National Institute for Learning Outcomes Assessment’s Comprehensive Approach to Assessment of High-Impact Practices. Overall, the 2019 changes align with UWSP’s Strategic Action Plan, [Purpose Made Possible](#), by raising the expectation for high impact practices in all GEP courses. The resultant GEP is easier for students to navigate and makes the program more coherent and interconnected. This increases the program flexibility necessary to address the broadening demographics of our incoming students.

Another important change in 2019 was the elimination of the Integration Level of the GEP and placement of the former Integration-Level learning expectations, including a capstone in the major, into programmatic oversight (and not a required component of the GEP). The [2016-2017 GEP Assessment of the Integration Level](#) showed that most of the departments require their majors to complete a senior project in accordance with the high expectations of their professional fields. Capstone projects included internships, practicums, design portfolios, case studies, research projects, and professional caliber papers. In essence, this made the GEP requirement for a capstone experience redundant. Assessment of the capstone experience, given its disciplinary adherence, is best undertaken as part of programmatic, rather than, GEP assessment. Similarly, a previous GEP requirement for Communication in the Major, was deemed the purview of departments and programs rather than the GEP given the breadth of how communication is defined along disciplinary lines. A non-credit GEP requirement for an experiential learning activity, while an important HIP, was also removed since most students already satisfy this expectation through departmental capstone and internship requirements. Lastly, a separate GEP requirement for a course or program in Interdisciplinary Studies was eliminated because of the ambiguity of what defines a “discipline” and the assessment thereof, and that students fulfill nine credits of GEP coursework in [Social and Environmental Responsibility](#) that inherently include interdisciplinary perspectives.

In 2020-2021, the most-recent GEP revision removed the Oral Communication requirement in favor of dedicated coursework in Critical Thinking that includes the ability to communicate the construction of reasoning orally, visually, and/or in writing ([Common Council's Resolution](#) approved

on 1/26/2021). It is well-known that employers view critical thinking skills as a key for workforce preparedness for entry-level positions as well as for promotion and career advancement. Likewise, instructors have long recognized the importance of critical thinking in the development of high-order analytical and evaluation skills necessary for student success. UWSP's [Critical Thinking GEP](#) requirement recognizes this need, builds upon our successful Quality Initiative "[Developing and Assessing Critical Thinking](#)" at UWSP, and empowers faculty and teaching staff to focus on critical thinking instruction by providing them with a definition of critical thinking, broad enough to encompass multiple disciplines and aligned with learning outcomes informed by the [AAC&U VALUE Rubric for Critical Thinking](#). Instructors offering a course in the Critical Thinking GEP Category must complete [three one-hour workshops](#) conducted by the UWSP Critical Thinking Center. These workshops are designed to introduce instructors to the critical thinking framework adopted by UWSP, to demonstrate an evidence-based approach to critical thinking instruction, and to familiarize instructors with the information literacy resources available to their students. Instructors are also encouraged to complete a [course development chart](#) to better align course learning outcomes with the Critical Thinking GEP outcomes, draft learning activities to meet those outcomes, and consider assessment methods. Because [argument mapping](#) has been shown to generate significant gains in critical thinking skills, UWSP is supporting its adoption by making [MindMup](#) - an online program that facilitates argument mapping - available to all students and instructors by providing resources to encourage its use. The first GEP-level assessment of student success in satisfying the Critical Thinking learning outcomes will take place in 2024.

Many UWSP degree programs have also been recognized by external organizations and agencies with [discipline-specific accreditations](#). For example, sixteen different professional organizations have accredited specific baccalaureate (e.g., B.S. in Forestry by the Society of American Foresters, B.F.A. in Art by the National Association of Schools of Art and Design, and the B.S. in Paper Science and Engineering by the Accreditation Board for Engineering and Technology) and four organizations have similarly accredited graduate degree programs (e.g., M.S. in Communication Sciences and Disorders by the Council on Academic Accreditation in Audiology and Speech-Language Pathology). Our twenty graduate programs include culminating experiences, often involving writing a thesis, compiling a comprehensive portfolio, or taking a comprehensive examination, to prepare our graduates for their professional fields (e.g., Master of Science in Elementary Education).

3.B.3

UWSP works diligently to promote human and cultural diversity through curricular and co-curricular activities and professional development opportunities for our students, faculty, and the larger community. UWSP's Strategic Action Plan, [Purpose Made Possible](#), states: "We will increase our unique cross-disciplinary work to leverage (or promote) our strengths in sustainability, global awareness, and diversity, equity, and inclusion, for prospective students at all credential and continuing education levels" (p. 4).

Topics related to human and cultural diversity are examined by the GEP Humanities Category (Investigation Level) and the Social and Environmental Responsibility Level, comprising three categories: [U.S. Diversity, Global Awareness, and Environmental Responsibility](#). Multiple campus-wide discussions helped to revise the learning outcomes and the GEP expectations in support of our commitment to and appreciation of cultural and environmental awareness. For instance, the original seven learning outcomes in the Cultural and Environmental Awareness Level were replaced by nine learning outcomes, refining the emphasis not only on knowledge and skills but also on empathetic insight as students learn about diverse cultural perspectives (see current [GEP category learning outcomes](#)).

The [Center for Inclusive Teaching and Learning](#) (CITL) was established in 2016 through a collaboration between the Divisions of Student and Academic Affairs. The mission of CITL is to provide:

"...opportunities for professional and personal growth of the teaching and learning community by supporting pedagogy, instructional technology, and instructional design for all modes of instruction and has, as the central tenet of its mission, the goal of fostering a dynamic campus committed to student learning within a culture of inclusivity and diversity."

CITL continues to provide [professional trainings](#) and support for inclusivity, teaching methods, and technology use in education for instructors. In response to students' requests to improve the UWSP climate through a variety of actions, CITL launched a series of five training sessions for faculty and staff, "[Toward a More Inclusive Campus](#)." The trainings were created based on recommendations from the Diversity Council Faculty/Staff Training Working Group, discussions with students belonging to underrepresented groups, perspectives shared during public listening sessions and current best practices in the fields of educational development and inclusivity training.

3.B.4

As a regional cultural and intellectual center, UWSP provides numerous opportunities to its faculty, students, and larger community to engage in scholarship, creative work, and intellectual discovery. UWSP expects teaching excellence and continued scholarly engagement of our faculty that is consistent with our mission and status as a comprehensive teaching institution.

The number of external gifts, grants, and contracts awarded to UWSP faculty and instructional staff serves as a testimony to UWSP's commitment to continued scholarly engagement. For [Fiscal Year 2021-22](#), in Research and Public Service, Instruction and all other awards UWSP recorded \$23.2 million dollars. This amount represents \$14.9 million in federal and \$8.4 million in non-federal awards and was the highest amount reported that year among our peers - 11 total UW regional comprehensive institutions.

Annually, UWSP recognizes faculty, academic staff members, classified employees, and graduate students in their academic and professional efforts. Chapter 6 of UWSP Handbook, "[University Sponsored Awards](#)," details types of awards presented to UWSP members across campus. For instance, the Excellence in Teaching, Scholarship, and Service Award (instituted since 2014); Excellence in Teaching Award, University Scholar Award, University Service Award (since 2005), and Regents Teaching Excellence Awards are presented to outstanding faculty and academic staff members. The Academic Staff Excellence Award and Academic Staff Spirit of Community Award are presented to outstanding academic staff (category A and C). Since 1999, the College of Letters and Science (COLS) [Eugene Katz Letters and Science Distinguished Faculty Award](#) recognizes excellence in teaching, scholarship, and service over a period of years. The [Justus F. and Barbara J. Paul Faculty Award](#) supports a sabbatical for an outstanding COLS faculty member, since 2008. The UWSP Academy of Letters and Science honors faculty and students - annually awarding one continuing student and one senior from each academic department with the Academy of Letters and Science Distinguished Achievement Award (see [here](#) for 2021-22 and [here](#) for 2022-23). The [Academy of Letters and Science Community Award](#), instituted in 1985, is also presented during this event to a person who supports broad-based education in humanities, social and natural sciences, and who exemplifies community leadership.

All UWSP students who work with or have completed research with a Letters and Science faculty or

instructional academic staff member are invited to participate in the [COLS Undergraduate Research Symposium](#). Starting in 2008, the COLS Community Engagement Series features speakers, COLS faculty and staff members, who present a variety of relevant topics from their own research to serve the public good through shared knowledge and insight (see [2022-2023 topics](#)). The College of Natural Resources (CNR) also hosts the annual Jim and Katie Krause CNR Student Research Symposium. The 2023 (24th Annual) [CNR Student Research Symposium](#) featured over 100 students communicating 58 posters and 17 oral presentations. Since 2000, over 1,500 CNR students have presented research results in posters and oral presentations at this event.

Extending learning beyond the classroom via collaboration among students, faculty, and professionals, many UWSP outreach programs offer hands-on experiences, such as the [Schmeckle Reserve](#), CNR [Treehaven](#) (Wisconsin's center for integrating natural resources education, management, research, and recreation), CPS [Speech, Language and Hearing Clinic](#) (a clinical training facility for evaluation, treatment, and consultation of all ages), and [WWSP-90FM](#) (Student Radio Station). The College of Fine Arts and Communication (COFAC) is also Central Wisconsin's primary source for cultural entertainment in theatre, music, dance, visual arts, community television, and radio. COFAC faculty and students create, perform, entertain, and educate as the college regularly hosts [musical](#) and [theatrical](#) performances, visiting artists, guest speakers, [exhibits](#), and conferences.

Sources

- 2016-2017 Year 4 GEP Assessment - Integration Level
- 2020-2021-035 Common Council Resolution
- 2022-2023 Community Engagement Series
- 2022-2023 Theatre-Dance Posters
- 2023 BA Show Poster
- 2023 CNR Symposium Booklet
- AACU LEAP Critical Thinking VALUE Rubric
- AACU LEAP Essential Learning Outcomes
- Academy of Letters and Science Community Award
- Academy of Letters and Science Distinguished Achievement Award 2021-22
- Academy of Letters and Science Distinguished Achievement Award 2022-23
- Argument Mapping Mastery Learning – ThinkerAnalytix
- Choral Union Concert Choir Spring-May23
- CITL - Toward a More Inclusive Campus
- CITL Events
- COLS Eugene Katz Award
- COLS Justus and Barbara Paul Faculty Award
- COLS Symposium 2022
- CT GEP Course Development Chart
- CT GEP Workshops
- Cultivating Change - Reforming Assessment and General Education at UWSP
- Disciplinary Accreditations
- FY22 CITL Annual Report
- FY22grants-BORFinanceComm
- General Education Program
- GEP Category Learning Outcomes

- GEP Critical Thinking Learning Outcomes
- GEP Global Awareness Learning Outcomes
- GEP Overarching Outcomes
- GEP Social and Environmental Responsibility Outcomes
- MindMup Instructions
- Mission Statement - About UWSP
- Purpose Made Possible Strategic Plan
- Quality Initiative Report for UW-Stevens Point WI
- Schmeckle Reserve
- Speech Language and Hearing Clinic
- Theme 3 - Strategic Plan Tracking Year 1 Report
- Treehaven
- University Handbook - Chapter 6 - University-Sponsored Awards
- University of WI System Strategic Plan 2023-28
- WWSP 90FM

3.C - Core Component 3.C

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

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

Argument

This argument has been revised and updated since the 2019 Year-10 Comprehensive Evaluation.

3.C.1

In 2021, Chancellor Gibson articulated three [strategic imperatives](#) to support the vision of the institution: academic excellence, inclusive excellence, and enrollment growth. [Inclusive excellence](#) includes the institution's commitment to fostering a sustainable and inclusive campus community that represents its students, faculty, staff, and communities that it serves.

As a predominantly white institution with changing student, faculty, and staff demographics, it is imperative we work together in the pursuit of social justice to dismantle systems of oppression and actualize basic human rights for all. We have made progress and continue to recognize the process of working toward this goal. We continue to build collaborative advocacy across campuses and within our communities, we can dismantle bias and hate, empower marginalized voices, and intentionally shift power and privilege. Our commitment to this [progress](#) allows us to build a stronger UWSP.

Defining human diversity embraces differences inherent among all people, including (but not limited to) diversity of thoughts, ideas, economic background, abilities, education level, experiences, culture, and more. We strive to understand and acknowledge this fact and ensure we are doing everything we can to identify and lower barriers for our faculty, staff, students, and the community constituents that

we serve.

To address the need to represent human diversity, equity, and inclusion, each of our UWSP [academic colleges](#) have implemented diversity actions of their own. UWSP has included institutional resources, policies and procedures, and HR (human resource) practices to include [EDIB](#) (Equity, Diversity, Inclusion, and Belonging).

The UW System has developed and articulated specific [recruitment policies](#) to foster a workforce that is reflective of the commitment to principles of equal opportunity, non-discrimination, and diversity. The UWSP HR department also plays a significant role in the execution of the UWS policies as they relate to recruitment, retention, and training of our diverse faculty and staff. The HR processes and procedures are designed to help us sustain a workforce that reflects our various constituents. A few examples of types of HR support include:

- All search and screen committee members are required to complete the [Ethical and Equitable Search Training](#) every two years.
- Intentional efforts to advertise vacant positions in diversity journals and in the diversity section of the *Inside Higher ED* and the *Chronicle of Higher Education*, and other specific publications.
- Investment in all of our UWSP employees by encouraging them to continue their education, training, and experience so they may advance in their careers.

3.C.2

In Fall 2021, a total of [318 full-time and 94 part-time faculty and instructional academic staff](#) were employed at UWSP. Of the 318 full-time faculty, 267 or 84% were tenured or tenure track. The remaining 51 were fulltime instructional academic staff. Additionally, [86% of faculty and instructional academic staff possess a terminal degree in their discipline](#).

In fall 2021 the [student-to-faculty ratio](#) at UWSP was 20:1 and this remained unchanged in [fall 2022](#).

Faculty at UWSP are [defined](#) to include tenure and tenure-track faculty, instructional academic staff, and academic librarians. The established [teaching workload](#) is 12 contact hours each semester for faculty members and instructional academic staff.

