



UNIVERSITY OF WISCONSIN
PLATTEVILLE
ALTERNATIVE DELIVERY SYSTEMS

2016-17 ANNUAL REPORT

COMMITMENT

TO EDUCATION, INSTITUTION, AND COMMUNITY

CONTENTS

ALTERNATIVE DELIVERY SYSTEMS—PAGE 1

- 1 Who we are
- 2 Letter from the executive director
- 4 Assessment, Administration, and Noncredit Training

DISTANCE LEARNING CENTER—PAGE 5

- | | |
|-----------------------------|-----------------------------|
| 6 Overview | 13 Information technology |
| 7 Marketing and recruitment | 14 Sharing expertise |
| 8 Student services | 15 Budget and fiscal health |
| 9 Advising | 16 Administrative support |
| 10 Communications | 17 Alumni relations |
| 11 Social media | 18 Awards and recognition |
| 12 Our students | |

OFFICE OF CONTINUING EDUCATION—PAGE 19

- 20 Overview
- 21 K-12 Teacher Professional Development and Recertification
- 22 Early Childhood Education
- 24 Youth programs
- 25 Event management services
- 26 Online Learning Centers
- Partnerships
- 27 Enrollments
- 28 Budget and fiscal health
- Professional development

A crowd watches as fireworks light up the sky over Platteville's "Big M." The "M" is a symbol of the university's mining history and pioneering spirit. On the cover: An aerial view of the University of Wisconsin-Platteville campus and downtown Platteville.

PUBLICATION CREDITS Editor: Cheryl Lange | Writers: Kate Devereaux, Megan Hinderman, Ashley McFadden | Graphic Designer: Susan Webb



WHO WE ARE

THE UNIVERSITY OF WISCONSIN-PLATTEVILLE'S ALTERNATIVE DELIVERY SYSTEMS DIVISION is comprised of the Distance Learning Center and the Office of Continuing Education, and employs 78 full- and part-time employees, including student employees. The division is overseen by Executive Director Dawn Drake and Assistant Executive Director Mike Gau.

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

The Office of Continuing Education is primarily a cost-recovery operation, with limited campus and

UW-Extension support for select programs and initiatives. The OCE serves customers in both credit and noncredit classes, and provides numerous services to both the campus and community. Kerie Wedige serves as Director of the OCE.

The information in this report provides a snapshot of the activities of the division during the 2016–17 fiscal year.



Left to right: Mike Gau, Dawn Drake, Kerie Wedige, and Dan Avenarius

OUR LEADERSHIP TEAM

Dawn Drake, *Executive Director*
Alternative Delivery Systems
Phone: 608.342.1468 | Email: drake@uwplatt.edu

Mike Gau, *Assistant Executive Director*
Alternative Delivery Systems
Phone: 608.342.1468 | Email: gaum@uwplatt.edu

Dan Avenarius, *Director*
Distance Learning Center
Phone: 608.342.1468 | Email: avenarid@uwplatt.edu

Kerie Wedige, *Director*
Office of Continuing Education
Phone: 608.342.1314 | Email: wedigek@uwplatt.edu

OUR DEPARTMENTS

Distance Learning Center
Website: GoUWP.com
Email: disted@uwplatt.edu

Office of Continuing Education
Website: www.uwplatt.edu/continuing
Email: continuing@uwplatt.edu



Committed students, alumni, faculty, and staff

AT A TIME WHEN INTEGRITY, LOYALTY, AND COMMITMENT CAN SEEM HARD TO COME BY—especially since the past decade’s recession—it is encouraging to review the past year’s accomplishments and see the level of commitment that is portrayed throughout our organization and beyond.

There are a number of inspiring stories from students who have

—
FROM THE
EXECUTIVE
DIRECTOR
—

used the knowledge they have gained in their classes to bring positive change to their families, communities, and organizations.

These individuals’ commitment to making a difference—while diligently completing their studies, in addition to their other obligations—is truly heartwarming.

In a similar vein, our alumni have shown a commitment not only to their professions and communities but also to the institution. With their time and talents, they give back through mentoring for the National Science Foundation STEM Scholar Master’s Program, serving on the Alumni Board, providing assistance as recruitment ambassadors, guest lecturing in classes, and a myriad of other activities. They also provide financial assistance in the form of scholarships and in support of

other initiatives for the institution.

We see the daily commitment of our faculty in a number of ways. If one reviews the class discussions, feedback on assignments, 24/7 responses to emails, and positive feedback our students give on faculty evaluations, it is easy to see that commitment come shining through. In addition, our faculty are continually looking for ways to improve their teaching techniques, assessment communication, and course design.

Each year, our staff commits to finding new opportunities to support students, alumni, and faculty. This year, we implemented new services, such as *The Instructor Toolkit* e-newsletter and our advising Community of Support; new and improved communications, which were launched as part of new communication plans for various groups; and an assessment of existing policies, activities, and procedures, all with the goal of making changes to better serve the needs of all our constituents.

The one theme that permeates all of these groups is the commitment that each individual has to learning and using that knowledge to make things better on an ongoing basis. This commitment has been instrumental in developing the foundation of the past, continuous improvement for the present, and direction for the future.

Drake carried the university mace at UW-Platteville’s spring 2017 commencement ceremony. The ceremonial staff represents order and authority.

ALTERNATIVE DELIVERY SYSTEMS

We commit not only to education, institution, and community as a whole but also to the individual students, alumni, patrons, partners, and staff who make up those entities.

By doing so, we commit ourselves to a better, brighter future.

A painted lady butterfly pauses on a tree branch outside of UW-Platteville's Ullsvik Hall, where the majority of the Alternative Delivery Systems offices are housed. The Distance Learning Center's marketing and recruitment office is located in Pioneer Tower.

ALTERNATIVE DELIVERY SYSTEMS

WE HAVE IMPLEMENTED COMPREHENSIVE ASSESSMENT AND EVALUATION PRACTICES, which have proven to be worthwhile efforts, and crucial to the division's success, growth, and continuous improvement.

Our evidence-based practices include methods rooted in scholarly theories and models related to the design and delivery of quality programs. Tools such as the Online Learning Consortium's Quality Scorecard for the Administration of Online Programs help us to self-evaluate and provide opportunities to benchmark against best practices in online education. Assessment and evaluation are crucial to our everyday practices, so that we can provide necessary services, support, and educational experiences in a fiscally and ethically responsible manner. The information and knowledge we gather enables us to continually improve upon our processes and procedures.

During the past year, an Assessment Committee was re-established to plan, implement, review, and analyze our division's assessment activities. The committee has representation from each of the major areas within the division and the distance education academic programs. The results of the committee's efforts include strengthened evaluation and assessment documentation, increased knowledge sharing across the division, and an established annual assessment process.

Each area's assessment practices are part of the division's comprehensive assessment. As you read through the report, you will see specific examples of each of their assessment activities.

OUR DIVISION IS FOCUSED ON IMPROVING OUR EFFECTIVENESS AND EFFICIENCY and planning for the future.

To evaluate and assess the DLC's internal processes and procedures, we utilized the Online Learning Consortium Quality Scorecard to implement comprehensive assessment criteria and processes. To plan for the coming years, we've implemented succession planning, with an emphasis on refining job descriptions and defining back-up roles, and added two new positions. Mike Gau was hired as Assistant Executive Director of ADS to assist with administration, division projects, and supervision of compliance, research, and grants. He also serves as the liaison to the academic programs. As the division's Special Projects Coordinator, Melissa Gavin will assist with noncredit projects, the National Science Foundation grant, and the new Bachelor of Science in Applied Computing program.

THE DISTANCE LEARNING CENTER has worked with several entities to deliver non-degree education in an online format.

A partnership with the Wisconsin Department of Transportation provided contractors within the state the opportunity to complete a certification course required to bid on and be awarded state highway construction contracts. The Materials Coordinator Training allows construction companies to have staff participate in online training rather than an in-person meeting outside of the office, missing work and incurring travel-related expenses. More than 500 participants completed this certification in early spring 2017.

The Supporting Families Together Association is a consortium of 10 Wisconsin Child Care Resources and Referral agencies that provide education and support to child care providers. Realizing that traveling one to two

ACCOMPLISHMENTS

Administered the new collaborative online applied computing program through UW-Extension that launched in the fall of 2017

Served as the university's lead in the authorization admission process for the State Authorization Reciprocity Agreement, reported SARA requirements on student enrollments, and updated the SARA information website

Created a Continuity of Operations Plan to address emergency management

Participated with an outside consulting firm to review operations to allow and enhance growth of DLC

Began involvement in a second collaborative online degree program, a Master of Science in Health Care Administration, in conjunction with the School of Business

hours to participate in certification-related education could cause a hardship to child care providers, the SFTA partnered with the DLC to convert the face-to-face seminars to online seminars. Since their introduction in January, 14 online seminars have been offered. The SFTA and DLC are continuing this partnership into the next fiscal year by transitioning an additional five seminars to online, including at least one that will be a Spanish offering of the introductory module, which will accommodate the large population of Spanish-speaking child care providers within the state.

