2008 Viterbo University
HLC/NCA Self-Study
Prepared for The Higher Learning Commission of the
North Central Association of Colleges and Schools
Viterbo University: A Franciscan Heritage

*Lord, make me an instrument of thy peace;
Where there is hatred, let me sow love;
Where there is injury, pardon;
Where there is doubt, faith;
Where there is despair, hope;
Where there is darkness, light;
And where there is sadness, joy.*

*Divine Master, grant that I may not so much seek
To be consoled as to console;
To be understood as to understand;
To be loved as to love;*

*For it is in giving that we receive,
It is in pardoning that we are pardoned,
And it is in dying that we are born to eternal life*

--*Prayer of St. Francis of Assisi*
July 2008

The Higher Learning Commission
North Central Association of Colleges and Schools
30 North LaSalle Street, Suite 2400
Chicago, IL 60602-2504

Dear Colleagues:

On behalf of the Viterbo University Board of Trustees, I am pleased to submit this letter to accompany the 2008 Self Study of Viterbo University. For the past several years, the University has been engaged in a critical review of itself, in preparation for the comprehensive visit in October 2008. Representing the board on the Self Study Steering Committee has been trustee Karen Drazkowski, a member of the Academic Affairs Committee.

We are pleased with the inclusive process of the Self Study and acknowledge with great respect the leadership and hard work of those involved. The Board of Trustees has been actively engaged in the review and approval of the change request to offer the Doctor of Nursing Practice degree and the Ph.D. in Ethical Leadership. We enthusiastically support the request for continued accreditation for a ten year period and look forward to meeting with the visiting team in October.

Thank you to the Commission and to the consultant-evaluators who will assist the University in this important endeavor.

Sincerely,

Mary Ann Gschwind, FSPA
Chairperson, Board of Trustees
# Table of Contents

Acknowledgments..............................................................................................................iv

Chapter One: Introduction ................................................................................................. 1

Chapter Two: Organization Viterbo University ................................................................. 27

Chapter Three: Criterion One, Mission and Integrity ...................................................... 37

Chapter Four: Criterion Two, Preparing for the Future .................................................. 77

Chapter Five: Criterion Three, Student Learning and Effective Teaching ............... 121

Chapter Six: Criterion Four, Acquisition, Discovery, and Application of Knowledge ........................................................... 153

Chapter Seven: Criterion Five, Engagement and Service ............................................ 181

Chapter Eight: Conclusion ............................................................................................... 213
Acknowledgments

Many members of the Viterbo University community contributed to the creation of this 2008 Self-Study. Their contributions in time, expertise, insights, and research were invaluable.

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The following members of the Viterbo University community were generous in the editing and publishing of the 2008 Self-Study:

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Viterbo University is fortunate to have four administrators who have experience as regional site evaluators: President Richard B. Artman; Barbara Gayle, Academic Vice president; Diane L. Brimmer, Vice President Student Development; William J. Medland, Chancellor; and Sr. Georgia Christensen, Director Institutional Research. The following individuals served as consultants to the Self-Study Steering Committee: Dr. Robert R. Appleson, the university's HLC/NCA liaison reviewed early drafts of the 2008 Self-Study and Requests for Change in November, 2007, and consulted with the Steering Committee and administration regarding the progress of the reports. Dr. Katy E. Marre reviewed the Requests for Change and a later draft of the 2008 Self-Study in May, 2008.
<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
</tr>
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<tbody>
<tr>
<td>AA</td>
<td>Associate of Arts Degree</td>
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<td>AAMC</td>
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<td>AAPI</td>
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<td>BMI</td>
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<td>Composite Financial Index</td>
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<td>Wisconsin Technical College</td>
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<td>Your First College Year Inventory</td>
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Chapter 1

INTRODUCTION

Founded and sponsored by the Franciscan Sisters of Perpetual Adoration, Viterbo University is a Catholic, Franciscan university in the liberal arts tradition. The Viterbo University community prepares students for faithful service and ethical leadership.
Chapter One Outline

Viterbo University Overview ................................................................. 2
History of Viterbo University .............................................................. 3
Western Wisconsin Overview ............................................................... 4
The 2008 Self-Study Overview ............................................................ 6
Major Developments Since 1998 ........................................................ 9
Progress on Concerns from the 1998 Site Visit Report .................... 11
Progress on Concerns from the Focus Visit, September, 2003 ............ 25
Progress on Suggestions from the 1998 Site Visit Report .................. 26
Organization of the 2008 Self-Study .................................................... 26
INTRODUCTION

Viterbo University welcomes the opportunity to share the results of a comprehensive, three-year self-study project that highlights the growth and achievements of the university in the last 10 years and addresses the five Higher Learning Commission of the North Central Association (HLC/NCA) Criteria for Accreditation. The 2008 Self-Study reports on the institution’s progress on concerns from the 1998 HLC/NCA site visit and identifies the challenges Viterbo University faces as it strives to keep pace with the changing needs of its constituents. This document reflects upon those challenges and provides recommendations for improvement.