Within UWSP, the faculty directly, or indirectly through the Common Council, as stated in the [Constitution of Common Council](#), have responsibility, subject to the chancellor's approval, for determination of curriculum, requirements for graduation, and the system of grading. Faculty and staff at UWSP are very active in shared governance - participating through membership on a [variety of standing committees and subcommittees](#). For example, in the 2022-23 academic year, approximately 300 committee and subcommittee seats within Common Council were filled by faculty and staff with another 21 populated by student representatives appointed through the Student Government Association.

The Common Council, either directly or through standing committees, is empowered to determine all undergraduate and graduate curricula of the institution and determine academic standards and requirements for graduation.

The [Academic Affairs Committee](#) (AAC) formulates and reviews policies and standards concerning the grading system, graduation honors, probation, and dismissal for undergraduate students. While

individual faculty members determine the grading scale in their own classes, the grading system is posted in their syllabi.

The [Graduate Council](#) (GC) formulates and reviews all academic policies related to graduate students and programs. The AAC and [Curriculum Committee](#) (CC) respectively review proposals for all new academic programs, including majors, emphases, concentrations, minors, graduate, and special programs. The CC also reviews all requests for deletion or suspension of academic programs.

The [General Education Committee](#) (GEC) reviews and approves proposals for curricular changes in general education. The AAC has oversight responsibility for the Associate Degree requirements. The GC and CC review and approve proposals for curricular and course changes from academic departments.

The faculty are responsible for developing procedures for faculty recruitment, consistent with applicable federal and state laws. An academic department is responsible for the hiring of instructional staff, and as part of the search and screen process, establishes required qualifications, including type of degree and tested experience criteria, for each position.

The involvement of faculty in the assessment of student learning is detailed in the response to CC 4. Faculty are expected to conduct assessment of their courses and programs, and they participate actively in college committees and assessment of the General Education Program (GEP) as reviewers of course-based portfolios as described in CC 4.B.

3.C.3

Instructors who teach courses on behalf of UWSP are required to be appropriately qualified, whenever or wherever the instruction is provided. Per UW System (UWS) guidelines, the determination of appropriate definitions and qualifications for the [faculty](#) and [instructional academic staff](#) ranks rests with the institution's faculty and chancellor. Concurrent enrollment instructors are required to possess a master's degree in the appropriate discipline and are supervised by the department of the discipline from which the concurrent enrollment course is offered. The consortial programs in which UWSP participates are with other UWS schools and are coordinated by UW-Extended Campus, so the overarching personnel guidelines remain consistent among campuses.

All instructors are required to provide official transcripts at the time of appointment. Tenured and tenure-track faculty are [required to possess a terminal degree in their discipline](#) unless alternative qualifications have been approved by the department, Faculty Council, and Common Council. Those who have completed the necessary coursework for the doctorate but who have not completed their dissertation (i.e., ABD) are hired at the rank of instructor but are limited to one year in this status. Instructional academic staff must have an advanced degree or meet [tested experience criteria](#).

In some cases, the credentialing required for faculty and instructional academic staff is determined by program-specific accreditation guidelines. Furthermore, faculty who teach UWSP graduate courses, chair a graduate student committee, serve as a member of a graduate committee, and/or supervise graduate student work must meet [criteria established by the department and approved by the GC](#).

New faculty and instructional academic staff are invited to participate in an orientation prior to the start of the fall semester. This orientation covers topics of specific interest to new instructors, including FERPA, accessing resources in the student information system, instructional technologies, course management, and syllabus construction, and it identifies resources available from the [Center](#)

[for Inclusive Teaching and Learning \(CITL\)](#).

3.C.4/3.C.5

As noted previously, [section UWS 3.02, Wis. Adm. Code](#), delegates to the faculty of each campus in the UWS the responsibility for determining procedures for the recruitment of faculty members. The search and screen process ensures that when instructors begin at UWSP they are current in their disciplines and supported in their teaching. Faculty members are hired through a search and screen committee process that includes members of the department. A [recruitment process checklist](#) outlines the committee responsibilities, as well as the roles and responsibilities of faculty and administrators in the process.

Annual review and post-tenure review processes for [faculty](#) and [instructional academic staff \(IAS\)](#) are determined at the university and departmental levels and published in departmental personnel manuals (e.g., [Department of Sociology and Social Work](#)). Faculty undergo annual reviews, with post-tenure review occurring every five years. IAS are reviewed annually as a requirement for continued employment, with permanent continuing IAS reviewed every five years.

Untenured faculty are reviewed for retention purposes per [published retention schedules](#). Tenured faculty who are eligible for promotion participate in an additional peer review. Tenure-track faculty are considered probationary for the first seven years of employment and retention decisions are made at the departmental level in consultation with the dean and the provost.

There are processes in place for instructors and administrators to follow when an individual pursues promotion to a higher rank within the faculty/IAS lines. Information is provided about materials required for promotion for both [faculty](#) and [IAS](#) and details are provided about the process and criteria by which each group is evaluated for promotion. Faculty promotion decisions are made by the department with input from the provost. Instructional academic staff promotion decisions are made by the department and the provost with input from the dean.

Policies outlined in departmental bylaws (see the Department of Sociology and Social Work example provided above) are another component of the personnel guidelines for instructors. The college deans review and approve departmental bylaws. Remaining current in the discipline and adept at teaching is a responsibility of the faculty member, and the institution provides resources to support faculty in doing so. CITL provides professional development seminars and [support \(in all modalities\) for instructional course design](#).

Additional funds to support professional development are available through a number of peer-reviewed grant programs. For example, [University Personnel Development Committee \(UPDC\) grant opportunities](#) support scholarly efforts to advance knowledge, increase skills, and improve understanding in the academic disciplines. Grant opportunities support [course innovations](#), general [professional development](#), travel to conferences, and publication of scholarly or creative works.

A complete list of grants is available on the UPDC website and instructors are informed of the opportunities regularly via notices in the Campus Announcements.

UWSP instructors are eligible for UWS grants, including the Regent Scholars, to support their professional development, and the [Wisconsin Teaching Fellows and Scholars Program](#) which supports instructors in the Scholarship of Teaching and Learning.

UWSP has also supported [sabbatical opportunities](#) by faculty to pursue an intensive study or creative endeavor in order to become more effective teachers and scholars and to enhance their services to the university.

3.C.6

Instructors are accessible for student inquiry through [office hours](#), email, the learning management system, and other electronic tools. Policies for office hours are determined by departmental bylaws. Faculty list their office hours on [their course syllabi](#). Office hours may be in person or online. Each instructor has a university email account where students may contact them. During and since the pandemic, many instructors are also available in regularly scheduled virtual office hours in addition to traditional in-person sessions.

3.C.7

Section [UWS 10.02, Wis. Adm. Code](#), directs each institution to establish a recruitment procedure for academic staff. University Personnel System policy directs recruitment procedures for university (formerly classified) staff. In all cases, recruitment procedures must adhere to [BOR policies](#) and state and federal laws to ensure [nondiscriminatory practices](#).

Staff members providing student support are also hired through a search and screen or panel process that requires input from colleagues and supervisors. Human Resources guidelines outline the process for creating a position posting. The supervisor of the hiring unit typically develops the initial job description for the posting, and through these collaborative processes arrives at a job description that meets the needs of the unit and seeks to hire an individual who is appropriately qualified and trained for working in the student support service role. Salary ranges for positions are outlined by UWS guidelines and established prior to the start of the search process. The Human Resources office are consulted with, and participate in, the hiring process for each position.

Employee performance reviews are conducted annually, and the staff member and supervisor review the position description to ensure alignment with the work undertaken by the employee. Annual employee performance reviews include plans for professional development each year agreed upon by the employee and the supervisor. Non-instructional academic staff may participate in a [career progression process](#) at specific points of their employment.

Professional staff who work with students have opportunities to pursue professional development activities. As noted previously, the UPDC Professional Development Grant application process includes a variety of activities that may be funded through this program. In addition, individual departments generally budget for professional development support of academic staff, which allows academic staff the opportunity to attend professional conferences, workshops, and specialized training.

University staff may have opportunities for professional development involving travel, depending on the needs of the department in which they work. The University Staff Council currently has a limited pool of one-time funds to support travel. Human Resources sponsors an Administrative Support Workshop at the beginning of each school year for university staff who provide clerical services to departments. Leadership from the Human Resources office and the Business Affairs Division present on current topics.

Administrative appointments, such as vice chancellors and other positions with wide campus

visibility, utilize the open [search process adopted by UWSP](#). The chancellor, in consultation with shared governance, determines which administrative positions will utilize this process. Shared governance groups nominate individuals to represent them in these search processes.

UWSP offers multiple [student services](#) (See 3.D for more details) to provide support for students, such as [tutoring](#), [medical care](#), [financial aid advising](#), or [academic advising](#). The [Division of Student Affairs](#) is committed to bringing life to and diversifying UWSP student experiences via a rich array of cocurricular activities, such as [student organizations and on-campus employment](#), [childcare](#) at the University Child Learning and Care Center (UCLCC), [athletic events](#), or [safe and educational living environments](#). The personnel in these services are appropriately qualified as they are vetted through search and screening hiring procedures. Student workers they employ are also subject to job application process (e.g., [UCLCC Student Job Application](#)). The support services appropriately train their staff and student workers via [onboarding trainings](#), [peer mentoring trainings](#), [semester-long team-building events](#), or [informational presentations](#). These units also provide professional development opportunities to their members via conference attendance, workshop participation, and unit retreats.

Overall, UWSP is committed to continuous professional development of its faculty and staff by providing financial support to all UWSP faculty, academic staff, and university staff from all three campuses (e.g., [UPDC Professional Development Grant Guidelines](#)), by reserving time and space for faculty and staff to collaborate together and share their expertise (e.g. [Annual UWSP Teaching Conference](#)), and by encouraging all its members to pursue various professional development opportunities within and outside of the institution (e.g. [The CITL Team 2022-23 Professional Activities](#) and [UWSP's Participation in the Wisconsin Teaching Fellows and Scholars Program and Faculty College](#)).

To conclude, UWSP follows robust processes and has established efficient structures to ensure that the institution hires, retains, and supports the faculty and staff needed for effective, high-quality programs, and student services.

Sources

- Academic Affairs 2022-23 Retention and Promotion Schedule
- Academic Affairs Committee
- Academic and Career Advising Center (ACAC) - UWSP
- Academic and Career Advising Center at UWSP and ACAC Trainings
- Annual UWSP Teaching Conference - CITL - January 2023
- Campus Activities and Student Engagement - UWSP
- Campus Resources for Equity Diversity and Inclusion
- Chapter UWS 10
- Chapter UWS 3
- CITL - Course Design Support
- CITL-Newsletter-February-2023 UWSP Participation in WTFS and Faculty College
- CITL-Newsletter-February-2023 UWSP Participation in WTFS and Faculty College (page number 2)
- Common Council Meeting Schedule 2022-2023
- Curriculum Committee
- Department Rules - Sociology and Social Work - Fall 2022

- Division of Student Affairs - UWSP
- EDIB Equity Diversity Inclusion Belonging
- EDIB Resources
- Equal Employment Opportunity
- Equity Diversity and Inclusion
- Ethical and Equitable Search Training
- Faculty Checklist
- Financial Aid and Veteran Services - Onboarding and Training 2023
- Financial Aid and Veteran Services - UWSP
- Financial Aid and Veteran Services Peer Mentor Training
- Financial Aid Training for Admissions
- FY22 CITL Annual Report
- FY23 CITL Annual Report
- FY23 CITL Annual Report (page number 6)
- General Education Committee
- Graduate Council
- Housing and Residence Life - UWSP
- HR Professional and Career Development Resources
- IAS Promotion Checklist
- Non-Instructional Academic Staff Performance Management
- NRES 150 02-02H-LEC Syllabus Fall 2021
- Progress in Equity Diversity and Inclusion
- Recruitment Process Checklist
- Sabbatical Procedures - 2023
- Satisfactory Academic Progress - Financial Aid Presentation 01-18-2023
- Stevens Point Athletics - Official Athletics Website - UWSP
- Strategic Imperatives
- Student Employment - University Child Learning and Care Center - UWSP
- Student Health Service - UWSP
- Student Services - Admissions and Recruitment - UWSP
- TLC Training Events - Fall 2023
- Tutoring-Learning Center (TLC) - UWSP
- Tutoring-Learning Center and End of Semester Report Spring 2023 - UWSP
- University Child Learning and Care Center - UWSP
- University Handbook Chapter 3 - Recruitment Appointment Reassignment and Resignation
- University Handbook Chapter 3 - Recruitment Appointment Reassignment and Resignation
- University Handbook Chapter 3 - Section 5 - Recruitment Committees and Selection Processes
- University Handbook Chapter 4A - Chapter UWSP 3
- University Handbook Chapter 4B - Section 3 Faculty Appointments
- University Handbook Chapter 4B - Section 3 Faculty Appointments (page number 1)
- University Handbook Chapter 4B - Section 5 - Academic Staff Appointment
- University Handbook Chapter 4B - Section 5 Academic Staff Appointments
- University Handbook Chapter 4B - Section 5 Academic Staff Appointments (page number 6)
- University Handbook Chapter 4B - Section 5 Academic Staff Tested Experience Criteria
- University Handbook Chapter 4B - Section 5 Graduate Faculty
- University Handbook Chapter 4B - Sections 3 and 5 Faculty and Acad Staff appointments
- University Handbook Chapter 4B - Sections 3 and 5 Faculty and Acad Staff appointments (page number 15)
- University Handbook Chapter 4B - Sections 3 and 5 Faculty and Acad Staff appointments

(page number 28)

- University Handbook Chapter 4D - Faculty Teaching Load
- University Handbook Chapter 5 - Section 11
- University Personnel Development Committee
- University Personnel Development Committee and Grant Opportunities
- UPDC Course Innovation Grant Application
- UPDC Professional Development Grant Application
- UPDC Professional Development Grant Guidelines
- UWS Policy 1275 - Recruitment Policies
- UWSP Colleges
- UWSP Common Data Set 2021-22.pdf
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- UWSP NCES IPEDS Data - Fall 2021
- Wisconsin Teaching Fellows and Scholars

3.D - Core Component 3.D

The institution provides support for student learning and resources for effective teaching.