Lastly, the DLC continued its partnership with the Washington State Criminal Justice Training Commission to revise an online First-Line Supervisors course, which allows law enforcement officers within the state of Washington to complete this important professional development without leaving their home agency or taking leave from their daily duties.



DISTANCE LEARNING CENTER

The belief that education should be affordable, accessible, and exceptional guides our daily operations, while the commitment of our students and alumni inspires us to continually improve.

William Yang discovered UW-Platteville through his work as an Admissions Advisor for the University of California Riverside Extension. The university partners with UW-Platteville to allow students to transition from a certificate program to a master's degree program in project management. Read Yang's story on page 6.

DISTANCE LEARNING CENTER

— FOR THE DISTANCE LEARNING OVERVIEW CENTER, this was a year of assessment— of our processes, communications, daily tasks, and even our future. In order to move forward into the next year, we must look back and take stock. As we consider the past year, we celebrate the successes, but keep in mind

our overarching goal of providing our students with an outstanding education and experience at UW-Platteville. This means finding areas where we can improve and focusing on being more efficient, innovative, and responsive to the changing trends in technology and distance education.

As you read, you'll see what steps each area took to

evaluate their functions.

Our staff also committed to our mission by completing more professional development, including attending webinars and conferences, and presenting at conferences. Participating in these academic conversations has allowed us to share and increase our knowledge.

STUDENT TESTIMONIAL

Even at a young age, following his passion was a priority for William Yang. One of his first memories is of his parents enrolling him in martial arts lessons. Hating it, he convinced his parents to let him take piano lessons instead. More than 20 years later, he is still playing piano, and now the flute.

Yang earned a bachelor's degree in biological and biomedical science and a master's degree in bioengineering from the University of California Riverside, but had trouble finding related employment because his prior work experience was in university admissions. Yang eventually found UC Riverside's Project Management Certificate program. He liked it so much that when he finished his certificate, he decided to enroll in the Master's Pathways program, a recent partnership between UC schools and UW-Platteville, which enables students to smoothly transition from a Project Management Certificate into the Master of Science in Project Management program. At



Thanks to a partnership with UC Riverside, Yang was able to transition into the MSPM program. Right: Yang incorporated his love of music into a TEDx presentation.

UW-Platteville, Yang was also accepted into the National Science Foundation STEM Scholar Master's Program.

For Yang, project management allows him to combine his passions for education, work, and music. In April, he brought his skills to the stage through a TEDx event at UC Riverside. His presentation focused on tone colors of music and how they can affect the chemistry of the body, which he demonstrated by performing flute instrumentals.

"Don't try to do something that you're not passionate about," Yang said. "If you follow your passion, you will be happy and unlimited. You will succeed."



A commitment to helping students find the right fit

WHILE MANY SCHOOLS TRY TO SELL THEMSELVES as the one for everyone, we have a different approach. You won't find us trying to convince someone we are right for him or her; instead, we clearly identify our strengths and the benefits of earning a degree at UW-Platteville. This focused, honest approach has helped our team excel in fiscal year 2016–17.

Today's prospective students want to know they'll belong at the school they choose to attend, so it's critical that we present information that not only helps them realistically envision the success they could achieve but also addresses any fears they may have.

This past year, we updated our communication plan to meet these needs, introducing a more dynamic, content-focused approach. In order to build trust, our admissions specialists send prospects a personal communication immediately after they request information. Soon after, we share stories of student

success and offer to arrange for them to speak with a current student if they choose. In addition to providing information on jobs and wages and encouragement with the difficult decisions they are making, our admissions specialists discuss goals and aspirations with our prospects. While many of these communications are delivered via email and video, our team makes regular phone calls to further discussions.

Using a variety of analytic tools, we continually assess and evaluate the effectiveness of our communication plan. To maximize its success, we make changes based on prospect response and action as indicated by the data.

As we plan for the next fiscal year, we will continue to make data-driven decisions to help give prospective students a high-quality, supportive admissions experience that sets them on a path for success at UW-Platteville.

RECRUITMENT FUNNEL



ACCOMPLISHMENTS

Updated prospect communication plan

Developed personalized communications for new recruits

Used data to analyze effectiveness of communications

STUDENT TESTIMONIALS

“Being able to take the necessary courses online ... allowed me to maintain my relationship with my kids and continue to support their activities, while completing my studies in my free time.”

JUSTIN DAVIDSON, M.S. in Engineering

“UW-Platteville is a great school to work with if you are working full time and have a family. They set you up to succeed.”

 BUCK ROBERTSON
M.S. in Organizational Change Leadership



Orion Boldon, left, visited Admissions Specialist Laura Schieltz at the National Society of Black Engineers Convention in Kansas City, Missouri, in March.

 ORION BOLDON
M.S. in Engineering

“The program caught my attention due to its vast benefits, such as networking with other career professionals, mentorship, and the opportunity to network with other STEM scholars.”



First row, left to right: Laura Schieltz, Kathy Droessler, Rebecca Eck, and Mandy Miller; second row: Paige Thomas, Clint Nemitz, Karen Adams, Susan Webb, Andrea Marten, and Nicole Waterman

A commitment to excellence through individualized and comprehensive service

ACCOMPLISHMENTS

Launched an electronic flip book for new admits

Reviewed and updated the student resources and FAQs on our website

Conducted a strategic review of our support staff positions, resulting in a reorganization that streamlined processes and better utilized staff expertise

Reviewed and updated the student handbooks and campus catalogs

Brought two new staff on board to replace staff lost to retirement



First row, left to right: Lisa Naderman, Angie Reinecke, Nick Pitzer, Patti Foster, Kristen Schumacher, and Stephanie Cooley; second row: Lori Lee, Chris Jentz, Michelle Zasada, Marcia Rako, Pam Mootz, and Wendy Pothour-Miller

STUDENT SERVICES ARE FUNDAMENTAL to student success in courses taken at a distance. Adapting our student services to meet the ever-changing needs of our students is at the heart of UW-Platteville's success in distance education. Each year, we ask ourselves a series of questions as we evaluate the services we offer:

1. What services do we currently offer and what needs should we be meeting?
2. What technologies are we using and what new technology is on the horizon?
3. What are the peak times our students are looking for services?
4. What can we do to improve our customer service?

We also assess our services through responses on the annual Student Services Survey, which led to a series of informational articles for students, tutorials for using the Karrmann Library, and library resources being added to every online course in fiscal year 2016–17. In addition, we collaborate with our Student Advisory Board to garner additional feedback. Admission, enrollment, and financial data are also reviewed on a regular basis.

Communication is another key piece in student success. Our staff are ready and able to answer students' questions and point them to vital resources. We strive to provide exceptional customer service, taking extra steps to make sure our students' experience is the best possible.

We also consider issues non-traditional learners may face. Navigating an online course platform for the first

time can be intimidating. To help alleviate this stress, we provide all newly admitted students with access to our Introduction to Online Learning course. Here, they can explore the online course environment before enrolling in their first course. One week prior to the start of each term, students are also given early access to their courses so they can review the syllabi and become familiar with each individual course's unique nuances.

Recognizing adult learners have busy lives outside the classroom, we strive to provide our students with instant access to information. Our website is one significant resource. It is where our students can find information about the courses we offer and key contacts for answering questions and resolving issues. It also provides access to their email and online courses. GoUWP.com is a one-stop shop for all of their Student Services needs.

As part of our commitment to our students, we put an emphasis on professional development so that we are continually learning and growing in our positions. As a team, we read and discussed the book *The Energy Bus*, and staff attended conferences and events including the Women's Leadership Luncheon, Women's Conference, Alliance Conference for the Higher Education User Group, and the Midwest HEUG Conference. Our Faculty/Student Coordinator Wendy Pothour-Miller participated in UW-Platteville's Leadership Academy. We also completed training in Excel, conflict resolution, and CourseLeaf.