When the 2008 Self-Study Steering Committee met in February, 2006, the members set five goals for the institutional 2008 Self-Study:

• To assess honestly and objectively Viterbo University’s strengths and challenges;
• To provide a framework of recommendations which Viterbo University can use to plan for the next decade;
• To provide evidence to the HLC/NCA that Viterbo University should continue its accreditation status;
• To provide the commission an opportunity to evaluate Viterbo University and propose the means to fulfill its mission as a University of Opportunity;
• To improve the quality of life-long learning for all of the Viterbo community.

Appended to the 2008 Self-Study are two formal Requests for Change:

• “Approval for the Initiation of Doctor of Philosophy in Ethical Leadership”
• “Approval for the Initiation of Doctor of Nursing Practice”

Viterbo University has a rich heritage as a Franciscan, Catholic liberal arts university that honors and promotes Franciscan values in a person-centered setting. The central purposes of the 2008 Self-Study are to assess the resources of the university for accreditation purposes and to appraise the institution’s commitment to all future constituents. The university recognizes that systematic self-assessment is crucial to continue to prepare students to lead and serve in the Franciscan ethos. Viterbo University is committed to maintain a learning-focused environment and to remain connected to the students’ needs. HLC/NCA accreditation is crucial if Viterbo University is to maintain the eligibility of its students for federal grants and loans and the recognition of its degrees by employers, other institutions of higher learning, government agencies, professional licensing boards, and similar organizations.

Viterbo University Overview

Francis, Clare, and Precarious Balance:

On either side of the Viterbo University Assisi Courtyard stand two sculptures. On the north side stands a statue of St. Francis of Assisi, Dancing Francis, by Paul T. Granlund. St. Francis, poised on the moon and holding aloft the sun, lifts his arms to the heavens, his habit swinging freely, his feet seemingly moving to the rhythms of the earth. It is a joyful monument to the mission of St. Francis and the Franciscan Sisters of Perpetual Adoration (FSPA), the founding body of the university. “Lord, make me an instrument of thy peace. Where there is hatred, let me sow love; where there is darkness, light.” On the south side of the court stands a statue of St. Clare of Assisi, Clare, a companion to Dancing Francis, by David Kocka, Granlund’s student. Clare celebrates the feminine poise, an image of Clare with the Eucharist symbolizing
Chapter 1

INTRODUCTION

a non-violent approach to stave off opponents to peace and light. Clare is an image of contemplative pause centered on the Eucharist which appears like a sun dancing on her fingertips signifying a monstrance. Where Francis dances between the sun and the moon, Clare is the fusion of sun and moon.

These two sculptures serve as symbols of Viterbo University’s heritage. St. Francis and St. Clare taught reflection, hospitality, service, stewardship, and respect. Viterbo University continues to teach those same values to the constituents it serves: contemplation, hospitality, service, stewardship, and integrity. Between Dancing Francis and Clare is a third sculpture, Precarious Balance, a fountain designed by two Viterbo University faculty members, Gerard Ferrari and J. David Blatt. The overall structure of the fountain portrays a precarious balancing act found in nature. The centerpiece of the fountain is a seed that cradles a white marble sphere. The seed and sphere are delicately suspended over a whirlpool of water flowing in a circular bath. The perfect circle represents oneness with nature and God. From the bath’s seven branch-like arms come seven jets of water—each arm representing a corresponding figure in the “Canticle of the Sun” by St. Francis. Growing, living plants complement the fountain showing the future state for the seed, that of a community of supporters, friends, and teachers. The water and plants remind all of the La Crosse region and of the need for ecological balance.

Unlike the statues of St. Francis and St. Clare, Precarious Balance is abstract, mechanical in appearance, technological in design and function. The fountain complements St. Francis and St. Clare. It completes the identity of Viterbo University. Viterbo University looks to its past to maintain the spirit of its mission: serving with a love for others, learning with a thirst to teach, and leading with the humility to follow. Viterbo University looks as well to the future—a future that includes achieving national and regional academic distinction in the fine arts, the D.B. & Marge Reinhart Ethics Institute, nursing, the sciences, dietetics, education, and continuing education; amplifying and applying the Catholic and Franciscan identity for the betterment of all university constituents; doubling the endowment growth in the next five years, expanding international opportunities, and providing access and affordability for talented and financially needy students; increasing enrollment, partnerships with technical and community colleges, and constructing the necessary buildings to accommodate the projected growth.