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

Argument

This section has been revised relative to the 2019 Year-10 Comprehensive Evaluation. Select evidence files have been updated as appropriate.

3.D.1

UWSP actively provides [student support services](#) to both the student body as well as specific populations of students with specific needs. Support services include the Disability Resource Center (DRC), Tutoring-Learning Center (TLC), Office of International Education (OIE), Student Health Service, Counseling Center, and Diversity and College Access (DCA) (see also CC 1.A).

Since 2012, after the combining of Disability Services and Assistive Technology, the [Disability Resource Center](#) has provided accessibility, accommodation, and assistive technology services to students with disabilities. The office works individually with qualifying students to identify, design, and establish accommodations and implement tools that will aid them in acquiring equal access to their education. The DRC serves as a resource for disability-related issues, working with faculty and various offices across campus to foster inclusivity. The DRC saw steady demand between the 2019-20 and 2020-21 academic years and a modest increase in 2021-22. Caseloads remain in the mid 600s as indicated in the [2021-22 Annual report](#). The UWSP student body utilizes DRC services ranging from testing services to assistive technology to captioning and signing services. The [Leading Edge](#) program provides transition-to-college services to students with disabilities.

Established in 1973, the [Tutoring-Learning Center \(TLC\)](#) continues its excellence by offering a variety of services to support students of all academic proficiencies who want additional help with their coursework. Approximately one in three students takes advantage of TLC services. Drop-in tutoring, peer-led group study sessions, and most individual sessions are offered at no cost. Credit-bearing courses in success strategies such as time management, study skills, writing, and reading comprehension present a more structured approach.

Celebrating its 50th anniversary in Fall 2019, the [Office of International Education \(OIE\)](#) has

continually supported both inbound international students as well as outbound study abroad students. OIE advisers help approximately 100 international students navigate transitions to the U.S.A., provide support with visa and financial matters, and create a social network to assist integration with the UWSP community. Students seeking study abroad opportunities also get expert advising and support from OIE staff, including financial counseling and curricular assistance to help work programs into busy academic schedules.

Physical and mental health are supported through Student Health Service and the Counseling Center. [Student Health Service](#) is a full-service health clinic on campus, with doctors, nurses, a pharmacy, physical therapy, and nutrition services. The [Counseling Center](#) provides individual and group psychotherapy to enrolled students. They also consult with other campus staff to mediate complex situations with students and provide programming focused on mental health.

[Diversity and College Access \(DCA\)](#) works to improve the retention of and graduation rates for underrepresented students by promoting their academic and personal growth. DCA assists in the personal development of African-American, Native American, Latina/Latino/Latinx, Asian-American and Pacific Islander, and LGBTQ+ students. See the response to 1.C for a summary of the variety of programming, support groups, and retention-focused advising to support an inclusive and diverse campus.

3.D.2

Learning support and preparatory instruction to address the academic needs of our students begins with appropriate forms of testing. [UWSP Testing Services](#) offers placement tests in the areas of math and foreign language. Results are shared with advisers to counsel students into the appropriate courses for their major and ability level.

Mathematics is an area where many students struggle, but UWSP has a placement process for students to approach quantitative literacy according to their abilities and the requirements of their intended major. Each student gets three sub-scores that are used to assign a UWSP Math Placement Test Code. Advisers to these students discuss the appropriate academic plan with the student. This academic plan and the [UWSP Math Placement Test Code](#) inform each student's choice of an appropriate first math class at UWSP. At the same time, a robust set of supports for math are offered through the [Tutoring-Learning Center](#) and the [Department of Mathematical Sciences](#).

Currently, students at UWSP are placed into writing courses based on their ACT scores. Our Wausau and Marshfield campuses continue to use a multi-measure testing procedure for placement due to the developmental reading and writing needs of students. Current enrollment is down significantly from previous years. Department of English faculty are examining how to support students going forward at all the UWSP locations. Students also receive writing support through the TLC, including new reading support coursework on the Wausau and Marshfield campuses, and through writing courses within in their majors.

3.D.3

Building a strong campus-wide academic and career advising program has been a collaboration among staff, faculty, and students at UWSP. Prior to 2013, most UWSP students were advised by faculty advisers. There were pockets of professional advising on campus in the College of Professional Studies (CPS) and the College of Natural Resources (CNR). In addition, the Student Academic Advising Center (SAAC) housed professional advisers who worked with undeclared

students and students in transition between majors.

In 2013, the National Academic Advising Association (NACADA) conducted an [external review of the advising program at UWSP](#) that identified strengths and challenges of the existing advising program. Based on that review, a university wide Advising Council was formed to develop academic advising policies and procedures.

In addition, in the fall of 2015, students voted on and passed [differential tuition](#), which paid for professional advisers to staff five [Academic and Career Advising Centers](#). In Spring 2018, the Student Government Senate voted to accept a centralized advising model that housed all professional advisers in University College. The new advising model allows all new first-year students to work with a professional adviser for the first three semesters of their college career and all new transfer students for one semester before being transitioned to a faculty adviser in their major. Advisees will remain with the same adviser regardless of major during the first three semesters. Since approximately 50% of UWSP students will change majors, the goal of the new model is to provide consistency in the advising experience for students. In addition, 10 professional program specialists familiar with career-specific majors housed in the CNR and the CPS provide meaningful referral points for students needing more detailed, upper-level information about those disciplines. Finally, three career specialists work with all professional and faculty advisers to promote students' career preparation. The goal of the entire academic and career advising program is to help students find their areas of interest and passion and help them to build a solid, professional resume during the four years they are here.

Now entering its fifth year, the centralized model is working to support student success. Retention numbers for Fall 2019 were notably higher, and post-pandemic Fall 2022 [retention data](#) shows a return to these numbers. Student satisfaction with the program is also high; the 2020 [NSSE survey results](#) showed that students were 15 points more satisfied with their advising experience compared to their peers. Currently, under the umbrella of Complete College America's Purpose First guidelines, Academic Affairs is engaging in a conversation about the student advising and career journey from interest to graduation, which should improve and make more evident opportunities students have to explore career opportunities.

3.D.4

UWSP's 400-acre campus features 35 buildings that house classrooms, laboratories, performance spaces, residences, student services, and administrative offices. With over 400,000 square feet of [space specifically dedicated to instruction](#), students and instructors have access to a wide variety of facilities to meet their teaching and learning needs.

Technological Infrastructure

[UWSP Information Technology's \(IT's\) mission](#) is to provide the highest quality technology-based services in a cost-effective manner, be a leader in customer service, and establish services, systems, and solutions based on best practices and industry standards. Its vision is to help students, faculty, and staff transform the way they learn, teach, and work through their use of technology, and to have all members of the university community be able to use technology to achieve their goals without assistance, whenever and wherever they wish.

Achieving this mission statement is a continuing challenge, but our focus on teaching and learning remains a cornerstone of our efforts. Students today come with enhanced expectations with regards to

technology, and demand support options that help solve their issues or let them perform better in the classroom. Instructors, as well, have similar demands, with the additions of desiring state-of-art technology in their classrooms and software to use in class.

To support these efforts, UWSP Information Technology provides:

- more than 3,900 workstations for personal use and 1,380 workstations inside computer labs for general or curriculum-specific use (both Windows and Apple);
- standard audiovisual equipment in 216 classrooms, seminar rooms, and private labs;
- a checkout program consisting of 60 laptops, plus cameras, microphones, and other equipment;
- support for the Learning Management System - CANVAS;
- an online cloud-based set of software and services to facilitate sharing and collaboration (Office 365, OneDrive, Teams);
- wireless coverage in all academic and administrative buildings, with the student residence halls containing one access point for every two rooms to ensure maximum coverage and speed, and [several outdoor areas have wireless coverage](#);
- an internet-accessible remote computer lab containing most curriculum-specific software and available from any device at any time;
- subscriptions to an online video library of courses taught by industry experts in software, creative, and business skills for all faculty, staff, and students to learn software and other technical skills (Lynda/LinkedIn Learning);
- video conferencing software for both distance learning classes and person-to-person communication;
- email and security groups automatically populated with instructor and class memberships; and
- individual trainings on software (working with the [Tech Tutors program](#), a partnership with the TLC).

In addition, direct assistance on questions or issues can be resolved at the IT Service Desk whether in person, over the telephone, or email. The IT Service Desk is first response for all issues, and handles an average of [4,000 requests each semester](#). One of the biggest complaints we receive from students and faculty is that the IT Service Desk doesn't have enough coverage during afterhours or weekends. To meet this request, and considering the need for assistance to be available during nontraditional hours, we are investigating extending services to meet this demand with additional personnel rather than an online answering system.

Over the last two years, Information Technology (along with many other departments) worked hard to meet the challenges students and instructors faced with remote learning. Specifically, we added the following to our infrastructure:

- Our Virtual Remote Computer Lab was doubled in size to 80 virtual machines so students could use university software from their homes.
- We purchased software to manage remote access to all existing Windows and Macintosh computer lab desktops. This increased our remote desktop capacity for students an additional 400 desktops.
- We purchased laptops for instructors to replace desktop-based PCs so they could pivot to teaching from home should they need to.
- We increased the student laptop checkout pool to over 90 brand-new laptops.
- Deployed multi-factor authentication (MFA) to all remote services to increase security.
- We strengthened integrations between video conferencing solutions (Zoom, Microsoft Teams) and Office 365 to make it easier for fully online courses to be taught.

- We upgraded audio components in many classrooms with microphone arrays so remote participants could hear their fellow students throughout the classroom.
- Video Conferencing and Distance Learning classrooms were expanded and upgraded across all three campuses.
- Implemented DocuSign (and training sessions) to allow for business processes to occur in a completely remote environment.
- Purchased Office 365 A5 licenses to offer more security to our online services.

University Library

The UW-Stevens Point library facilitates access to information via Search@UW, a discovery tool that provides simple, one-stop searching for books and e-books, videos, articles, digital media, and more. The library subscribes to more than 100,000 print and online periodicals, primarily peer-reviewed journals. Additionally, the library subscribes to more than 200 research databases including multidisciplinary databases such as "Academic Search Ultimate" and "Web of Knowledge," and subject-specific databases such as "Psychinfo," "Business One," "ERIC," "CINAHL," and more. Students can obtain items from any of the libraries of the 26 UWS campuses, in addition to any of the 2.3 billion items found in WorldCat. Articles may also be obtained via the interlibrary loan request system. The library employs ten librarians who provide [more than 350 classroom sessions and workshops annually](#). The reference desk is staffed 37 hours per week during the semester. Students can contact reference librarians in person, by phone, chat, text, or through email, and individual research consultations are available by appointment. The librarians also produce customized online tutorials and research guides for individual courses and, to date, the library has created 155 research guides covering almost all subject areas. The library provides a variety of spaces, from quiet individual to collaborative group areas, to foster student learning and engagement.

Center for Inclusive Teaching and Learning (CITL)

The Center for Inclusive Teaching and Learning (CITL) was established in 2016 and welcomed Dr. Lindsay Bernhagen as its first permanent director in January of 2017. The [plan for CITL](#) was developed by faculty and administrators with the idea that it would be a comprehensive professional development center with inclusive excellence as the core of all of its work. CITL differed from an earlier incarnation of a UWSP teaching center, which had been given fewer resources and a narrower scope. This earlier center was disbanded in the face of budget limitations in the early 2000s.

CITL is unique and innovative in two ways. First, the establishment of CITL represents an intentional initiative to more fully integrate inclusivity into the teaching mission. Second, the founding of the CITL has purposefully broadened the audience beyond faculty to intentionally include academic and university staff. CITL's goals have been to enhance the use of inclusive, evidence-based, student-centered pedagogy at UWSP. Additionally, CITL has, among other things, the following in its regular array of program offerings:

- a [five-part course design institute](#) that engages participants in the backward design process supported by research on how students learn and how to create inclusive learning experiences
- [online course development grants](#) that require regular consultation with CITL staff as well as adherence to Quality Matters standards
- multipart, interactive ["Toward a More Inclusive Campus"](#) training that is delivered face-to-face to individual departments/units by CITL staff
- an [annual teaching conference](#) featuring pedagogical innovation from UWSP instructors as well as one-off events featuring experts in college teaching

- [book groups](#) on inclusivity
- annual [learning communities](#) on student-centered pedagogy and teaching with technology

Additional resources have been added over the last two years to support instructors in online learning.

- [Course Design Shorts](#) that provide faculty one-on-one coaching as they work through the backward course design process over the course of 6 weeks. This replaces the Course Design Institutes to provide maximum flexibility for instructors.
- [Online course- and program-development grants](#) that require regular consultation with CITL staff as well as adherence to a detailed set of best practices in online teaching and learning.
- Asynchronous training for faculty and instructors on the following topics: [promoting transfer student success](#) and [leadership skills](#)
- Topical workshops and talks featuring internal and external inclusivity experts
- Growing bank of [teaching support](#) resources available online, including a syllabus template for online and face-to-face courses and a downloadable online course template that reflects best practice

Performance Spaces

UWSP is home to [several performance spaces](#). The main Jenkins Theatre seats 377 and features an orchestra lift, 40-line counterweight rigging system, and 2,640 square feet of stage space. A smaller Studio Theatre seats 150 in 2,400 square feet and also has a portable rigging and lighting system. The Michelsen Hall auditorium with a seating capacity of 349 hosts music events, with additional musical performances held in NFAC 221 at 150 seats. Smaller venues exist in the Dreyfus University Center for student-led performances and visiting performers. In addition, the Noel Fine Arts Center is home to music, theatre, and dance rehearsal spaces, design studios, costume, prop and scene shops, and other supporting educational spaces.

Clinical Practice Sites

Multiple programs utilize clinical practice sites for their programs. Some of these sites are managed by UWSP directly, and others are in partnership with local and regional entities.

In the Professional Education Program (PEP), all undergraduate students in teaching majors complete at least 100 hours of field experiences prior to student teaching. These are arranged by the [Office of Field Experiences](#) in the School of Education. PEP offers students the flexibility to complete field experiences throughout Wisconsin, as well as in other states (e.g., Alaska) and countries. Locally, field experiences are part of a constellation of long-standing, multilateral partnerships with school districts and youth-serving organizations. Overall, PEP faculty and students work closely and extensively with PK12 practitioners, including field experiences, volunteering, tutoring, mentoring, student jobs, and more.