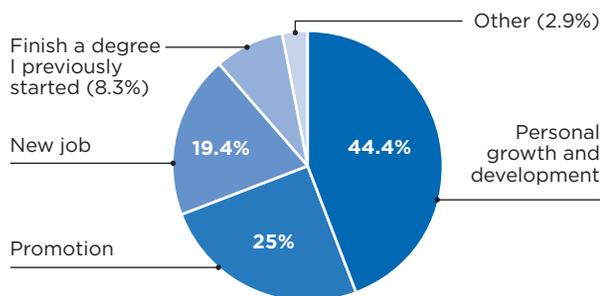
We strive to accurately and efficiently help each individual student throughout his/her educational journey and keep our eye out for new and creative ways to do this.

A commitment to encouraging, supporting, and guiding students as they work toward their degrees

IN ADDITION TO THE MANY ACCOMPLISHMENTS OF THE PAST YEAR, the advising team has also seen many changes—including four new advisors since June 2016 due to turnover. We focused on developing our processes, communications, and services to students, as well as professional development and assessment.

We participated in a cross-functional professional development activity with student services and marketing and recruitment in which the advisors and admission specialists paired up to complete job shadowing and brainstorming. In addition to getting to know each other and our respective jobs in more detail, each team presented the results of their brainstorming, which created two opportunities for improvements we were able to implement this past year. First, we now have a dedicated advisor to work with all non-degree seeking students and most of the on-campus students

WHAT ARE YOUR GOALS FOR EARNING YOUR DEGREE?



Our Pre-Advising Survey has helped us get to know our students and their motivations.

who wish to take online courses.

The second opportunity was the implementation of a Pre-Advising Survey. This allows students who have just submitted all materials needed for an admissions evaluation to tell their prospective advisor a little more about themselves, why they chose UW-Platteville, what their fears are, and what motivates them. As a result, we are learning a lot about our student population. Forty-four percent of respondents are seeking education for personal growth and development, and 25 percent wish to receive a promotion (see responses below).

This assessment tool has also enabled us to track how many students have taken online classes before, and out of those who have responded, around 64 percent have taken online classes previously. One other interesting discovery was that many students are not looking to rush through their degree programs. Forty-one percent of the respondents said they plan to complete their degree within the next three to five years.

Fiscal year 2016–17 was also a big year for professional development. In addition to several presentations (see page 14), we had staff members attend the Distance Teaching and Learning Conference, Wisconsin Academic Advising Association Conference, Online Learning Consortium, National Academic Advising Association conferences, Adult Student Recruitment and Retention Conference, and United States Distance Learning Association Conference.

Overall, we had a very successful year. Our commitment to students drives our decisions, assessments, and goals, and we look forward to continuing that commitment in the coming year.

ACCOMPLISHMENTS

Reviewed ongoing updates to processes and documentation

Designed, created, and implemented a Desire2Learn course called Advising Training and Collaborative Resources

Kicked off a National Academic Advising Association research grant

Streamlined and improved the student drop process

Explored, implemented, and improved various communication plans



First row, left to right: Bill Haskins, Heidi Hawk, Sarah Fisher, and Tania Pitzer; second row: Nicole Ruchotzke, Lisa Naderman, Melissa Gavin, Kalyn Williams, Kendall Loggins, Lori Wedig, and Amy Foley. Not pictured: Maureen Scott, Cheryl Banachowski-Fuller, and Julie Hewitt

A commitment to tailoring communications to reach a diverse population of students, alumni, and instructors

ACCOMPLISHMENTS

Edited 43 online and print-based courses

Wrote 88 news stories



- In This Issue:**
- The Importance of Strategic Education
 - Student Activities and Co-Curricular Programs: A New Focus
 - Online Quality Assurance Learning Initiatives
 - Student Practices at UW-Platteville

Benchmarking in distance education

Remaining relevant in the world of online education is something we strive to do in the Distance Learning Center. In order to achieve this goal, we make it a point to stay up-to-date on our industry, technology, resources, quality benchmarks, and regulations.

We also follow the best practices and benchmarks of relevant professional organizations to ensure our Department and to gauge how well we are meeting The Quality Standard: Criteria for Excellence in the Association of Online Programs from the Online Learning Consortium (OLC). A set of benchmarks we have followed over the years, and we continue to use it as an integral element of our operations. To learn more about our quality benchmarking.



Created *The Instructor Toolkit* e-newsletter to provide faculty with resources and tools for authoring and teaching online courses

Collaborated with instructional designers to update processes and best practices for online courses



Left to right: Kate Devereaux, Ashley McFadden, Megan Hinderman, and Cheryl Lange

THE DLC COMMUNICATIONS TEAM is comprised of four dedicated writers and editors who offer comprehensive services in course development, social media outreach, and communication efforts throughout ADS and UW-Platteville.

During the past year, the editors and writers played an integral role in the Course Development Committee by collaborating with instructional designers to update and develop new processes, best practices, and preferred standards for online and print-based courses.

The team continued to publish *The Pioneer Connection* magazine each term, as well as its accompanying online newsletter, which is published monthly. In an effort to reach more alumni, the team accelerated *The Alumni Connection* e-newsletter publishing schedule from bi-monthly to monthly. *The Instructor Toolkit*, our newest publication, provides resources, tools, and strategies for online course

authoring and facilitation.

To ensure that publications are meeting the needs of students, instructors, and alumni, the communications team continually assesses readership statistics and gathers appropriate topics through surveys. For example, some themes for the 2016–17 student print and online publications—which included library navigation, group project coordination, and PASS tips—were selected because students requested more information on these topics in the annual Student Services Survey. We also assess engagement through monthly open and click rate data of our online newsletters.

The communications team strives to serve the unique audiences of the DLC to ensure what is best and most important about UW-Platteville is communicated clearly and creatively. The writers and editors will continue to collaborate with the division, innovate with new technologies, and expand efforts in the coming year.



Publications include *The Pioneer Connection* (print and digital) and *The Alumni Connection* (digital).

A commitment to sharing our stories and making connections

FISCAL YEAR 2016–17 SAW THE CONTINUED COLLABORATION of the DLC’s communications and marketing teams as we explored new forms of content and methods of outreach on Facebook, Twitter, and LinkedIn. This included the addition of our new UW-Platteville Distance Education Alumni Facebook page, where we share alumni stories, news, resources, events, and other information. Most importantly, this page provides an additional way for our alumni to connect with us and each other.

ACCOMPLISHMENTS

FACEBOOK

GoUWP.com/facebook

- Nearly doubled following
- Used more infographics and video
- Reached over 1,400 people with our Salute to Veterans video, one of our most popular posts

Facebook.com/DistEdAlumni

- Created in December to engage directly with alumni on social media
- Reached nearly 2,200 people with our most popular post, a story on Distance Education Alumni Board member Mitch Farrey

LINKEDIN

GoUWP.com/linkedin

- Increased number of followers by 30 percent
- Developed more posts related to career and educational growth

Our existing pages also expanded their presence, reaching thousands of people through campaigns like Your Best Career Move, #101WaystoEngage, and #GoUWPGrad. One of our most popular campaigns was November’s Salute to Veterans, which honored students and alumni in the armed services. Staff members joined in by completing the 22 Push-Up Challenge to raise awareness of the mental and physical challenges veterans face when returning from service.



TWITTER

GoUWP.com/twitter

- Focused on sharing timely information, such as program news and upcoming conferences and events
- Saw steady growth in followers

GRADUATE TESTIMONIAL

Vendarryl Jenkins began working as a special agent for the Department of Alcohol, Tobacco, and Firearms in 1991, and is now the Resident Agent in Charge of the Merrillville, Indiana, office. Along with the 15 agents he supervises, he is responsible for all of northwest Indiana—a region



where crimes range from gun violence in the metropolitan areas to methamphetamine use in the rural areas.

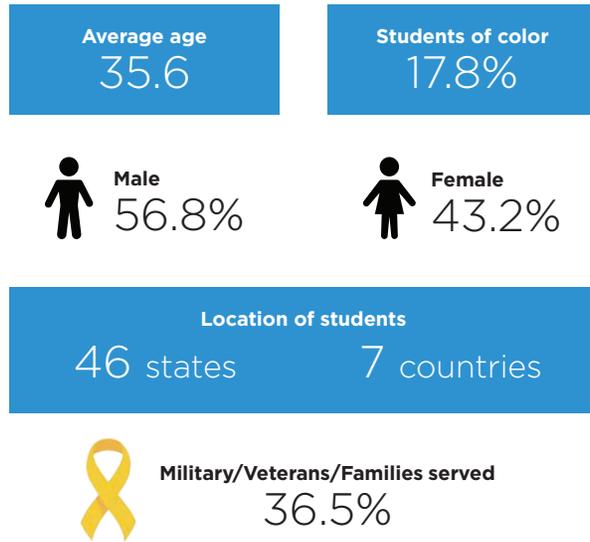
Jenkins enrolled in the Master of Science in Criminal Justice program in 2010 to increase his knowledge of law enforcement

theories, which he uses as he coordinates with police chiefs and sheriffs on investigations, community programs, and policies. “I really enjoyed the classes I had in ethics, justice, and social control that gave me a background of why people do things and what works and what doesn’t to get people to stop committing crimes. It’s valuable to me working in the inner cities and talking to community leaders and chiefs of police about different programs that they’re trying to do and giving my input on whether I think those programs will work or not.”