Undergraduate students majoring in Communication Sciences and Disorders complete a semester of clinical practicum in the on-campus [Speech, Language and Hearing Clinic](#) under the supervision of licensed and certified speech-language pathologists. Graduate students in the master's program in Speech-Language Pathology and Clinical Doctorate of Audiology program prepare for professional practice each semester. The School of Communication Sciences and Disorders partners with school districts, hospitals, private practice clinics, skilled nursing facilities, and birth-to-three agencies to provide the graduate students with a range of clinical experiences to meet the standards set by the

Council on Academic Accreditation in Audiology and Speech-Language Pathology.

In Clinical Laboratory Science, students study and work full-time in hospital laboratories for 6, 9, or 12 months. Students gain competencies necessary to perform the full range of clinical laboratory tests in areas such as clinical chemistry, hematology, immunology, transfusion medicine, microbiology, urine and body fluid analysis, and laboratory operations. UWSP currently collaborates with [32 different hospital affiliates](#) at more than 45 locations throughout the state of Wisconsin, and UWSP is one of only three universities in Wisconsin that holds accreditation in Medical Laboratory Science by the National Accrediting Agency for Clinical Laboratory Sciences.

Athletic training students are given opportunities for didactic and clinical experiences, both within the university and with preceptors throughout the area. Preceptors are certified athletic trainers or other health care workers such as physicians, physical therapists, physician assistants, and nurses, working in high school, university, clinic, hospital, and professional medical settings.

The new [Doctorate in Physical Therapy \(DPT\)](#) has built specialized classrooms to support the unique didactic and clinical nature of their program. 7400 square feet of specialized classroom and practice spaces have been developed in the Science building, including spaces for low fidelity simulation, general musculoskeletal rehabilitation, and neurophysiological rehabilitation. Clinical placements of this program are not yet underway, but the program has already built relationships with local clinicians to support student progression through the program.

CNR operates three field stations available for teaching and research: Treehaven (about one hour north of campus near Tomahawk, Wisconsin), Central Wisconsin Environmental Station (CWES), and Schmeeckle Reserve. [Treehaven](#) is the cornerstone location for the CNR summer field experience (SFE), with 1,400 acres of wild lands replete with hiking trails, cross country skiing, and snowshoe trails, and a multitude of different natural habitat types. Its student-faculty research, [public](#) or [school](#) programs support effective teaching and learning within and beyond UWSP. The [Central Wisconsin Environmental Station \(CWES\)](#) is a 200-acre teaching and learning center located 17 miles east of Stevens Point on Sunset Lake. CWES has three full-time employees and multiple affiliated staff including graduate assistants, maintenance staff, and kitchen support. [Schmeeckle Reserve](#) is a 280-acre conservancy area that is a part of the UWSP campus, featuring over five miles of trails, a 24-acre lake, and a large diversity of habitat and wildlife, which offers a variety of educational events ([Fall 2018 Brochure](#)). The UWSP Main Library hosts extensive archives in the [Archives & Area Research Center](#) for additional learning and teaching experiences in humanities and natural sciences. The [Museum of Natural History](#) is now located in the Science Building.

3.D.5

UWSP provides support for students in three areas for the effective use of research and information resources. Faculty in [foundation-level general education courses](#) ensure students are supporting ideas with evidence in both written and oral communication courses. These outcomes are revisited explicitly in the capstone and communication in the major general education requirements.

The University Library also provides guidance to students in the effective use of research and information resources through services, resources, and facilities:

- Online research guides are developed to instruct students how to conduct research in specific disciplines, how to avoid plagiarism, provide copyright assistance, and other frequent research needs.

- Course-specific resources, online tutorials, and popular library resources are embedded into the course management system to assist students beginning research.
- Librarians work one-on-one with students at the reference desk to assist students at the point of need. The reference desk is staffed 45 hours per week and students can ask questions in person or via phone, chat, text, email, or schedule an in-depth research consultation.
- The library offers a one-credit information literacy course each semester. This course serves as an introduction to the library's resources and development of information literacy skills through innovative methods designed to support college-level research and lifelong learning.
- Librarians teach more than 350 classroom sessions each year reaching more than 4,000 students. Librarians work with instructors to tailor sessions to the specific needs of the class assignment. In many sessions, an online research guide is developed to supplement these sessions.

Finally, students and faculty are assisted with academic misconduct concerns through the [Dean of Students](#) office. The dean of students works with students within the academic misconduct process, while providing tools to faculty for following UWS policy properly. The dean of students also conducts workshops, provides one-on-one support, and distributes resources to assist students in managing their academic and college life concerns. For instance, its [Center for Prevention](#) helps students understand how the issues of substance abuse and interpersonal violence affect academic, social, emotional, and physical wellbeing.

Sources

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- CITL Grants
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3.S - Criterion 3 - Summary

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

Summary

In and out of the classroom, UWSP provides quality educational experiences for our students to meet their academic, professional, and personal goals. By enabling student achievement and intellectual development, we provide a valuable resource for the Central Wisconsin community and economy.

Sources

There are no sources.

4 - Teaching and Learning: Evaluation and Improvement

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

4.A - Core Component 4.A

The institution ensures the quality of its educational offerings.

1. The institution maintains a practice of regular program reviews and acts upon the findings.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that ensure the quality of the credit it accepts in transfer.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It ensures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
6. The institution evaluates the success of its graduates. The institution ensures that the credentials it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission.

Argument

The argument below has been substantially revised and updated relative to the 2019 Year-10 Comprehensive Evaluation.

4.A.1

Subsequent to the 2018-19 academic year (and the comprehensive review) the institution collaboratively engaged shared governance in complete overhauls of the program review and discontinuance processes. These overhauls included the creation and approval of a new and independent policy for [program discontinuance](#) and a revised [process for program review](#). The formal program discontinuance process is the governance-approved process that would be followed if there is disagreement between the sponsoring unit (faculty) and the dean and/or provost on a proposal to discontinue a program. Since the creation of this policy in 2019, no programs – at any level – have been proposed for discontinuance where there have been disagreements among stakeholders and whereby the policy and process would be invoked. A single program, the Master of Science in

Teaching [suspended new admissions](#) into the program in March of 2022 in preparation for future planned discontinuance. This decision was arrived at through faculty discussions that resulted in the faculty of the sponsoring unit requesting suspension and with subsequent agreement by the deans and provost.

As described above, while a novel program discontinuance policy was created since the last comprehensive evaluation, the program review process was also substantially revised during the 2021-22 and 2023-23 academic years to focus on program opportunities for continuous improvement.

The revised program review process shortened the review cycle from 10 years to a [five-year cycle](#). Reviews are managed by the Program Review Subcommittee of the Academic Affairs Committee – as described in the [University Handbook \(Chapter 7, Section 3\)](#).

"The effective evaluation of student learning within academic programs should provide the foundation for decision making within a sponsoring unit, serving to identify strengths and challenges, inform requests for additional resources (such as FTE positions; classroom, lab space, and other facilities; library material, or computing equipment), and guide planning efforts. Consequently, the process of program review builds upon the on-going assessment of student learning through the program assessment process described in Section 2 of this handbook chapter."

(As defined in this handbook section, for the purpose of this review process, “program” is defined as an academic degree program for which a specific Classification of Instructional Programs (CIP) code and major code is recorded in the UW System program array inventory.)

As noted above, the review process focuses on opportunities for continuous program improvement. Specifically, in addition to the shortening of the cycle of review from a 10-year to a five-year cycle, the [template for the program self-study](#) was significantly revised. The revised self-study template includes specific prompts for the sponsoring unit to address related to how the program contributes to the institutional mission, how its curriculum incorporates diverse perspectives and applies discipline-specific best practices in teaching and learning, and how the results of assessment of student learning have been used to inform curricular decisions since the last review. This was an intentional and significant step forward in integrating our results from the assessment of student learning into our program review process to facilitate continuous improvement through curricular reflection and modifications. Finally, sponsoring units are also prompted to provide information on student advising and success as well as information on faculty and facilities for the program. The Office of Institutional Research and Effectiveness provides [Annual Department Program Review Reports \(ADPR\)](#) of comprehensive data on several metrics including number of students enrolled in the program, retention rates, FTE of instructional faculty, and student credit hour totals for academic units.

The revised self-study template was piloted with [reviews of the B.S. in Biology and the B.A./B.S. in Philosophy programs](#) during the 2020-21 academic year. Program reviews for these two programs were completed successfully while providing additional input on the format of the self-study template. During the 2021-22 academic year, 14 total degree programs (at both undergraduate and graduate levels) were reviewed in the College of Professional Studies. Reviews were completed on [seven baccalaureate programs](#) and [one graduate program](#) in the Sentry School of Business and Economics. During this same year, reviews were completed on [four undergraduate and two graduate programs](#) in the School of Education. As indicated on the [program review cycle schedule](#), during the

2022-23 academic year, the Program Review Subcommittee completed the reviews of programs in the College of Letters and Science School of Behavioral and Social Science, School of Biology, Chemistry, and Biochemistry, and School of Mathematics, Computing, Physics and Astronomy. The subcommittee is still finalizing rubric scores and communicating summary report feedback to sponsoring units for comment for the programs reviewed this recent academic year. The self-studies and draft summary reports for this most recent year are available for review upon request.

In addition to the institutionally mandated review process described above, many of our academic programs are subject to evaluation to ensure that they adhere to or exceed the standards articulated by [discipline-specific accrediting organizations](#). In accordance with state law, all programs within the [School of Education are accredited by the Department of Public Instruction](#).

4.A.2

Credit-bearing courses offered at UWSP are reviewed and approved as described in Section 3.A.1 of this document.

Policies and procedures are in place to award credit through a variety of [alternative credit opportunities](#), including advanced placement, college-level examination, [credit for military service](#), and [early college credit programs](#), as well as through the International Baccalaureate. [Retroactive credit](#) and [credit-by-exam](#) are available in some programs, including General Education Program courses (GEP). [Credit for prior learning policies](#) have recently been revised at the [UW System](#) and at UW-Stevens Point. In all cases, our policies and procedures are designed to ensure that credit awarded reflects student learning and is consistent with credit earned within our curriculum.

4.A.3

UWSP adheres to the [UWS transfer policy](#), making our practices and policies available to our students in the [Course Catalog](#). Credit is generally awarded from another accredited institution if the grade earned is a D or higher. All institutions in the UW System (including UWSP) and all WI Technical Colleges recently renewed (in 2021) an agreement that identified courses with guaranteed transfer equivalency between the two systems and these are published in the [Universal Credit Transfer Agreement \(UCTA\)](#). Course equivalences not specified in the UCTA are determined by the admissions office, utilizing Transferology (a transfer-equivalency program), program [transfer guides](#), [articulation agreements](#), and consulting with heads of academic units as needed.

As part of the UW-Stevens Point strategic plan - [Purpose Made Possible](#) - Theme 2: Expanding Opportunities for Student Success, the university is strategically expanding transfer initiatives. Programs are creating additional transfer articulation agreements and ensuring that system-level transfer tools like Transferology are kept up to date. UW-Stevens Point is also a participant in a Howard Hughes Medical Institute grant sponsored by UW-Madison's WiScience office that is creating clearer transfer pathways for STEM-intended technical college liberal arts students. The goal of the grant is to improve faculty development around transfer student success, rethink transfer student onboarding, and create program pathways enabling transfers to start as juniors if they complete an associate degree. These efforts have elevated conversations about transfer student success on campus, leading to peer-advisor training, faculty development, and a full transfer admissions process review.

4.A.4

Students are not permitted to register for a course for which they do not have the [prerequisites](#) unless [special permission](#) is granted.

Course rigor is established by the procedure for introducing and assessing courses, as discussed in 3.A. and 4.B. Expectations for student learning are set by the academic program that delivers the curriculum and vetted through program assessment as described in 4.A.1. above. [General Education Program learning outcomes](#), course approvals, and assessment are managed by the General Education Committee (GEC) (see 3.A.2).

All students have access to learning resources, including our [learning management system](#) (Canvas), the [University Libraries](#), the [Tutoring Learning Center](#), the [Academic and Career Advising Center](#), the [Disability Resource Center](#), and the [University Store and Text Rental](#).

As part of our commitment to provide the best possible instruction to our students, all new faculty and instructional staff must meet the minimum qualifications described in our handbook and are subject to regular evaluation. In some cases, departments have developed additional tested experience criteria and these are published in the *University Handbook* ([Chapter 4B, Sections 3 and 5](#)).

High school students pursuing [early college credit](#) take regular college classes taught by our instructors on our campus or through our regular distance education offerings. As such, our early college credit program ensures that our offerings to high school students are equivalent to our higher education curricula.

Our dual credit offerings remain [modest](#). We have only recently engaged in dedicated outreach for this type of instruction. Our engagement in this endeavor is the result of our 2018 integration with our two additional locations in Wausau and Marshfield. These campuses (as part of the former UW Colleges institution) have a long history of offering dual (UW instructor teaching course to high school students) and concurrent (credentialed high-school teacher approved to teach high school students for college credit) enrollment options. In all cases, the instructors and courses have been vetted by our corresponding academic department and at the college and university (provost) levels.

4.A.5

Several programs at UWSP are [accredited by external organizations](#). Many of these programs relate directly to our strengths in areas within our [select mission](#), including the performing arts, business, engineering (chemical and paper science), forestry, health sciences, and social work to name a few. The Doctor of Physical Therapy program is the newest program for which we are a candidate for accreditation. UWSP continues to seek additional accreditations as appropriate to maintain program quality and competitive student outcomes.

4.A.6

Our [Academic and Career Advising Center](#) facilitates regular follow-up surveys of graduates that track both employment rates across academic programs and the rates at which graduates pursue further schooling. The Graduation Outcomes Survey has recently been revised to address both program-level accreditation data requirements and the process of linking responses to other internal data for more fine-grained assessment of student outcomes. A [dashboard](#) illustrating various key graduation outcomes has been developed by the Office of Institutional Research and Effectiveness. Additionally, a conversation among numerous university stakeholders led to the development of an [MOU](#) so departments are clear on the shared roles and responsibilities in the process. Further

conversations are ongoing about identifying and capturing student career experiences during their time at the university.

In addition to these centralized data gathering efforts and as noted in 4.A.1, all departments are expected to address the success of their graduates as a topic of reflection in the revised [self-study template](#) that is used in the regular process of program review. A further conversation is needed on how we gather and use additional data both for accredited and non-accredited programs. A university-wide conversation on our data infrastructure, sharing, and use is continuing.

Several of our programs, including (not exhaustive) [Athletic Training](#), [Audiology](#), [Clinical Laboratory Science](#), [Education](#), and [Speech-Language Pathology](#) prepare students for licensure or certification exams, the results of which provide an additional level of accountability.

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4.B - Core Component 4.B

The institution engages in ongoing assessment of student learning as part of its commitment to the educational outcomes of its students.

1. The institution has effective processes for assessment of student learning and for achievement of learning goals in academic and cocurricular offerings.
2. The institution uses the information gained from assessment to improve student learning.
3. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty, instructional and other relevant staff members.

Argument

The argument below has been revised and updated since the 2019 Year-10 Comprehensive Evaluation.

The assessment of student learning at UWSP is steadily evolving in the spirit of continuous improvement. The University Handbook details our updated process for assessment of student learning within both department-level academic programs ([Chapter 7, Section 2](#)) and general education program ([Chapter 7, Section 6, p.5](#)). The structure of the General Education Program (GEP) was revised in 2018-2020 based on the assessment results collected in 2011-2018, budgetary cuts, and program further restructuring (See 3.B for more information). The [new GEP diagram](#) of the three levels and twelve categories and the list of the [updated learning outcomes](#) for all categories are available on the [GEP website](#). The assessment schedules and current materials are available on the main websites for the [Assessment of Student Learning](#) and [General Education Program Assessment](#). The review of undergraduate program assessment reports is under the purview of the Assessment Subcommittee, while reviewing of the graduate program assessment reports is under the purview of the Graduate Council. The GEP assessment process is under the purview of the General Education Committee (GEC). The Assessment Coordinator provides guidance and support for these committees' assessment needs.

Undergraduate and Graduate Program Assessment

In response to the recommendations made by the HLC in its final report for Year-10 Comprehensive Evaluation and during the campus visit in March 2019, three major areas of improvement have been identified and implemented. Firstly, the program learning outcomes are now easily accessible and available to both students and the general public, as they are listed in the UWSP catalog (e.g., [Accounting, BS](#)). Secondly, graduate program learning outcomes have been developed for all of the university's graduate programs (e.g., [Natural Resources, MNR](#)) and their assessment follows the [2019-2024 Graduate Program Assessment Plan](#). Finally, the university has made strides to ensure regular assessment by switching to an annual submission process for graduate and undergraduate programs: "The 2019-2020 academic year was the first in our transition from 5-year assessment reports of all program learning outcomes (PLOs) to annual assessment reports of a single outcome" ([2019-2020 Program Assessment Meta-Assessment Report, p.1](#)). The [cover sheet developed in 2019](#)

served as the assessment report shell and review rubric. It served as the prototype for our current in-home assessment management system (AMS) templates - [Annual Program Assessment Report](#) and [Program Assessment Feedback & Review](#). The [2021-2022 Meta-assessment report](#) on program assessment also features the updated feedback emails sent by the platform to the programs ([p. 6](#)).

All these improvements resulted in positive changes. For instance, the [2020-2021 meta-assessment report](#) indicates that all the undergraduate programs, which were required to submit annual program assessment reports (59) submitted their reports (59) and all the non-collaborative graduate programs were requested to submit a 5-year assessment plan (11) submitted their plans (11). This was a substantial improvement in comparison to previous years because we achieved the submission compliance rate of 100% for the first time since 2011. Detailed explanations about previous submission rates are in the [2020-2021 Program Assessment Meta-Assessment Report, p. 3](#). Thanks to the annual submission process, programs continue to refine their understanding of what it means to collect assessment results on a regular basis, interpret them, and use them for decision-making for curricular, instructional, or assessment purposes. Therefore, this process enables programs to demonstrate improvement more effectively and close the assessment loop in the future as the programs have more assessment results to compare and evaluate. In addition, in the first two years of the annual submission process, it became evident that programs needed more professional development on setting benchmarks for expectations of student learning and performance. To help faculty understand better the assessment process at UWSP, in summer of 2021, the Assessment Coordinator in collaboration with the [Center for Inclusive Teaching and Learning \(CITL\)](#) created an [assessment training course in Canvas](#). This self-paced course represents a 2-4-hour-commitment and explains the assessment process at UWSP, delineates how to align programs or courses with learning outcomes, describes which types of learning activities allow students to demonstrate their attainment of the learning outcomes while scaffolding their learning; and helps instructors and/ or program assessment representatives to see how to close the assessment loop and pinpoint areas of future improvements for student learning and performance. In addition to this course, every year there are regular professional development workshops at the beginning of each semester to facilitate programs' submission compliance but also increase faculty's familiarity with the process. All the supporting materials can be found in our repository Canvas course – [Program Assessment at UWSP](#) or on the main website for the [Assessment of Student Learning](#). For instance, the [Assessment Workshop on 08/30/2022](#) shows how we conduct professional development to remind faculty why we do assessment, to explain the meta-assessment results and takeaways from the previous year, to demonstrate the progress achieved on our in-home assessment management system, to revisit the parts of an annual assessment report, and to pinpoint how to get assistance and find resources to help with program assessment process.

Technical Support for Program Assessment and COVID-19

When the COVID pandemic interrupted our institution's *modus operandi* in March 2020, we did not postpone our assessment practices, however we had to pivot to conduct our business via Zoom and finance it more sustainably. At the end of Spring 2020, the three-year contract with Campus Labs, our assessment management system, expired. To respond to the budgetary needs of the institution, we switched back to the use of available software applications such as Excel and Acrobat, while pursuing the development of our own in-house assessment management system from Summer 2020. Inspired by the example of Kansas State University Assessment Dashboard presented at one of the sessions during the 2018 HLC Conference, the Assessment Coordinator began to work closely with UWSP IT application developers to create a similar system in Microsoft Teams with SharePoint and Power BI. Phase One began in Fall of 2021 when we developed submission platforms for program assessment

([Microsoft Teams – Program Assessment at UWSP](#)). Phase Two began in Spring 2022 for program assessment when a reviewing platform was developed and vetted by the Assessment Subcommittee. Phase Three began in late Spring 2022 when a reporting platform was created to communicate the Assessment Subcommittee’s feedback to the programs. The reporting platform was fully developed and implemented in summer of 2022. Phase Four began in Fall 2022 for conceptualization of internal assessment dashboard to be used by the Assessment Subcommittee and Assessment Coordinator, and we plan to finish it in Fall 2023. The final phase, Phase Five, is designed to create an external assessment dashboard for the public and scheduled for next year, 2023-2024. Gradual conceptualization and design of the assessment platforms by the Assessment Coordinator with the IT application developer while the Assessment Subcommittee vets each platform allows us to create a product that is tailored to our campus’ needs and assures faculty buy-in.

General Education Program Assessment

The GEP assessment process continues to honor our reflective and collaborative approach to assessment by asking instructors teaching GEP-designated courses to submit course portfolios explaining the alignment of their courses to their General Education category learning outcomes, providing assessment results of student learning for all GEP learning outcomes (LOs), reflecting on these results, providing samples of student work, and describing a plan for addressing the results to impact and improve student learning (See [“Course-Based Measurements”](#)).

In 2018-2019, we began the second round of assessment cycle of our General Education Program. Based on the previous assessment cycle results and difficulties experienced of evaluating over 120 course portfolios in the Investigation level, the GEC revised submission schedule, which can be found on the [General Education Program Assessment](#) website and in our repository Canvas course – [GEP Assessment at UWSP](#). For every level, the instructors receive a course portfolio template, similar to the [2022-2023 GEP Assessment Course Portfolio Template](#), a revised review rubric such as the [2020-2021 FLC Feedback Rubric in Excel](#), and a revised feedback report such as the [2020-2021 FLC Feedback Report in Excel](#).

2018-2019 was dedicated to [Round II, Year 1](#) - GEP Assessment of Foundation Level. In 2019-2020, we assessed [Round II, Year 2](#) - GEP Assessment of Investigation Level – Part I: Natural Sciences [NSC] and Social Sciences [SS] Categories. The second part of the Investigation Level took place in 2020-2021 as [Round II, Year 3](#) - GEP Assessment of Investigation Level – Part II: Arts [ART], Historical Perspectives [HP], and Humanities [HU] Categories. In 2021-2022, we conducted [Round II, Year 4](#) - GEP Assessment of Double-Category Courses. This year, 2022-2023, is dedicated to Round II, Year 5 - GEP Assessment of Social and Environmental Responsibility Level: U.S. Diversity [USD], Global Awareness [GA], and Environmental Responsibility [ER] Categories. During the 2022 HLC Conference, our campus presented lessons learned from the changes of the GEP structure and assessment practices, entitled [“Evolution of a Sustainable General Education Curriculum.”](#)

UWSP restructuring changes and a feeling of burn-out during and post-COVID had a direct effect on the Faculty Learning Communities, which were responsible for reviewing GEP course portfolios. This volunteer-based system became unsustainable. Furthermore, as more GEP courses have been mandated to submit their portfolios for assessment, the need for a more comprehensive review process became necessary. The revised review process now includes courses taught in both semesters, rather than just those taught in the Fall. This change has necessitated an alternative approach to reviewing portfolios to ensure that all courses are being held to the same standards and are providing quality education for students. The GEC developed new policy and procedures to involve assistant

deans of each school to designate faculty members to serve on Peer Assessment Workgroups or PAWs (See “[The General Education Assessment Process](#)”). Approved by the Common Council on 5/18/2022, these changes were implemented in Fall 2022, as the first GEP Peer Assessment Workgroup (PAW) reviewed the course portfolios of double-category courses, collected in 2021-2022 (See [Round II, Year 4](#) Report).

Technical Support for GEP Assessment and COVID-19

Simultaneously to the development of the submission and reviewing platforms for program assessment, the Assessment Coordinator and IT developers created submission and reviewing platforms for the GEP Assessment in Microsoft Teams. The GEP course portfolio templates and FLC review rubrics became the prototypes for the [GEP Assessment Course Portfolio – AMS Template](#) and [GEP Assessment Feedback & Review – AMS Template](#). The submission platform was implemented and revised based on the instructors’ feedback in 2021-2022. The review platform was implemented and revised as the GEP PAW reviewers conducted their evaluations in Fall 2022. In 2023-2024, we plan to create a GEP Assessment Dashboard, similar to the program assessment dashboard.

Increased Collaboration with CITL for Program and GEP Assessments

The second round of the GEP Assessment as well as our program assessment process have been supported by an increased collaboration with instructional designers from our [Center for Inclusive Teaching and Learning](#) (CITL). Workshops and resources such as “Annual Program Assessment to Improve Student Success” ([2020 CITL January Teaching Conference](#)), [CITL Workshop on Alignment for GEP Assessment](#) in May 2021, the Fall 2021 [GEP Assessment - Spirit of Learning Outcomes](#) Workshop, and the [GEP Course Portfolio Checklist](#) created in Spring 2022 are evidence of the institution's iterative approach toward continuous improvement in assessment of student learning.

Assessment of the Associate Degree Programs

The assessment process of the Associate Degree Programs has been thoughtfully revised since 2018-2019. As the merger of UW-Stevens Point with UW-Marathon County and UW-Marshfield took place, it was paramount to take time to effectively integrate courses and general education program requirements, update catalogs, realign course designations, and review the depth requirements to follow the UW-System Associate Degree Standards on all three campuses. The revision of the program learning outcomes for the associate degree programs was the first step in this process resulting in the updated PLOs being listed in the [integrated course catalog](#). The [2020-2025 AAS Assessment Plan](#) outlined how and when each breadth category would be assessed. In Spring 2021, the collection of course portfolios began. The participating instructors received the [2020-2021 ADPA Course Portfolio Template](#) and were invited to participate in professional development workshops to complete their assessment. The review of the course portfolios is under the purview of the Associate Degree Subcommittee (ADS) of the Academic Affairs Committee and was scheduled for Spring 2023. The same collection process was followed in Spring 2022 for the next set of degree designators, but the definitions and learning outcomes of three of these “add-on” designators were revised to make them more assessable. For two of these, the revised wording was essentially identical to that of similar bachelor’s degree designators. During Fall 2022, the ADS began soliciting and collecting data aimed at overall assessment of the associate degrees, including student experiences in point-to-point classes, number of students completing each type of associate degree, retention of associate degree recipients at UWSP for bachelor’s degree programs, and more. As the assessment dashboards for the undergraduate and graduate programs become fully implemented, a similar platform will be created in 2024-2025 for the assessment of the associate degree programs, thus

making the submission and review processes less time and effort consuming.

Shared Leadership in Assessment

UWSP is committed to further cultivating the culture of assessment on campus through shared leadership. By facilitating faculty buy-in and cooperation among faculty, IT support, and administration, UWSP is able to create a safe and effective environment for assessment. Vera Klekovkina, Assessment Coordinator, and Kyle Bennett, Software Developer, have been working diligently to develop our in-house AMS to provide faculty and staff with the tools and resources they need to assess student success. During the 2023 HLC Conference, they presented a session entitled "[The Power of Inspiration: Assessment Leadership Across Institutions](#)," to demonstrate how the example of Kansas State University's Assessment Dashboard inspired our AMS and share our experience with other institutions. After the presentation, several institutions, such as Oakland University, have already contacted UWSP to adopt our experience to their assessment needs.

Student Affairs Assessment

UWSP has effective processes for assessment of student learning and for achievement of learning goals in our cocurricular offerings. The [main page](#) of the Division of Student Affairs' website lists the [student learning outcomes](#) as well as [the formats of annual reports](#) and the composition of the [assessment team](#) that facilitates and evaluates cocurricular assessment practices.