“I’m a big proponent of education and as an African-American law enforcement officer, I feel a big desire to try to explain to the black community and show them that law enforcement is there to help, and also to be able to guide law enforcement officers in a way to understand that this community needs help, but they need respect as well,” Jenkins said. “My education definitely helped me to manage my people and talk to them in a way that they’d understand and be able to talk to the community in a way that the community would understand as well.”

DLC | OUR STUDENTS

DEMOGRAPHIC OVERVIEW



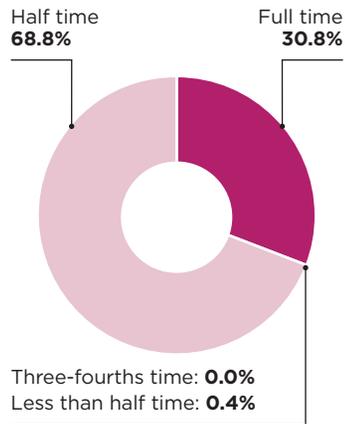
ENROLLMENTS BY PROGRAM

B.S. in Business Administration	1,181
B.S. in Business Administration graduate-level	275
B.S. in Criminal Justice	462
M.S. in Criminal Justice	490
M.S. in Engineering	575
M.S. in Project Management	789
M.S. in Distance Education Leadership	11
M.S. in Integrated Supply Chain Management	277
M.S. in Organizational Change Leadership	289
TOTAL	4,349

CREDIT LOAD OVERVIEW, FISCAL YEAR 2016-17

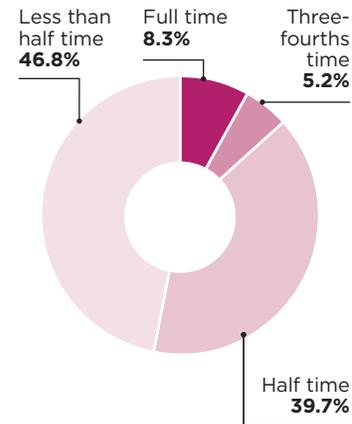
Includes graduate and undergraduate students. Includes credit hours from summer 2016, fall 2016, and spring 2017.

SUMMER



Average units taken: 4.1 credits

FALL/SPRING



Average units taken: 5.3 credits



NSF STEM SCHOLARS

22 participants in fiscal year 2016-17

Online students in STEM programs may apply for the National Science Foundation STEM Scholar Master's Program. Once chosen, they become part of that semester's cohort, and receive additional financial and educational support.



GRADUATES

Master's degrees
209

Bachelor's degrees
36

GRADUATE TESTIMONIAL

Brad Jensen's path toward becoming a college graduate began 20 years ago at Michigan Technological University. Three years and one summer semester later, he realized school was not for him and entered the workforce.

In 2004, he put his career on hold to join the United States Marines, deploying to Iraq in 2009 and returning in 2010. It was then that Jensen's wife, Jamie, began talking about finishing his



Business Administration program that year and graduated this spring.

degree. Jensen didn't need one for his job as an auto insurance Claims Adjuster nor for his part-time job selling appliances at Best Buy. But it was his wife and children who eventually convinced him. He enrolled in the Bachelor of Science in

A commitment to providing excellent customer service and high-quality technical support

DURING FISCAL YEAR 2016–17, the information technology team placed an emphasis on training, documenting support procedures, and sharing knowledge. Outlining clear policies and expectations was critical, as our team was going through an exciting period of growth and change. Highlights from the past year include:

- Adding two full-time instructional designers, one of whom works remotely from New York; to facilitate training at a distance, the team designed and developed an online orientation course for new instructional design staff
- Researching virtual reality and augmented reality for use in our online courses and testing various tools and software, which laid the groundwork for a new VR/AR project for fiscal year 2017–18—completed by our student employees Cole Reuter and Mitch Kuster, under the guidance of Cleo Magnuson, Lead Instructional Designer, and Sue Fager, IT Support
- Increasing use of our virtual telepresence robot, which has allowed remote staff, students, and alumni to have a physical presence on campus and virtually attend our graduation reception, department meetings, and other events
- Partnering with the Office of Continuing Education, Wisconsin Department of Transportation, Washington State Criminal Justice Training Commission, and other organizations to develop training and professional programming; the team also collaborated with the Supporting Families Together Association and the UW-Platteville Department of Human Resources

As our IT team welcomed new staff and researched new projects, we used information from student



Deke, our virtual telepresence robot, has enabled remote staff to virtually attend meetings and events such as our graduation receptions (pictured above, left).

surveys and other tracking systems to assess staffing and training needs and identify service quality issues. In addition, course quality checks helped us find and fix specific problems prior to opening courses for preview week. With these assessment activities, we hope to continue improving and exploring new opportunities in the next fiscal year.

ACCOMPLISHMENTS

Revised or developed 39 courses and maintained over 294 courses

Responded to approximately 5,000 support calls

Completed a comprehensive audit of over 100 courses to ensure accessibility, consistency, and portability



First row, left to right: Sue Fager, Aspen Neisius, and Beth Ambort; second row: Brenda Armstrong, Liz Reuter, Cole Reuter, and Jake Schroeder



Left to right: David Leo, Cleo Magnuson, and Kim Barss

A commitment to contributing to higher education

THE DISTANCE LEARNING CENTER has an ongoing commitment to engaging with educational and professional institutions to share and discuss research, ideas, and best practices. Throughout fiscal year 2016–17, our staff and faculty contributed to these conversations in numerous ways.

PRESENTATIONS

“50 Shades of Great: Course Design and Facilitation” at the 2016 Distance Teaching and Learning Conference in Madison, Wisconsin, and the Transforming the Teaching and Learning Environment Virtual Conference—Julie Hewitt (Faculty Development, Research, and Assessment Coordinator) and Caryn Stanley (Coordinator, Master of Science in Organizational Change Leadership)

“Finding Your Drivers: Engaging Distance Education Alumni and Tracking Your Successes” at the 2017 United States Distance Learning Association Conference in Indianapolis, Indiana—Melissa Gavin (Advisor) and Cheryl Lange (Editor/Writer)

“Custom Activity Guide: We Made One, So Can You!” at the 2016 Midwest Higher Education User Group Conference in Waukesha, Wisconsin—Stephanie Cooley (Business Automation Analyst)

“Community of Support” at the 2016 National Academic Advising Association Annual Conference in Atlanta, Georgia—Kalyn Williams (Advisor) and Amy Foley (Outreach Program Manager)

“The Online Student Learning Experience: A Comprehensive Assessment Approach” at the 2016 Online Learning Consortium Accelerate in Orlando, Florida, and the Transforming the Teaching and Learning Environment Virtual Conference—Julie Hewitt and Amy Foley

WHERE THE DLC PRESENTED IN 2016-17



“Using Analytics to Make Data-Driven Marketing and Recruitment Decisions” at the 2017 Adult Student Recruitment and Retention Conference in Madison, Wisconsin—Karen Adams (Corporate Marketing Director) and Kathy Droessler (Functional and Business Analyst/Marketing Researcher)

“Building Your Own Online Student Community” at the 2017 NACADA Region 5 Conference in Rosemont, Illinois—Kalyn Williams

“Five Pitfalls of Social Media to Avoid in Project Management” at the PMI® Global Congress 2016—North America in San Diego, California—Gary Hamilton (Project Management Instructor)

“The Chicken Or the Egg—Using Desire2Learn to Onboard Advisors” at the 2017 Adult Recruitment and Retention Conference in Madison, Wisconsin—Amy Foley and Lori Wedig (Advisor)

“A Culture of Learning for Performance Excellence” at the 2017 Learning Solutions Conference and Expo in Orlando, Florida—Danielle Bonin (Personnel Liaison) and Julie Hewitt

“A Holistic Approach to Student Support for Online Students” at the 2016 Distance Teaching and Learning Conference in Madison, Wisconsin—Dawn Drake (Executive Director of Alternative Delivery Systems)

ASSISTANT TRACK CHAIR

Campus Community Advisory Group at the 2017 Alliance Conference for the HEUG in Las Vegas, Nevada—Michelle Zasada (Student Services Manager)

ROUND TABLE DISCUSSION

“Student Technology Workers Support Learning on Many Levels” at the 2017 EDUCAUSE Connect Conference in Chicago, Illinois—Beth Ambort (IT and Course Support)

PODCAST

“How to Embrace and Exploit Change Using Stakeholder Engagement” for Fix My Project Chaos in Melbourne, Australia—Ginger Levin (Project Management Instructor)

SHARING EXPERTISE

POSTER SESSION

“STEM Grown Master’s” at the 2017 American Society for Engineering Education Annual Conference and Exposition in Columbus, Ohio—Lisa Naderman (Student Services Coordinator) and Lori Wedig

WEBINAR

“Reversing the Trend of Failed Programs and Projects: The Culture Change Solution” for ProjectManagement.com—Ginger Levin

PAPER AND PRESENTATION

“The Future of the PMO: Beyond Value and Benefits” at the PMI® Global Congress 2016—North America in San Diego, California—Ginger Levin

STUDENT TESTIMONIAL

Like most criminal justice students, Emily Hamstra wants to serve her community and make a difference. She, however, also possesses a unique skill—she is a registered American Sign Language Interpreter.

Both of Hamstra’s parents are deaf and, while she and her older brother are not, American Sign Language was the primary language used in their home. This led Hamstra to complete professional interpreter training, and she is now a Sign Language Interpreter for the Madison Metropolitan School District.

“Growing up with deaf parents



was amazing. I feel like my life is so enriched with deaf culture and experiences that I may not have had if I didn’t have deaf parents. I feel very

blessed,” she said.

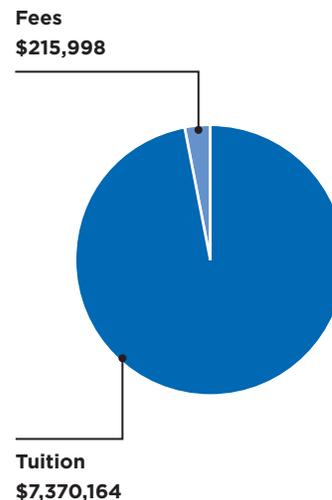
Hamstra expects to graduate in spring 2018. Though not entirely sure where her degree will take her, she is excited for the possibilities it will present. “I feel that having my degree will open doors for me that otherwise would not be there.”

BUDGET AND FISCAL HEALTH

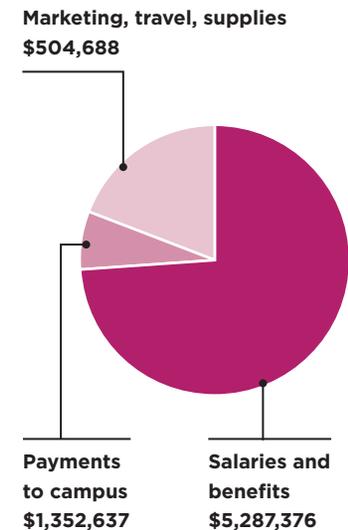
A commitment to fiscal responsibility

THE FISCAL HEALTH OF THE DLC REMAINS ROBUST. Revenues dropped in the area of print-based tuition, but additional revenue was brought in via growth in the credit programs and the noncredit online services that were provided to a wide variety of groups. Salaries were lower than anticipated due to positions being open while searches were being conducted. An additional \$269,000 was provided to the campus to assist with ongoing budget cuts.

REVENUE



EXPENSES



VARIANCE: \$441,461

Note: Figures are unaudited.

A commitment to providing exceptional support

OUR ADMINISTRATIVE SUPPORT STAFF PLAY A VITAL ROLE in both the Distance Learning Center and the division as a whole. Their individual duties include managing budgets; researching and applying for grants; ensuring compliance in our operations; providing support to our administrators; training new employees; guiding staff in arranging and documenting professional development activities; managing our staff, faculty, and course databases; assisting with graduation activities; serving as a liaison to the university's Department of Human Resources Office; and overseeing the search and screen process. In addition to their individual duties, our administrative support staff collaborate on committees and special projects.



First row, left to right: Danielle Bonin (Personnel Liaison), Pam Mootz (Administrative Support), Kristen Schumacher (Student Services Support), Lisa Peacock (Budget/Financial Analyst); second row: Jenny Harms (Administrative Support), Randy Mentz (Research/Compliance Manager), and Holly Voll (Grant Researcher/Writer)



Left: Julie Hewitt (Faculty Development, Research, and Assessment)

GRADUATE TESTIMONIAL

When encountering new challenges, Jeaneau Swenson's father taught her to step back and look at the bigger picture, which helped her to develop the ability to adapt to unexpected circumstances. This skill enabled Swenson to successfully change careers—from manufacturing to aerospace—and to complete the Master of Science in Integrated Supply Chain Management program.

Switching jobs had its challenges; however, Swenson's coursework in the ISCM program prepared her to excel. "I'm enjoying watching how the core courses of my program relate in a very real-world sense to yet another career field," she said.

The knowledge Swenson gained in the program also complements her years of professional and personal experience, including the 10 years she spent as a firefighter and EMT



(pictured, right). During that time, the ability to lead, think strategically, and retain focus was critical. The work was physically challenging, but Swenson approached it with her trademark optimism and established herself as a leader.

"Being female, it afforded me the opportunity to prove to myself and others that not only was I capable of doing the job, but also leading and taking command in stressful situations," she said.

Swenson graduated this summer, and was inducted into Phi Kappa Phi, one of the nation's preeminent academic honor societies. "Even though I'm 45 years old, my dad was pretty excited about that. I'm starting to realize all the hard work is worth it."



A commitment to keeping alumni connected and engaged

THE DISTANCE LEARNING CENTER'S ALUMNI COMMITTEE continued to focus on connecting with our alumni and increasing alumni engagement throughout the past year. To accomplish this goal, the committee worked more closely with the Distance Education Alumni Board to reach out to new graduates, encourage lapsed members of the university's Alumni Association to renew their memberships, solicit new Alumni Association memberships, host events, and develop new communications. Our accomplishments include:

- Increasing publication of our alumni e-newsletter, *The Alumni Connection*, to monthly, and creating a Welcome Edition for new graduates
- Hosting our first virtual 5k to raise money for student scholarships
- Developing an engagement tracking sheet
- Presenting on alumni engagement and tracking engagement at the 2017 United States Distance Learning Association Conference
- Creating a distance alumni Facebook page (www.Facebook.com/DistEdAlumni) and a committee email account (distedalumni@uwplatt.edu)
- Updating our alumni webpages (GoUWP.com/alumni), and developing a new Alumni Toolkit and Tell Us Your Story page for alumni to connect and share their experience with us
- Updating our communication plan to include more individualized messages

We also hosted graduation receptions for both the fall 2016 and spring 2017 commencement, with Alumni Board President Jill Bisco attending both. These events offered another opportunity for us and the board to connect with new graduates and set the stage for maintaining a tie to UW-Platteville.



Many of our graduates (pictured) were able to join us on campus for the spring commencement activities.

GRADUATE TESTIMONIAL

At the time of her graduation in 2012, Kristin Carroll was working as a community police officer for the UW-Madison Police Department. She is now a Human Resources Manager in the university's College of Agricultural and Life Sciences. "People are amazed when they learn what I used to do and what I do now. A great term I have used is 'transferable skills.' I know campus, I know people, I have great attention to detail, I have good people skills, and I have used my interviewing and investigative skills quite a bit in my new job."

Carroll has always been committed to giving



back, volunteering on campus, in her community, and as a member of UW-Platteville's Distance Education Alumni Board. "I am one to always get involved, volunteer, etc., and this was one way I could give back to UW-Platteville," she said. Carroll

helps with board initiatives, including reaching out to new graduates, organizing the annual virtual 5k, and promoting the board's scholarship, which is awarded to two distance students each year.

A commitment to excelling in higher education

THE DISTANCE LEARNING CENTER received recognition in fiscal year 2016–17 for the quality and affordability of our programs and our service to students. We also celebrated individual achievements and service to UW-Platteville.