The Student Affairs Assessment reporting in 2019 included nine departments (Athletics, Childcare, Counseling Center, Diversity and College Access, Dean of Students Office, Dining and Summer Conferences, Residential Living, Student Health Service, University Centers) completing student learning and program service assessment reports. This was the norm before COVID. During COVID one department (University Centers) continued to collect student learning data but didn't complete a formal report on their student employees and student management staff. The rest of the Student Affairs departments did not collect data or complete reporting since their services were either moved to virtual formats or they had no capacity to complete this process. In 2021-2022, four departments ([Athletics](#), [Housing and Residential Living](#), [UCLCC – Childcare](#), and [the University Centers](#)) and one unit ([CASE](#)) were again reporting student learning assessment data. All nine departments resumed program service data reporting since 2022-2023 in an Annual Report format. The annual program service reports are attached to the Student Affairs website under each department (See [University Centers'](#) or [Athletics'](#) websites).

Although the cocurricular assessment shows positive results in all nine departments, the example of CASE merits special recognition. Since 2016, a software platform was initially purchased to provide an online organizational tool for student organizations. Upon implementation this software platform was named the Stevens Point Involvement Network or [S.P.I.N.](#) Additionally, since its adoption, the SPIN program has evolved to also promote and track attendance at campus events, track volunteer services hours, compile a cocurricular record, and provide a module to structure on-campus events. The UWSP strategic plan in its first year determined that a goal was to see an increase in SPIN usage by 15% as we came out of COVID, and students were back on campus. The [CASE 2021-2022 Annual Report](#) demonstrates the results of their Student Organization Success (SOS) plan which resulted in a SPIN usage increase of 573% in Fall 2021 and an increase of 101% for Spring 2022. As the SPIN graph indicates ([p. 6](#)), student engagement, as represented by SPIN usage, has continued to stay at this higher level since the SOS plan was put into place. This is a reassuring demonstration of deep student engagement after COVID. Student employment also confirms thriving student engagement on campus, since UWSP had 2,160 students employed across the campus and within the

University Centers we employed 197 (9.1%) of those students in the 2021-2022 academic year.

As the University Centers' Mission states, UWSP cocurricular offerings promote student success by "implementing transformational learning experiences, providing essential services to the campus, and creating inclusive and unique environments where students can feel at home, connect, and grow" ([University Centers](#)).

To conclude, positive strides have been accomplished in all areas of the assessment of student learning on the undergraduate and graduate program levels, in the General Education and Associate Degree Programs, as well as in our diverse cocurricular offerings.

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4.C - Core Component 4.C

The institution pursues educational improvement through goals and strategies that improve retention, persistence and completion rates in its degree and certificate programs.

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

Argument

This argument consists of the Year-10 Assurance Argument (unedited and immediately below) and a section that covers updates on activities since the 2019 Year-10 Comprehensive Evaluation.

Unedited Year-10 Assurance Argument

Since 2002, all University of Wisconsin System (UWS) institutions have been accountable to the Board of Regents for improved quality, efficiency, and student success as measured by retention rates, graduation rates, credits to degree, and time to degree. These [“Progress and Completion” metrics](#) are published on the [UWS Accountability Dashboard](#). Beyond accountability, UWSP sees improvement of these rates as a mission-critical activity because our intended student outcomes require completion of a specific curriculum. We also see our retention and completion work as an ethical practice. As a regional provider we have set our admission standards to offer broad access and opportunity to students. In this era of debt-financed higher education, access without success can leave students worse off.

Data Collection and Management

The Office of Institutional Research and Effectiveness (OIRE) follows IPEDS definitions in establishing its official cohort retention and completion rates as required by the UWSA Office of Policy and Research and in compliance with federal reporting policy.

The Enrollment Planning Unit uses student-level data from the official preliminary census reports provided by OIRE, activity data from enrollment offices, and survey data to understand the dynamics of each cohort and identify opportunities for improvements.

All student data is collected, managed, and analyzed in alignment with UWSP's [Sensitive Data Protection initiative](#) and the [Association for Institutional Research's Code of Ethics and Professional Practice](#).

Conceptual Framework for Institutional Action

One of the many compelling observations by Vincent Tinto in his book *Completing College: Rethinking Institutional Action* (2012), was the tendency of colleges and universities – individual institutions as well as system administrations – to launch retention and completion initiatives first and figure out the underlying strategy later:

"Despite years of effort, institutions have yet to develop a coherent framework to guide their thinking about which actions matter most and how they should be organized and successfully implemented. Too often, institutions invest in a laundry list of actions, one disconnected from another. The result is an uncoordinated patchwork of actions whose sum impact on student retention is less than it could or should be." (p. 5)

This is a fair description of the state of affairs at UWSP until recent efforts to begin to conceptualize the retention program and articulate roles and responsibilities. This document, "[Conceptual Framework for Undergraduate Retention](#)," is a work in progress. Articulating this framework and using it to generate ideas for new initiatives and evaluate those already implemented are the responsibilities of the members of the [First-Year Retention Steering Committee](#) and the members of the [Degree Completion Steering Committee](#), which are advisory to three administrators – the Associate Provost for Enrollment Management, the Dean of University College, and the Vice Chancellor for Student Affairs – who have a shared responsibility and accountability for university retention and degree completion.

Degree Completion

In fall 2018, [the provost set the goal for degree completion](#):

"Without making any significant changes to current admission standards, increase UW-Stevens Point's four-year graduation rates to 50% for the 2023 entering baccalaureate freshman cohorts on the main and branch campuses with zero equity gaps when those outcomes are disaggregated by income, race, and ethnicity."

It is a change of practice for the institution to set a degree completion goal instead of setting a first-year student retention goal. This is not to say that cohort progression metrics to the sophomore, junior, and senior years will not be closely monitored, because they will. But a focus on first-year student retention, like the pursuit of many short-term metrics, can lead to overlooked opportunities to achieve the long-term goal.

The provost's goal is very ambitious. [In the last 10 years, the four-year graduation rates averaged 27.5%](#). The current four-year rate (fall 2013 cohort) is 34.4% and the [equity gaps](#) based on race and ethnicity were 12.1%.

Two degree completion projects are being evaluated as potential frameworks for UWSP's activities: The Lumina Foundation's "Stronger Nation" talent development project, which in Wisconsin is known as the ["60Forward" initiative](#), and the [Complete College America's six-prong degree completion strategy](#). Both of these projects have a strong commitment to reducing equity gaps for

what Lumina calls “[today’s student](#),” “low-income, racial and ethnic minorities, working adults, and first generation students.”

Our institutional attainment goal is envisioned to be part of a larger regional attainment project that the university is leading in alignment with its vision as a “new kind of regional university.” While central and northern Wisconsin have relatively high percentages of high school completion, post-secondary completion is almost half that, and baccalaureate completion half of that again. To improve these outcomes, UWSP proposed in December that the [Central Wisconsin Higher Education Alliance](#) explore a regional completion project aimed at addressing talent gaps in the region.

Retention

UWSP’s [retention rates in the last 10 years](#) have averaged 77.5% and have been on a downward trend since 2011. In fall 2018, the Enrollment Planning Unit undertook a [historical analysis](#) of first-year student retention rates to understand the dynamics of our retention rates. The analysis suggested that the recession had led to the high rates, peaking in 2011, and that as the recession ended, our retention rates declined to a level that would be expected based on our admission standards. One of the goals of the analysis was to propose a retention objective that was ambitious, but reasonable in light of our students’ characteristics. This objective was set at 75.7%, with a special focus on reducing equity gaps.

Investments

Significant investments have been made by the U.S. Department of Education and the UWS in improving UWSP's retention and degree-completion rates. The first investment was a [\\$1.8 million, five-year Title III grant](#) that concluded in September 2018. The grant focused on implementation of high-impact academic support services: supplemental instruction, intrusive academic advising, targeted career services and a conditional admit retention program aimed at improving the success of higher-risk students. A UWS investment, currently in the initial stages of implementation, is the acquisition of the [EAB Student Success Management System](#) technology. This state-of-the-art advising, early alert, and mobile notification system will accelerate the impact of student success activities that have been established in recent years in enrollment management, University College, and student affairs units.

2023 Updates

As noted in the Year-10 argument above, all University of Wisconsin System (UWS) institutions continue to be accountable to the Board of Regents for a broad range of outcomes and metrics. These continue to be published in an [accountability dashboard](#) that displays measures such as access, student progress and completion, institutional efficiency, undergraduate experience, and student affordability among others. Broader accountability dashboard measures include system institution impact on economic development and data related to faculty and staff demographics and workload. The system accountability dashboard is populated with data that is uploaded by us to the [Office of Policy Analysis and Research \(OPAR\)](#) and is also used to support [interactive reports](#) as well as links to IPEDS data and the [Central Data Request manual](#) with data definitions, data submission schedules, and other resources.

Beyond accountability, UWSP views improvement of retention and completion rates as a mission-

critical activity while also viewing our retention and completion work as an ethical practice. As a regional provider we have set our admission standards to offer broad access and opportunity to students while designing an ecosystem of support and engagement practices to support their persistence. Key to achieving these goals is the development of robust information gathering and data sharing with campus stakeholders. We have performed focused studies through the Office of Institutional Research on target populations, as well as used the analytics in [EAB Navigate](#) to gain insights and areas for action. The data reporting is not specifically new since the period of last review – but it is now accessible through [institutional dashboards and interactive-report pages](#) that report data on access & enrollment ([overall enrollment profile](#), [first time in college enrollment](#), [retention and persistence](#)) and success & outcomes ([general 4, 5, and 6-year graduation rates](#) and [rates by student demographic](#), [total degrees awarded by year](#), and [degrees awarded by program](#)).

Theme 3 of our strategic plan - *Purpose Made Possible* Theme 3: Enhance the Student Experience partially centers on retaining students through prioritizing high-impact practices and delivering vibrant yet tailored student services. [The strategies within the plan](#) include mapping and supporting high impact practices through the disciplines, actively addressing curricular barriers that inhibit student progression, addressing policy and practice barriers, and creating cross-divisional programs to create broad-based student support. Further, Theme 3 focuses on equity, diversity and inclusion outcomes, including a focused group on addressing root causes of lower retention rates for underrepresented students. [Action teams](#) are currently addressing these strategies, whether through task-forces or the working groups of the [Retention Steering Committee](#).

The university has also prioritized resources for a [Director of Student Retention](#), hired in February 2022, with an explicit focus on directing strategic planning, services, programming, staff management, and budget planning to promote student retention and persistence. The director is currently developing a university-wide retention framework with a broad group of stakeholders. This framework will create a shared understanding of outcomes and actions that support retention for each year of a student's journey at the university. This framework is expected to be fully complete in fall 2023 and updated through a cycle of continuous improvement thereafter. While the framework will support retention in general, the chancellor has charged the creation of [retention goals for schools within the degree-granting colleges](#), key engagement areas such as athletics and residential students, and for groups with lower retention rates such as commuters, first-generation students, and underrepresented minorities. This retention framework will support university-wide ownership of student retention through the lens of a shared understanding of best practices and actionable strategies.

Finally, in spring of 2023, as part of a UW System institution cohort, the university was invited to participate in the [Complete College America – Intermediaries for Scale Institutional Transformation Initiative](#). While UWSP is excited to participate in this initiative [for several reasons](#), a primary reason is the desire to use this initiative to directly implement the strategic plan goal of increasing student retention. Specifically, the institution seeks to improve retention of students of color and low-income students to the same level as white and medium-to-high-income peers. The effort will create a shared understanding of student success and implement policy/practice/structure changes to achieve them across academic affairs, business affairs, enrollment management, and student affairs units. This project will connect definitions, student data, and existing Retention Steering Committee recommendations to the newly constructed university retention framework. Through the expertise provided by CCA gaps between data, framework, and the student experience will be examined, leading to quality improvement initiatives guided by the strategic plan. The structure of this project will expand the necessary leadership of the institutional change-management process to put these

recommendations into practice. The university looks forward to working on this ambitious project and updating our stakeholders and HLC colleagues on our achievements during the next review period.

Sources

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- CCA Intermediaries for Scale Overview
- CDR Manual Overview
- Central Wisconsin Higher Education Alliance
- Code of Ethics and Professional Practice - Association for Institutional Research
- Complete College America - UWSP Application.pdf
- Complete College America Six Strategies
- Conceptual Framework for Retention and Degree Completion
- Director of Student Retention Position Description
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- Lumina today's-student-infographic
- Membership of Degree Completion Steering Committee 2018-19
- Membership of First-Year Retention Steering Committee 2018-19
- OIRE 4 and 6 Year Graduation Rates by Student Demographic Group
- OIRE 4 and 6 Year Graduation Rates Overall
- OIRE Degrees Awarded in an Academic Year
- OIRE Enrollment Profile
- OIRE First Time in College Enrollment
- OIRE Institutional Data Dashboard Overview Page
- OIRE Retention and Persistence by Student Group
- OIRE Total Degrees Awarded by Year
- OPAR Educational Reports and Statistics
- OPAR Interactive Reports
- Provost charge to degree completion steering committee November 2018
- Retention and Graduation Rates 87-2016
- Retention Schools and Colleges February 2023 update
- Retention Steering and Ad Hoc Working Group Membership 22-23
- Retention Working Group Charges 2022-23
- Sensitivity Data Protection Initiative - Information Security
- Theme 3 - Strategic Plan Tracking Year 1 Report
- Title III Annual Report
- UWS Accountability Dashboard
- UWS Accountability Dashboard - Progress and Completion

4.S - Criterion 4 - Summary

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

Summary

We have processes and policies in place to effectively evaluate teaching and learning in courses, degree programs, and support services. Historically, these assessments and reviews have largely aimed to ensure achievement of satisfactory standards rather than finding ways to take action for improvement. Our recent revision of the program review process and improvements we have made in assessment of student learning demonstrate our intentional focus on continuous improvement. In both the measurement of student learning and program review processes faculty and sponsoring units are empowered to focus on what changes should be made to improve student learning and achievement of program outcomes.

Sources

There are no sources.

5 - Institutional Effectiveness, Resources and Planning

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

5.A - Core Component 5.A

Through its administrative structures and collaborative processes, the institution's leadership demonstrates that it is effective and enables the institution to fulfill its mission.