PROGRAM AWARDS



Selected as a **Top University** by *Military Advanced*

Education & Transition 2017 Guide to Colleges & Universities



2017 Gold Military Friendly® School and Military

Spouse Friendly School awarded by *Victory Media*

Best Online Programs (online bachelor's degree programs and graduate business, criminal justice, and engineering programs) awarded by *U.S. News & World Report* for the fourth year in a row

Top 30 Best Online Bachelor of Criminal Justice awarded by TheBestSchools.org

50 Best Online Bachelor's in Business Administration awarded by College Choice

Best Online Master's in Project Management Programs, Criminal Justice, and Supply Chain Management and **Best Online College in Wisconsin** awarded by BestColleges.com

Best Online College in Wisconsin and **Top 50 Best Value Online Master's in Organizational Leadership** awarded by Value Colleges

Best Online Master's in Project Management awarded by Accredited Schools Online

Ranked second in **Top 15 Online Supply Chain Management Degree Programs** by Online Accounting Degrees

LGBTQ Friendly and **Military Friendly** awarded by SR Education Group

30 Most Affordable Online M.S. in Organizational Leadership awarded by Best Master's Degrees

Top 25 Values 2016–2017 in Organizational Change Leadership and Project Management and **Most Affordable M.S. in Criminal Justice** awarded by College Values Online

Best Online Colleges for Project Management by OnlineColleges.com

INDIVIDUAL AWARDS



Master of Science in Project Management alumnus **Gerald Sablo** (center) received the **James R. Snyder International Student Paper of the Year Award** from the Project Management Institute (PMI)®. Program Coordinator Bill Haskins (left) and Sablo's advisor, Tania Pitzer (right), presented him with a certificate acknowledging his award at the spring graduation reception.



UW-Platteville Academic Staff Award for Excellence awarded to **Michelle Zasada**, Student Services Manager

STAFF MILESTONES

The following staff members were recognized in the fall of 2016 for five years of service to the university:

Jenny Harms (Administrative Support), **Melissa Gavin** (Special Projects Coordinator), **Dan Avenarius** (Director of Distance Learning), **Karen Adams** (Marketing Director), **Cheryl Lange** (Editor/Writer), and **Wendy Pothour-Miller** (Student/Faculty Coordinator).

Angie Reinecke (Student Services Support) and **Sue Fager** (IT Support) were recognized for 15 years of service.

OFFICE OF CONTINUING EDUCATION

Driven by our
love for learning
and the communities
we serve,
we're committed
to producing
quality, relevant, and
inclusive learning
opportunities.

Advanced Ceramics Techniques is one of OCE'S newest K-12 Teacher Professional Development and Recertification courses. Mike Hadfield, whose hands are pictured here, is a local teacher who has utilized this course to fulfill credits and expand his skills. Read Hadfield's story on page 21.

OFFICE OF CONTINUING EDUCATION

FISCAL YEAR 2016-17 WAS A YEAR OF CHANGE AND RENEWED COMMITMENT to bringing together community members of all ages through educational opportunities. With the new leadership of Director Kerie Wedige and a staff that is whole-heartedly

committed to serving lifelong learners through a variety of classes, workshops, seminars, and conferences, the Office of Continuing Education is dedicated to a vision that includes generating new offerings each year; reaching new audiences locally, regionally, nationally, and internationally; and collaborating with UW-Extension and UW-Platteville to continually build on its successes.

This Annual Report provides a glimpse into the work the OCE does to provide and support learning opportunities for all. Below are some of the highlights and accomplishments from the year:

- Early Childhood Education: December 2016 marked the completion of the Wisconsin Department of Children and Families contract for services. This collaboration afforded 316 enrollments, which resulted in improved early education across the state. An

additional grant from the Wisconsin DCF enabled the OCE to convert and update the Preschool Credential to Spanish, and provide additional support to English Language Learners and English as a Second Language child care providers via an online learning community.

- Partnerships: In addition to partnering with the Platteville Regional Chamber, UW-Platteville, and UW-Extension offices in Grant, Iowa, and Lafayette counties to support programs such as the Community Leadership Alliance, the OCE partnered with the Southwest Tech Foundation to produce Ladies Leadership Luncheons in three Southwest Wisconsin cities. The OCE also saw a significant increase in registration services provided for the Wisconsin Department of Transportation Highway Technician Certification program with the addition of the Materials Coordinators Training.

- Youth programs: College for Kids and Middle University reached record numbers this year by growing the program by over 30 enrollments, while children's swim lesson enrollment reached 313.

- Stewards of resources: The OCE implemented several workflow efficiencies, including converting financial records to an electronic process.



First row, left to right: Jessica Munz, Beth Thomas, Sue Averkamp, Liz Schoenmann, and Sue Schell; second row: Tammy Bradley, Chenoa Ruecking, and Dave Schmitt; third row: Amy Pennekamp, Kerie Wedige, and Tim Noble



Right: Nicole Osborn

GRADUATE TESTIMONIAL

"I would definitely recommend this credential, especially if there is anyone over 60 years old, like myself, and hesitant about being able to go back to school. I was always the oldest in my classes, but I love sharing my knowledge and experience with others and listening to theirs."

PEGGY CLOTHIER, Family Child Care Credential graduate



Graduates of the Family Child Care Credential program celebrated their accomplishment at the Credential Commission with Instructor Jeanine O'Brien. Pictured above, left to right are O'Brien, Kristina Johnson, Nancy Storkel, Peggy Clothier, and Natalie Williams.

STAFF MILESTONES

In fall 2016, **Amy Pennekamp** (Administrative Manager) was recognized for five years of service to the university, and **Sue Averkamp** (Program Assistant) was recognized for 20 years of service.

A commitment to fostering learners and teachers



Mike Hadfield works with his instructor, Tom Cabezas, during Wheel Thrown Ceramics.

WITH A COMMITMENT TO HIGH-QUALITY LEARNING EXPERIENCES FOR EDUCATORS, the Office of Continuing Education offers professional development and recertification courses for teachers at all levels. K–12 Teacher Recertification courses provide educators with valuable teaching strategies, tools, and resources. Nearly 70 courses are delivered in both face-to-face and online formats, with the two most recently developed courses being Advanced Ceramics Techniques and Current Best Practices in K–12 Teaching Strategies.

Mike Hadfield, an alumnus of UW-Platteville, teaches Visual Arts for grades seven through 12 for the Cuba City School District in Southwest Wisconsin. From 2013-2016, he taught grades one through 12. With a Bachelor of Science in Art Education from UW-Platteville and a Master of Science in Education with an emphasis in Fine Arts from UW-River Falls, Hadfield specializes in drawing and sculpture. His coursework through the OCE has provided him with the opportunity to fulfill the credits he needs as a teacher and to expand his skills as an artist. He has also been influential in making more of the courses available for credit.

“I am taking coursework through Continuing Education not just strictly for the education credit, but to have the opportunity to work on my art. I took a noncredit course in woodturning. Now, I am taking Wheel Thrown Ceramics for credit,” Hadfield said. “The courses help me to very directly help the students with techniques. At the same time, they help me as an artist.”

Hadfield has also served the OCE community by teaching classes in mask making and paper maché for College for Kids. “I love all the experiences with young kids,” he said.

Mike and his wife, Kelly Jo, who is the Interim Marquee Operations Coordinator at UW-Platteville, reside in Platteville with their two young children.

A commitment to creating learning opportunities for all individuals

IN FISCAL YEAR 2016-17, the Office of Continuing Education focused on expanding our reach and programming in order to make our child care credentials available to more individuals.



CHILD CARE CREDENTIALS

The Office of Continuing Education serves the unique educational needs of non-traditional, working adult students, and is committed to fostering an excellent child care workforce development program. In recent years, the OCE has placed a focus on expanding and building child care education programs that are both accessible and affordable, and the programs have continually grown.

ENROLLMENT IN CHILD CARE CONTINUING EDUCATION

Program	Enrollment
Child Care and Education Credential Courses	701
Afterschool Professional Development Webinars	322
Noncredit Child Care Professional Development	256
Total Enrollments	1,279

Note: Fiscal Year 2016-17

Child care providers who completed Registry Credentials were recognized at the Wisconsin Registry Graduation Gala, which was held in March in Madison, Wisconsin. Thanks to grant funding through the Wisconsin Department of Children and Families, credential numbers rose in 2016.

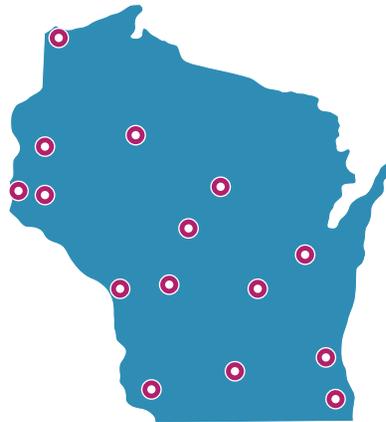
EDUCATIONAL OPPORTUNITIES PROGRAM

In 2015, the OCE received a \$790,000 contract for services from the Wisconsin Department of Children and Families to provide online continuing education courses for child care providers. While it was only required to serve 225 students, we exceeded the required deliverables, serving 316 students by December 2016.