1. Shared governance at the institution engages its internal constituencies—including its governing board, administration, faculty, staff and students—through planning, policies and procedures.
2. The institution's administration uses data to reach informed decisions in the best interests of the institution and its constituents.
3. The institution's administration ensures that faculty and, when appropriate, staff and students are involved in setting academic requirements, policy and processes through effective collaborative structures.

Argument

This argument has been revised and updated since the 2019 Year-10 Comprehensive Evaluation.

5.A.1

As noted in CC 2.C, the governing board for UWSP is the University of Wisconsin System (UWS) [Board of Regents \(BOR\)](#). The BOR has [standing committees](#) with specific charges as outlined in the [BOR bylaws](#). The list of standing committees includes the membership of each committee, and the Board Bylaws establish the duties and responsibilities for each committee. The standing committees review and discuss specific agendas at each BOR meeting and bring matters before the full BOR for consideration and adoption when necessary or as required for matters of consent from the full BOR. BOR meetings are live-streamed and the proceedings (excepting closed sessions) are archived on the website. BOR [meeting materials and minutes](#) are also posted on the website.

Each UW institution in the system hosts a BOR meeting every three to six years, and the host institution typically provides a longer update to the BOR on current successes and opportunities. UWSP last hosted the BOR in [April of 2022](#). In 2022, UWSP presented an update on the Capital building projects, economic engagement activities and financial alignment of strategic priorities. Each time our institution presents a new academic program for approval by the BOR, it presents an opportunity for our institution to articulate and confirm the relationship between the new program and our [select mission](#).

UWSP also provides annual accountability reports to the BOR and Legislature as described in CC 2.B.

5.A.2

In 2022, the university administered several qualitative surveys that have provided a deeper understanding of our undergraduate students as they enter the university ([Entering Student Survey](#)) and experience their first semester of college (New Student Survey). In addition to these surveys, a comprehensive [Withdrawal Survey](#) was also conducted to gain a more nuanced understanding of why undergraduate students are stopping out or leaving the institution. The data from these surveys is already being used to inform the work of the Retention Steering Committee. For example:

- A working group that is addressing the persistence of under-resourced (URM) students is using the data from these surveys to identify issues in need of closer examination (through focus groups and follow-up assessment), as we prepare a set of recommendations for how to best support students of color on our campus throughout their time at the university.
- We are piloting an early intervention effort through the administration of a New Student Survey. First-semester students who indicate serious concerns around particular issues (academic, financial, psychosocial, mental/physical health) are being contacted through a campaign that shares advice, support, and connection to campus resources. Students with multiple areas of concern are being brought to the attention of the Dean of Students Office as “students of concern”, which prompts direct outreach by professional staff.
- A campus-wide team has been formed to develop a university-wide retention framework and will center its work around what we are learning about our students’ goals and expectations as they begin college, their behavior and engagement in their first year, and their concerns and challenges that are impacting academic and personal success.
- Data from the Withdrawal Survey will help us better understand the issues that lead to students interrupting their studies or leaving the university, which will directly inform the development of recommendations for retention efforts that focus on our first-year students, commuter students, and first-generation students.

Planning for the academic array is a combined decision-making process informed by both institutional leadership who have information about national, regional, and local trends, and the Colleges and Schools who have regional and local expertise on program need.

An example of this process in practice is the creation of the Doctor of Physical Therapy (DPT) program in the College of Professional Studies (CPS). Because there were no DPT programs serving the northern two-thirds of the state, CPS engaged with a physical therapy educational consultant to complete a needs assessment exploring whether commitment of resources for expansion made sense for the students (enrollment), the region (workforce needs) and the campus (mission alignment, financial viability, institutional resources). The needs assessment examined the national employment market, regional employment market, and local health care needs using data from varied sources. The [needs assessment report](#), completed in December 2018, identified that:

1. The employment market for physical therapists was very strong, with a demonstrated regional/local need that would offer employment options to graduates.
2. The community was supportive of the growth of this professional education and would provide educational resources to support this growth.
3. The university had access to resources necessary to support program growth prior to student enrollment.

4. The mission/vision of the program as developed by the local community was a fit for the unique mission of UWSP.

Based on this data, permission was secured to begin the DPT program, and it enrolled its first cohort of students in June 2022 with an anticipated graduation of December 2024.

In 2019 UWSP integrated the offices of Admissions, Financial Aid, and Marketing and Communications to align resources in support of institutional enrollment goals. The core of the effort was the creation of a market research unit that uses predictive modeling together with internal and external data to guide allocation of resources, identification of new markets, and expansion of academic programs in partnership with Academic Affairs. The enrollment research team distributes regular reports to institution stakeholders to define marketing and enrollment strategies, analyze return on investment of strategies, and guide budget planning and decision-making. Examples of how Marketing and Enrollment uses data to define strategies include:

- Analyzing jobs data, competitor activity, and internal trends as part of the institutional [Program Growth Initiative](#) in partnership with the Division of Academic Affairs.
- Weighting of prospective student interest to focus recruitment efforts, increase yield, and identify best fit prospective students.
- Reviewing weekly funnel reports that benchmark key enrollment indicators to determine where to focus efforts.
- Analyzing the return-on-investment of name buys, marketing campaigns, and campus visits to align strategies with resources.
- Using student financial data to offer financial aid packages that meet student needs.

5.A.3

UW-Stevens Point is led by Dr. Thomas Gibson, who became the chancellor in January of 2021. The [chancellor's executive team](#) is composed of the Vice Chancellors for Academic Affairs (Provost), Business Affairs, Student Affairs, and University Advancement; and the Executive Director for University Communications & Marketing. UWSP faculty and staff participate in institutional shared governance through the [Common Council](#) with its component [Academic Staff Council](#), [Faculty Council](#), and [University Staff Council](#), and students through the [Student Government Association \(SGA\)](#).

Members of the UWSP community are apprised in various ways of their ability to participate in shared governance processes. For faculty, the Teaching, Scholarship, and Service document outlines different examples of service activities in which department members may participate, and participating in shared governance is an example of service activity articulated within the document. As described in the [Constitution of the Common Council](#), and the sections on membership diversification rules, some governance positions are appointed and others elected. Individuals represented by the University Staff Council, Academic Staff Council, Faculty Council, Common Council in whole, and SGA receive email invitations to participate in elections, nominate themselves or colleagues for committees, participate in search and screen committees and open forums for administrative candidates, and also receive notifications of committee activities through the Message of the Day (MOD). Each of the committees listed below are critical in the establishment of academic requirements, policy, and processes:

Academic Staff Council: The Academic Staff Council (ASC) represents general professional academic support staff. The committee diversification includes representation from

instructional and non-instructional academic staff, students, faculty, and university staff. This committee advises the chancellor on all policies and procedures adopted by the university, as related to personnel rules. This committee includes subcommittees related to awards, staff mediation, and salary.

University Staff Council: The University Staff Council (USC) represents members of the university staff. All members are university staff members and representatives from the Wausau and Marshfield locations are included. There is one student appointee. This committee advises the chancellor on all policies and procedures adopted by the university, as related to personnel rules and staff welfare. This committee includes subcommittees related to awards and programming, grievance, and salary.

Faculty Council: The Faculty Council (FC) represents faculty. The committee diversification includes representatives from all colleges, an instructional academic staff member, a member appointed by the provost, and a student. The council recommends policies pertaining to unclassified personnel recruitment, appointment, retention, promotion, tenure, and salary. This committee includes subcommittees related to mediation, salary, sabbaticals, and awards.

Student Government Association: The governance body of the Student Government Association (SGA) is the Student Senate, a representative body for students, which includes all students enrolled at the UWSP main campus and represents the student perspective in the shared governance structure. Campuses at Wausau and Marshfield retain separate Student Senates that are each populated by students enrolled at the respective locations. It is important to emphasize the intentionally-integrated structure of shared governance at UWSP. Students appointed by the SGA to respective standing committees of the Common Council (e.g., Academic Staff Council, Academic Affairs Committee, General Education Committee) are voting members and full participants on these committees.

State of the University Address

Prior to the beginning of each fall semester, the chancellor delivers an annual State of the University address ([2020](#), [2021](#), [2022-23](#)) for the UWSP community. The fall 2022 address was postponed to January 2023 to accommodate the Inauguration ceremony for Chancellor Gibson, which was held in September 2022. At the chancellor's discretion, additional open forums are commonly scheduled each semester.

Governance groups have been highly engaged as UWSP deals with our current challenges, balancing the values of timely action with due diligence. A recent initiative was to address campus issues related to workload and burnout. This was initiated by a working group outside of governance, and governance approved the proposal for the study and has been an engaged partner with campus administration as the results of the study have been used to shape improved processes on our campuses. This study involved institutional-wide focus groups with all employee categories, an analysis of the data, and development of the [Workload Study Results and Recommendations: Final Report](#). Campus administration facilitated a workshop with leadership to devise strategies to address the themes identified in the study. These strategies have been implemented by administration and shared governance leaders collectively. In fall of 2022, shared governance and campus administration facilitated an open forum to discuss with faculty and staff the strategies that are being implemented and listen to further feedback regarding workload and burnout. As a result of these efforts, a governance working group is currently analyzing structure, scope, and processes of Common Council to determine if restructuring would improve efficiencies, reduce workload, and

create more positive opportunities for engagement of faculty and staff.

Through the university's shared governance structure, administration, faculty, staff and students participate in setting academic requirements, policies, and processes. There are four standing committees of the Common Council that are charged with oversight of curriculum and academic policy: [Academic Affairs Committee \(AAC\)](#), [Curriculum Committee \(CuC\)](#), [General Education Committee \(GEC\)](#), and [Graduate Council \(GC\)](#). The chairs of the AAC, CuC, and GC are elected by eligible voter classes from across the institution. The chair of the GEC is chosen from among the elected GEC members. Each committee has representation from the faculty, staff, students, and administration as outlined in the Constitution of the Common Council, and each committee meets on a regular basis during the academic year while classes are in session.

Sources

- 2020 State of the University Address
- 2021 State of the University Address
- 2022.4.8 Regent Meeting.UWSP
- 2022-2023_Shared-Governance_meeting-schedules
- 2022-23 Academic Staff Council Roster
- 2022-23 Faculty Council Roster
- 2022-23 University Staff Council Roster
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- Academic Affairs Committee
- Board of Regents - University of Wisconsin System
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- BOR-BYLAWS
- Constitution_of_the_Common Council
- Curriculum Committee
- DPT Needs Assessment 2020.6
- Entering Student Survey Executive Summary - Fall 2022
- Executive Office org chartJanuary2023
- General Education Committee
- Graduate Council
- Meeting Materials _ Board of Regents
- SGA Organizational Chart
- UW Comprehensive Institutions and Stevens Point Select Mission Statements
- UWSP Executive Organizational Chart.pdf
- UWSP Program Growth Initiative
- Withdrawal Survey Executive Summary - Spring 23
- Workload Results and Recommendations Report Final 20220425

5.B - Core Component 5.B

The institution's resource base supports its educational offerings and its plans for maintaining and strengthening their quality in the future.

1. The institution has qualified and trained operational staff and infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The goals incorporated into the mission and any related statements are realistic in light of the institution's organization, resources and opportunities.
3. The institution has a well-developed process in place for budgeting and for monitoring its finances.
4. The institution's fiscal allocations ensure that its educational purposes are achieved.

Argument

The following section represents the institution's update on activities related to 5.B since the submission of the Interim Report in May 2021.

When the [2021 Interim Report](#) on finances, strategic planning, enrollment, and operational efficiencies was submitted, the institution was in the final stages of an \$8 million budget reduction plan for the main campus. In fiscal year 2022 which began July 1, 2021, the institution completed the last phase of the three-year [reduction plan](#). Also in fiscal year 2022, the institution began a multi-year plan to [reduce the base operating budgets on our two additional locations in Wausau and Marshfield](#) by \$1.5 million to better align those budgets since declines in enrollment and revenue generation had occurred in recent years. Reductions on the Wausau and Marshfield locations totaling \$1.1 million were implemented in fiscal years 2022 and 2023, with additional budget reduction plans being developed for fiscal year 2024. In addition to the continued alignment of operating budgets to anticipated revenues, units also reallocated \$1.2 million base budget from all three locations to support the annual \$2 million UW System Common Systems Information Technology Assessment. A [summary of this financial reduction](#) and reallocation plan outlines the progress made.

While financial alignment was occurring, efforts to increase enrollments were also underway. Incoming class sizes at the main campus have rebounded and stabilized since the Fall of 2018. The success of these coordinated financial and enrollment strategies is evidenced by the [annual summary of finances for FY19-23](#). While financial improvements have been made since the budget reduction plans were implemented, work continues to increase enrollment levels through both recruitment and retention efforts so that institutional finances continue to strengthen. This work aligns with one of Chancellor Gibson's [three strategic imperatives](#) – increased growth and enrollment embodied within the institution's strategic plan - *Purpose Made Possible*.

Institutional leadership continually assesses the institution's overall financial health in various ways, one of which is the annual [Composite Financial Index \(CFI\)](#). At the time of our 2021 Interim Report, the institution's CFI was 1.7 per statements and 2.26 excluding General Accounting Standards Board (GASB) 68 and 75, which suggested an approach to "re-engineer the institution." From fiscal year 2020 to fiscal year 2021, the institution's CFI further improved to 5.13 per statements and 4.65

excluding GASB 68 & 75. These recent scores suggest the institution consider “direct[ing] institutional resources to allow transformation” and lead into “focus[ing] resources to compete in future state.” The CFI includes both campus and UWSP Foundation financial information. With that in mind, there has been increased communication and alignment of institutional and Foundation strategic direction in recent years. While discussed more fully in section 5.C, the institutional Chief Business Officer and Vice Chancellor for University Advancement are the executive co-sponsors of the financially-focused strategic plan theme, which helps ensure that Foundation resources and strategies are directed more cohesively toward assisting institutional goals and priorities. Having clarity regarding priorities is essential for effective planning and budgeting and provides the campus community with transparency into the budget decisions and values underlying budgetary decisions.