Credential training courses such as the ones provided by the OCE are critical for child care providers to earn higher YoungStar quality ratings for their centers. YoungStar is a state service that ranks child care providers, and these rankings impact funding for centers and the financial assistance available to families using the centers. To receive assistance, a family must use a provider with at least a three-star ranking. The OCE's collaboration with the Wisconsin DCF represents an opportunity to improve the ratings of child care providers and increase access to quality child care for all Wisconsin families.

OUR STATEWIDE REACH

The program served 316 students located throughout Wisconsin.



STUDENTS SERVED | DEMOGRAPHICS

- 69 | African-American students
- 4 | Asian-American students
- 44 | Hispanic students
- 2 | Native American students
- 5 | Students of more than one race
- 149 | Caucasian students
- 43 | Other

GRANTS

This was a banner year for the OCE in terms of grants. With the awarding of four major grants, in addition to a contract for services, totaling \$855,000, we were able to expand Spanish programming translations, provide important content to students at no cost to them, and create a pathway for students to use credential credits toward an associate degree. We remain committed to seeking out relevant grants to benefit all student groups.

RAISE Grant—\$12,000 contract with the Wisconsin Afterschool Network to provide free Afterschool Continuing Education programming; the OCE hosted nine webinars, serving 322 Afterschool providers free of charge

Kohler Foundation Grant—\$3,000 to provide the Wisconsin Model Early Learning Standards training free to Sheboygan County child care providers

Wisconsin Early Childhood Education Grant—\$25,000 Articulation Improvement grant with Southwest Tech; this project allows students who earn a child care credential to apply the credits to their associate degree, lowering tuition expenses

Innovative Teaching and Learning Grant—\$25,000 Wisconsin Early Childhood Association grant to translate and develop curricula in Spanish for all Preschool Credential courses and offer the courses fully online; the OCE is committed to increasing access to continuing education programs in a number of ways, including translating curriculum to meet the needs of English as a Second Language students

CONTRACT FOR SERVICES

Educational Opportunities—\$790,000 contract with Wisconsin's Department of Children and Families to provide online continuing education courses for child care providers free of charge; the Educational Opportunities Program provided the tuition, textbooks, commission fee, and extra professional development support for these students

TESTIMONIAL



"On behalf of the Department of Children and Families and the Race to the Top Early Learning Challenge, please accept this token of appreciation for your dedicated efforts in the Educational Opportunities Grant.

Due to your resolution and passion, this grant has far exceeded expectations. The race to improve the quality of early care and education for Wisconsin's children is won by the slow and steady efforts and your commitment to the early care and education workforce that ensures generations of children will be supported by high-quality care and education.

Thank you for your efforts!"

ELOISE ANDERSON, Wisconsin's Secretary of the Department of Children and Families, on the work accomplished with the Educational Opportunities Grant Program

A commitment to enriching the lives of area youth

THE OFFICE OF CONTINUING EDUCATION is committed to cultivating a love of learning early on by offering dedicated programming to youth in the surrounding communities.

SWIM LESSONS

The Office of Continuing Education continued its 20-year tradition of offering a series of five Saturday morning swim lessons for children, starting with infant-parent level and continuing through swim level six, which includes skills such as the butterfly stroke and competitive turns.

Event Coordinator Jessica Munz manages the children's swim program and the 12 UW-Platteville students who assist her and teach the lessons. "For many of the students, the program not only helps them earn extra money but also helps them build skills related to their major," she said.

One of the 12 UW-Platteville students is Baird Miller, a freshman elementary education major with an early childhood minor who aspires to become a kindergarten teacher. Miller started swimming when he was six years old and swam competitively through high school. In the midst of his swim career, he also studied abroad in China, teaching English to fifth graders, and worked with kindergartners as a summer camp counselor. These experiences got him hooked on teaching.



Baird Miller

Miller has taught children's swim lessons in his hometown of Madison, Wisconsin, for the past three summers, and he has been teaching the OCE's swim lessons for two semesters. "It's the best of both worlds. I get to teach kids and have the opportunity to be in water, so I can share my favorite pastime," he said. Miller also taught a College for Kids course on fossils for first and second graders this past year.



Children's swim instructors, first row, left to right: Mariah Gray, Melissa Wagner, Hannah Hadjinian, and Zachary Sherman; second row: Macy Mislivecek, Ross Gulcynski, Breanna Higley, Daniel Fisher, and Madeleine Tate. Not pictured: Baird Miller and substitute instructors, James Birriel and Alyssa Sinkule

THE PROGRAM

In fiscal year 2016-17, 313 children participated in the children's swim program.

COLLEGE FOR KIDS

In summer 2016, College for Kids and Middle University had three generations of one family teaching. The family's legacy began in 1982 with Raymond and Elizabeth Duewer, who were UW-Platteville horticulture and botany professors. After two summers of co-teaching a College for Kids horticulture class with Raymond, Elizabeth started teaching floriculture, showing students how to make flower arrangements and corsages.

When Middle University was added for older children, Elizabeth began offering a landscape architecture class. Then a trip to Japan in 2001 inspired her to create a Japanese adventure class, which she taught for two summers before settling on a participant favorite, Insects and Their Relatives.

Elizabeth's daughter, Julia Harman, joined her mother at College for Kids and Middle University in 2006, teaching a creative art class. Julia, a UW-Platteville alumna, was committed to giving back to her community, and teaching was a perfect way to get involved.

Ten years after Julia's first summer with the program, and 24 years after her parents', they were joined by the third generation—18-year-old Alex Harman, who co-taught Elizabeth's Insects and Their Relatives class. Alex, a freshman at UW-Platteville, is following in his grandmother's footsteps and plans to become a college professor.

While it is an accomplishment for their family to have three generations of College for Kids and Middle University teachers, it is also a point of pride for the OCE and a testament to providing a supportive, convenient, and positive environment that creates shared learning between UW-Platteville and the community.

OCE | EVENT MANAGEMENT SERVICES

A commitment to extraordinary customer service

AS A TESTAMENT TO ITS MISSION TO FACILITATE LEARNING OPPORTUNITIES in a variety of ways, the Office of Continuing Education offers a variety of event management services to organizations both regionally and nationwide.

REGISTRATION SERVICES

The OCE helps its partners to simplify their events and courses with a user-friendly online registration site design. Organizations who take advantage of this service receive the benefit of having OCE staff take care of the entire registration process from start to finish, so they can dedicate 100 percent of their focus to creating their programs.

Registration services:

- Participant registration
- Secure payment processing
- 24/7 web report access to registrant information
- Friendly, knowledgeable customer service
- Final reconciliation statements

In 2016, the OCE facilitated the registration of 10 professional programs, events, and courses:

- Academic Coaching-Life Catalyst
- Band Conductor's Art Workshop
- Excel Competency Exams
- First Line Supervisory Training for CJ Professionals (Washington state)
- Highway Technician Certification Program 2017
- HTCP Assistant Certified Technician Registration
- Leadership Academy
- Non-Land-Grant Agricultural and Renewable Resources Universities
- Power and Energy Short Course Series
- WisDOT Material Coordinators Training

The OCE also facilitated the registration of 14 youth programs:

- 2017 Missoula Children's Theatre: *Beauty Lou and the Country Beast*
- Band Camp
- Boys' Basketball Camps (three sessions)
- Boys' Overnight Soccer Camp
- Explore Engineering Summer Program—Session 1
- Explore Engineering Summer Program—Session 2
- Full STEAM
- Little Bumpers/Little Spikers
- Men's Soccer College ID Camp
- Pre-College Academy
- Pre-Veterinary Camp
- Team Volleyball Camp
- Tri-State Honors Band Festival
- Women's Soccer College ID Camp

EVENT MANAGEMENT SERVICES

The OCE's event management services assist organizations in planning and carrying out their events. We provide staff, systems, and procedures to ensure everything is in place for every aspect of the event.

Most requested event management services:

- Payments and registration processing with secure 24/7 online access
- On-site coordination
- Event facility reservation and menu item selection
- Vendor/exhibitor planning



Alex Harman, Elizabeth Duerwer, and Julia Harman make up three generations of College for Kids and Middle University teachers. Above, Alex leads the popular *Insects and Their Relatives* College for Kids class.