As the improvement in the institutional CFI suggested a shift in strategy to begin directing institutional resources to allow transformation, one of the ways campus leadership is moving the institution in this direction is through the development of a campus Strategic Investment Fund (SIF). In fiscal year 2018, campus leaders approved two annual funding sources to be directed to a new SIF to begin establishing a revenue stream that would eventually generate enough funds to support one-time campus strategic priorities. As graduate cost-recovery and Continuing Education Collaborative programs have grown, and institutional interest earnings have rebounded post-COVID, the SIF has also experienced revenue growth. While interest earnings are not a sustainable revenue source, they do help augment the main source of SIF resources, which is a campus revenue share from the graduate cost-recovery and Continuing Education Collaborative program revenues. This revenue share will continue to grow as the academic [Program Growth Initiative](#) (discussed more fully below) is implemented and accelerates academic program growth. Because of this, campus leadership is now ready to develop a framework for the SIF, which would include an annual process to determine the amount available to distribute as well as the processes for both submitting and prioritizing proposals. This work has been identified as an objective to accomplish in next year’s strategic plan implementation phase.

The Office of Financial Planning & Budget has also developed more tools for campus leadership to better understand the state of current year finances across institutional divisions and units. [Quarterly budget-to-actuals reports](#) are now provided to each division. Beginning with quarter two each fiscal year, divisions are required to explain any major deviations from the original budget plan. This helps ensure that such deviations have been planned and accounted for, as well as highlight any unplanned deviations. Another [new report](#) developed is one that summarizes the variations in current year plans from the original budget to the fall current year forecast, the spring current year forecast, and the final actual revenues and expenditures for the fiscal year for each institutional division. This is a valuable tool for division leaders to evaluate their planning at various points each fiscal year to determine both the accuracy of current year planning and forecasting efforts.

As mentioned above, increased enrollment and improved fiscal viability is just one of Chancellor Gibson’s strategic imperatives. Another imperative is the continued enhancement of academic success. To support both increased enrollment and enhanced student success, the institution is introducing new academic programs as well as expanding access to existing programs. A number of new academic programs have recently been developed, including the Doctor of Physical Therapy (DPT) which saw its first cohort begin in summer of 2022. Additionally, conversion of the existing [Master’s in Music Education \(MME\) program to service-based](#) (i.e., market-based) pricing and the cost-recovery budgeting framework was recently approved and will begin in fall of 2023. At the Wausau and Marshfield locations, a collaborative program in Engineering with UW-Platteville was implemented at Wausau, the School of Education has expanded offerings at Marshfield, and the C2

Makerspace for hands-on learning was also expanded to Marshfield. Last spring, then-Interim Provost Loy and Chief Marketing Officer Poole developed the academic [Program Growth Initiative](#), which was approved by campus leadership. The goal of the Program Growth Initiative is to develop both strategy and infrastructure to support contemporary academic programs that students want, and expand access to these programs. This effort involves numerous campus partners including the Office of Academic Affairs, University College and Center for Inclusive Teaching and Learning (CITL), Information Technology, the deans and faculty, and the Marketing and Enrollment unit. As possible, new academic programs are identified; these programs will be prioritized and will proceed through the new program development cycle to start-up. As programs are implemented and revenue is earned, resources will be directed to both the instructional and support service units that work together to sustain these programs.

During this fiscal year, the institution utilized one-time Higher Education Emergency Relief Fund (HEERF) resources to improve and expand classroom technology for distance education instruction to not only assist students and faculty with the transition to distance education but continue to support students who prefer this form of learning. The university is currently finalizing a search for an Associate Vice Chancellor who will be leading the growth initiative on campus to start new programs, especially distance education programs. As discussed in the [2021 Interim Report](#) in more detail, the activity-based academic budgeting model has been developed and continues to be used to guide decision-making regarding reallocation among academic divisions. Additionally, the [curriculum planning tool](#), developed by the Office of Academic Affairs, continues to help the deans and associate deans plan curriculum efficiently and effectively. By using this tool, academic departments have been able to analyze longer-term revenues and expenses to gain efficiencies in their multi-year course scheduling and therefore, better utilize their available budget.

Recent years and months have brought further challenges for the institution. In addition to the financial and operational impacts caused by COVID-19, the effects of the pandemic continue, with greater employment turnover and difficulty recruiting individuals in an environment where remote work has greatly expanded the competitive landscape for workforce and salary. Moreover, the campus leadership team has welcomed many new individuals since 2020 due to a combination of retirements and resignations. However, even with having to navigate all this additional uncertainty and with a leadership team that was in transition, the institution accomplished several outcomes in Year One of *Purpose Made Possible*, [particularly on Theme 1 \(pages 2-4\)](#) - aligning our finances to our activities and mission. This work will continue in Year Two which began July 1, 2023.

Sources

- 3-Year Reduction Plan
- Budget_Forecasts_Actuals
- FY19-FY23 Finances
- FY22-24 Budget Reduction Reallocation
- NACUBO Scale for Charting CFI Performance
- Purpose Made Possible - Year-1 Outcomes
- Purpose Made Possible - Year-1 Outcomes (page number 2)
- Purpose Made Possible Strategic Plan
- Qtr 2 Budget to Actuals
- Sample Department Planning Tool
- Strategic Imperatives - Chancellor Thomas Gibson

- UWSP MME Service Based Pricing Proposal Narrative
- UWSP Program Growth Initiative
- UW-Stevens Point 2021 Interim Report
- Wausau and Marshfield Locations - Enrollment - 10-20

5.C - Core Component 5.C

The institution engages in systematic and integrated planning and improvement.

1. The institution allocates its resources in alignment with its mission and priorities, including, as applicable, its comprehensive research enterprise, associated institutes and affiliated centers.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
4. The institution plans on the basis of a sound understanding of its current capacity, including fluctuations in the institution's sources of revenue and enrollment.
5. Institutional planning anticipates evolving external factors, such as technology advancements, demographic shifts, globalization, the economy and state support.
6. The institution implements its plans to systematically improve its operations and student outcomes.

Argument

The section below is a Year-4 update on this criterion. It particularly includes information on activities the institution has engaged in *since* the May 2021 Interim Report.

Our [select mission](#) which is fully discussed within Criterion 1 of this document, the most recent version of the campus strategic plan [Purpose Made Possible](#), and Chancellor Gibson's [strategic imperatives](#) to focus on academic excellence, inclusive excellence, and enrollment growth together are what guides the strategic direction of the institution.

While the detailed progress to-date regarding strategic planning and implementation was provided at the time of our [2021 Interim Report](#), a brief history of strategic planning efforts is as follows. Common Council and the previous chancellor had approved the *Purpose Made Possible* strategic plan in spring of 2020. [Five themes had been initially identified](#) in the strategic plan and, guided by the institution's Integrated Planning and Advisory Council (IPAC), potential goals, outcomes, strategies, and metrics were developed during the fall of 2020. When Chancellor Gibson began his tenure at UWSP in January 2021, *Purpose Made Possible* was further refined to incorporate the Chancellor's [three strategic imperatives](#) of growing enrollment, enhancing academic excellence, and expanding equity, diversity, and inclusivity initiatives as well as combining two of the former five themes. For each of the four final themes, an implementation team led by two executive co-sponsors was formed. These teams utilized the plans IPAC had been formulating and then developed a complete Year-One plan along with some longer-term mapping of implementation steps. A [summary of Year-One accomplishments](#) details significant progress on implementation by all four teams.

While considerable progress was made, it also became apparent that the over-arching implementation structure, organization of effort, and communication of progress to the campus and external stakeholders required additional effort. It was also evident that as implementation efforts moved past Year-One objectives, implementation would require more cross-institution collaboration, horizontal

alignment, and allocated resources. In summer and fall of 2022, campus leadership paused implementation efforts to spend additional time preparing Year-Two implementation plans. A consultant was engaged to help identify where effort should be focused to enable continued progress on plan implementation, fine-tune metrics, as well as develop a broader communication structure. Strategic planning efforts are now being led by Provost Cornell-Swanson, who began her tenure with the institution in August of 2022. Provost Cornell-Swanson is regularly engaging all strategic planning executive sponsors to collectively plan Year-Two (which will begin July 1, 2023) implementation goals and metrics. Implementation teams have again begun meeting formally to assist in identifying a smaller, more focused set of priorities to work on during the second implementation year. Personnel from the Office of Institutional Research and Effectiveness (OIRE) have also been engaged to help develop strategic planning metrics and improve communication of implementation progress. Implementation team leaders met in Spring 2023 to collectively discuss and finalize year two goals and objectives so that implementation work can begin again over the summer and throughout the next academic year.

In addition to strategic plan implementation progress, the institution engaged in ongoing efforts to improve enrollment as well as refine its enrollment-dependent financial projection models. Each fall, five-year enrollment projections for all three UWSP campuses are developed. Working together, the Provost and the Chief Marketing and Enrollment Officer develop three [enrollment projection scenarios](#), taking into account factors such as incoming class size estimates, retention rates, analysis on campus enrollment trends developed by UW System Administration, and new academic program growth. From these scenarios, [five-year financial projections](#) for tuition, state revenues and expenses are then developed and provided to campus leadership for planning purposes. After each spring term's enrollment is officially recorded, these projections are again updated based on actual spring enrollments and projected tuition revenue collections. Additionally, as each state biennial budget process develops and more information about the next two fiscal years at the state level is finalized, these projections continue to be modified. In addition to the financial projections for state and tuition revenues and supported expenses, the fall enrollment scenarios are also used to plan for [differential tuition revenues and expenses](#), [auxiliary budget planning](#), and [capital project planning](#). Cumulatively, all of these planning models are utilized to help inform campus leadership as they create strategic short- and long-term planning decisions.

In the area of planning academic program growth, a team of individuals from the Offices of Academic Affairs and Business Affairs work together with academic department leaders and deans to develop proposals for [new academic degree programs](#). These proposals may be for either self-supporting cost-recovery programs or new academic programs supported within the current operating budget (and through tuition and general purpose revenue). As new program proposals must be submitted to UW System Administration and approved by the UW Board of Regents, internal departmental planning, which includes market research on student demand, proposed curriculum, and projected tuition revenue, expands to include the aforementioned administrative individuals to review, revise, and finalize [program budgets](#) that include cost and revenue projections for the proposed program over a five-year horizon. After being finalized by the academic and financial team, these proposals are then reviewed and approved by both the provost and vice chancellor for Business Affairs prior to submission to UW System Administration. Through this coordinated approach, the institution has successfully developed and launched [ten new cost recovery programs](#), with another scheduled to begin in the fall 2023 term. Because of this recent growth - and the strategic plan's goal for continued academic program diversification (also discussed in Criterion 5.B.) - an Associate Vice Chancellor (AVC) for Program Growth position was created to further enhance the institution's ability to coordinate cohesive short- and long-term plans for continued academic program growth.

The new [AVC for Program Growth](#) is Dr. Renee Pfeifer-Luckett, who began her tenure with the institution in early April of 2023.

While planning is a part of all aspects of the institutional operating budget, considerable coordinated planning on the capital planning budget also occurs. As part of the University of Wisconsin System, our institution develops a six-year capital plan, implemented over three separate biennia. This planning process occurs over two years and identifies, develops, and justifies all minor and major capital investments projects at our institution. The capital plan directly supports the *Purpose Made Possible* strategic plan by focusing on:

- Creating a healthy and sustainable campus
- Maximizing the use and reuse of existing facilities
- Enhancing the image and identity of campus

Creating a healthy and sustainable campus is a top priority for our institution. Physical and mental health play a vital role in student academic success. The [2020-21 UW-System Counseling Impact Assessment Report](#) noted that 2/3 of counseling clients who reported struggling academically said that they experienced an increase in academic focus as a result of counseling. By incorporating this theme into our Capital Development Plan, we are committed to enhancing student experiences and support student success by providing students with facilities that support healthy lifestyles, are sustainable, and meet the needs of today's students without compromising the needs of future students. The institution is currently in the process of enhancing our main recreational facility with a new Health and Wellness addition. This addition would allow increased access for students to an improved Student Health and Counseling Services facility, as well as provide additional and upgraded student fitness and recreational spaces.

Maximizing the use and reuse of facilities supports the strategic goals of expanding educational opportunities for student success and enhancing the student experience by improving ADA accessibility to instructional spaces, updating current instructional spaces, and transforming currently inadequate spaces into modern learning environments for new and growing programs. Maximizing the use and reuse of existing facilities will also have a positive impact on our campus instructional space utilization by converting oversized and outdated classrooms and labs into modern classrooms that can easily adapt to programmatic changes. For example, our institution is planning a renovation of the current Collins Classroom Center to house the recently renamed [Sentry School of Business and Economics](#). This project is made possible through the support of a \$10 million gift from the Sentry Foundation that will be used to assist with renovating an existing facility and transforming it into a more usable instructional space.

Enhancing the image and identity of our physical campus is crucial to attracting new students and gaining community support. Student experiences will be enhanced when they are surrounded by an attractive learning environment that promotes student success. Improved wayfinding, updated building envelopes, and revitalized streetscapes will contribute to developing a memorable, positive identity for our institution. We are working with [the City of Stevens Point as they develop their capital plan for a revitalization](#) of a significant stretch of road within the city which also serves as the main access point to campus. Part of this coordinated effort is to also redevelop Fourth Avenue, which runs through the heart of the campus. Both the Health and Wellness and Sentry School of Business and Economics projects are associated with facilities along this city street. While the institution is working to revitalize the facilities in this part of the campus, the city is also looking to redevelop Fourth Avenue itself to be more pedestrian and biker-friendly, as well as to improve traffic flow.

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5.S - Criterion 5 - Summary

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

Summary

University of Wisconsin – Stevens Point has made significant progress in planning since March 2019. Since the period of the last comprehensive evaluation by HLC, we have aligned our budget with enrollment. This is noted in the criteria arguments for this section as well as in our recent annual updates with the HLC noting steady increases in our Composite Financial Index (CFI) from 0.49 (FY 2020) to 5.18 (FY 2023). Our strategic plan – *Purpose Made Possible* – has focused our planning efforts related to institutional finances, expanding degree programs, supporting student success, and serving our internal and external communities for impact. We submit with confidence that our resources, structures, and processes are sufficient to fulfill our mission, improve the quality of our educational offerings, and respond to future challenges and opportunities.

Sources

There are no sources.