THE PROGRAM

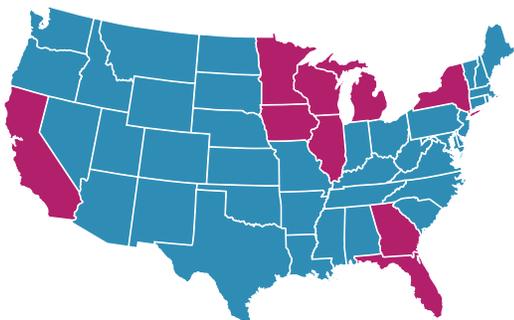
College for Kids and Middle University, which completed its 34th year during FY 2016-17, is held on the UW-Platteville campus and serves kindergarten through seventh-grade students in the tri-state area. The program is designed to provide an on-campus summer learning opportunity for children. Participants can choose one or two two-day classes on various topics.

A commitment to affordability and accessibility

IN ADDITION TO PERSONAL ENRICHMENT COURSES, the Office of Continuing Education offers career-focused online courses that provide necessary skills for professionals in many in-demand occupations. Instructor-facilitated courses are available online anytime and anywhere to prepare professionals for a new career or update current skill sets. This year, the OCE also served several AmeriCorps students.

ABOUT THE PROGRAM

Online Learning Centers served 84 students in Wisconsin and across the country (in purple) in fiscal year 2016–17.



Six new course suites were added to Online Learning Centers:

- Medical Office Basics
- Self-Improvement
- New Career
- Healthy Living
- New Manager
- Healthy Relationships

Classes are provided by the following partners:

- Career WebSchool
- Ed2Go
- Ed2Go Education Services
- Health Ed Today
- The Center for Legal Studies
- UGotClass

FUTURE PLANS

The next step is to better define business and industry needs regionally, and then work with our online partners to set up the appropriate training programs for those who prefer an online platform.



Tim Noble

To meet these initiatives, Tim Noble was hired as the Business Training and Development Manager. In this role, he will be working with business leaders to evaluate training gaps and identify opportunities for the OCE to deliver easily accessible, high-quality, and high-impact training solutions. This may consist of new programs, customized training for a corporate partner, expansion of the existing learning centers currently offered, or a combination of these. The aim of these unique training opportunities is to help companies engage their employees and drive business results by enhancing employee knowledge and skills, which can create a high-performance working environment.

Noble will also collaborate with other agencies and institutions to efficiently serve the training needs of the business community. “We are partnering with the UW-Platteville criminal justice program faculty to provide a three-course series in corporate security and theft prevention,” Noble said. “There is a strong demand for this type of training, and we look forward to taking the courses on the road to serve local businesses.”

Through his efforts, it is anticipated that the OCE will grow not only its revenue but also its services to businesses in the region.

A commitment to strengthening the community

THE OFFICE OF CONTINUING EDUCATION PARTNERS WITH organizations throughout the region to create educational programming, strengthening the communities it serves.

LADIES LEADERSHIP LUNCHEONS

As part of its pledge to provide essential information to its community members, the OCE partnered with the Southwest Tech Foundation to produce the Ladies Leadership Luncheons. During a time of limited resources, these events provided an opportunity for women in the region to network and build alliances. Each of the three luncheons was held in a different southwestern Wisconsin city, drawing 115 total attendees.

Every session featured icebreaker activities for participants to get to know each other, lunch, and a speaker who covered a topic uniquely important to working women.

COMMUNITY LEADERSHIP ALLIANCE



The OCE has been a proud partner of the Community Leadership Alliance of Southwest Wisconsin since its inception in 2000. The six-month program supports and connects community-focused leaders throughout Southwest Wisconsin. It has produced more than 500 graduates in the last 18 years.

A commitment to unique, timely, and quality programming

HIGHWAY TECHNICIAN CERTIFICATION

2,148

An aerial photograph showing a highway interchange with multiple lanes and a road under construction or maintenance, surrounded by green fields and trees.

OTHER PROFESSIONALS

213

A close-up portrait of a young man with short dark hair, wearing a white shirt and a black backpack, smiling warmly at the camera.

K-12 EDUCATION

176

A photograph of three children, two girls and one boy, all smiling and resting their heads on their hands. They are wearing blue shirts.

YOUTH PROGRAMS

1,517

A woman with a headband is smiling and holding a baby in a swimming pool. The water is blue and splashing around them.

COMMUNITY EDUCATION

1,053

A close-up shot of hands shaping a piece of clay on a pottery wheel. The wheel is spinning, creating a blurred motion effect.

EARLY CHILDHOOD EDUCATION

1,268

A young girl with pigtails is leaning over a yellow table, looking at something on the surface. She is wearing a light-colored sweater.

ONLINE LEARNING CENTERS

90

A person's hands are shown typing on a laptop keyboard. A smartphone is visible on the desk next to the laptop.

TOTAL ENROLLMENTS 6,465

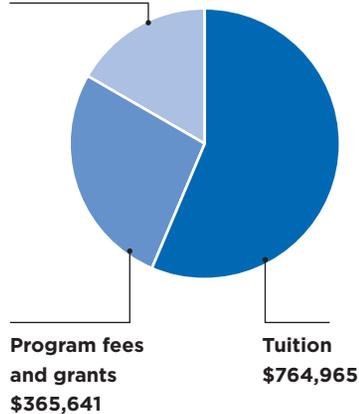
BUDGET AND FISCAL HEALTH

A commitment to fiscal responsibility

THE OFFICE OF CONTINUING EDUCATION primarily operates on a cost-recovery basis, with limited support from the university and UW-Extension. As a dedicated steward of resources, the OCE creates and works within budgets for all programs and identifies costs involved in any activity. Programs are required to generate revenue to cover direct costs and indirect administrative expenses. As a partner of UW-Platteville and UW-Extension, the OCE receives a limited amount of state funding to ensure access and to subsidize fees for underserved audiences. Many programs also receive support from community partners and funding agencies to help keep program fees affordable for participants. Grants may be awarded in the form of scholarships or sponsorship support for program expenses. The funds enrich our programming and reach participants who greatly benefit from the funding.

REVENUE

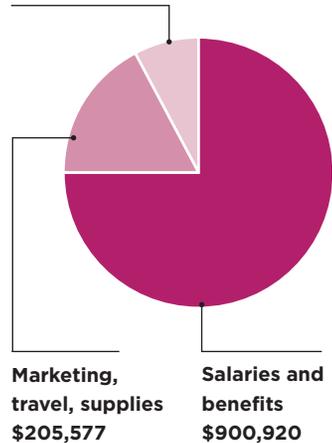
UW-Platteville and UW-Extension (salaries and benefits) \$221,658



TOTAL REVENUE: \$1,352,264

EXPENSES

Payments to campus \$92,180



TOTAL EXPENSES: \$1,198,677

VARIANCE: \$153,587

Note: Figures are unaudited.

OCE | PROFESSIONAL DEVELOPMENT

A commitment to participating in the lifelong learning experience

AS PROVIDERS OF PROFESSIONAL AND EDUCATIONAL OPPORTUNITIES for the community and beyond, the Office of Continuing Education is committed to lifelong learning. So, we encourage our staff members to seek out ways to share their knowledge and expand upon their skills.

Staff played a lead role in sharing expertise and information related to our programming at the following events.

Vendor: New York State Association for the Education of Young Children Conference and the Wisconsin Early Childhood Association Conference—Nicole Osborn (Education and Training Coordinator)

Presenter: UW-Extension Program Managers Event, a statewide conference—Chenoa Ruecking (Education and Training Program Manager)

Vendor: Wisconsin Early Childhood Association Conference, Wisconsin Head Start Conference,

Collaborating Partners Early Childhood Conference, and the National Head Start Conference—Chenoa Ruecking

Additionally, staff completed several professional development activities.

Workshop: Crucial Conversations, conducted through UW-Platteville—Amy Pennekamp (Administrative Manager), Beth Thomas (Program Assistant), and Liz Schoenmann (Financial Coordinator)

Workshop: Leadership, Team-Building and Coaching Skills for Managers and Supervisors, a Fred Pryor seminar—Amy Pennekamp

Training: Intro to Chrystal Reports, Intro to HTML5, and Intro to Access, OCE's Ed2Go trainings—Dave Schmitt (IS Support Coordinator)

Training: Fighting Fair: Secrets to Successful Conflict Resolution, an OCE-sponsored training instructed by Jim Harris—Sue Averkamp (Program Assistant), Sue Schell (Program Assistant), and Dave Schmitt

Coursework: Special Event Management and Budgets and Finances in Meetings and Events through Madison Area Technical College—Beth Thomas

COMMITMENT

TO THE FUTURE OF EDUCATION





UNIVERSITY OF WISCONSIN
PLATTEVILLE
ALTERNATIVE DELIVERY SYSTEMS