History of Viterbo University

Viterbo University began in 1890 as St. Rose Normal School, a preparatory school to train Sisters as elementary school teachers. The accredited school evolved into St. Rose Junior College, 1932; Viterbo College, 1939; and Viterbo University, 2001. The university takes its name from Viterbo, Italy, home to the thirteenth-century Franciscan, Saint Rose of Viterbo, the patroness of the FSPA. Today Viterbo University’ programs are accredited by the American Chemical Society, the Commission on Accreditation for Dietetics Education, the National

Association of Schools of Music, the National Council for Accreditation of Teacher Education, the Commission on Collegiate Nursing Education, the Council on Social Work Education, the Higher Learning Commission: North Central Association, the International Assembly for Collegiate Business Education, the Wisconsin Department of Public Instruction and the Wisconsin State Board of Nursing. The university is also recognized by the Wisconsin Department of Public Instruction for the certification of teachers in the elementary and secondary schools, and licensures in Educational Leadership (Principal License), Early Childhood Education, Director of Instruction Licensure, Director of Special Education and Pupil Services, Reading Teacher License, Literacy Coaching Certificate, and Reading Specialist License. The university is recognized by the Wisconsin Department of Public Instruction and the Iowa Department of Education for the training of veterans and has membership in more than 50 professional educational organizations. Viterbo University received approval in November, 2007, from the Iowa State Board of Education for the Viterbo University/Iowa Campus’s educational leadership program—K-12 Principal/Supervisor of Special Education.

For a comprehensive overview of the history of Viterbo University, see Continuity and Change: The History of Viterbo College, 1890-1980 in the Resource Room. See also A Chapter of Franciscan History: The Sisters of the Third Order of Saint Francis of Perpetual Adoration: 1849-1949 in the Resource Room and the Viterbo University archives in the Special Collections Room of the Todd Wehr Memorial Library and the FSPA archives.

Western Wisconsin Overview

Viterbo University is located in La Crosse, Wisconsin in western Wisconsin near the Mississippi River, a five-hour drive from Chicago, and a three-hour drive from Minneapolis-St. Paul. More than 70 percent of the students who attend Viterbo University come from the Upper Mississippi tri-state, eight-county area of western Wisconsin, southeastern Minnesota, and northeastern Iowa. The region surrounding La Crosse has geological unique features. It escaped unscathed the great glacier of the Ice Age that scraped adjacent areas flat, but left bluffs, coulees, streams, and valleys that today make the Coulee Region one of the most beautiful areas in Wisconsin.

Three rivers—the La Crosse, the Black, and the Mississippi—converge at La Crosse. French traders in the late 1700s named the city “Prairie La Crosse” when they saw Native Americans playing on the wide prairie (the present site of the city of La Crosse) a ball game with a long-handled racquet. The site was settled by white fur trappers and traders in 1841. Nathan Myrick used the area for trading with the Winnebago Indians and he helped to establish La Crosse as a city March 14, 1856, with a population of 745.

The Coulee Region shows potential to sustain an increase in education and employment opportunities. The City of La Crosse, the twelfth largest city in Wisconsin, is central to the three states from which Viterbo University draws its students: Wisconsin, Minnesota, and Iowa. The total population of the three states in
Chapter 1  INTRODUCTION

2007 was 13.6 million. In 2000 the population of the City of La Crosse was 51,818, and in 2007 the population decreased by .5 percent to 51,580. The projected population for 2010 is 51,507. Population projections through 2025 indicate that the population of the City of La Crosse will hover near 51,000 while the population of La Crosse County will increase from approximately 112,000 to more than 122,000.

La Crosse County is the trade, industrial, medical, transportation, cultural, financial, and education center of the tri-state Coulee Region, and in 2007 had a population of 111,791. The La Crosse County population has increased 4.4 percent during the first eight years of the new millennium. The population projections through the next decade indicate that the increase in growth will continue at this same rate. The number of estimated housing units in La Crosse County increased from 43,479 in 2000 to 47,131 in 2007.

The U.S. Census Bureau reported in 2006 that unlike most nearby counties, more Americans are moving out of La Crosse than moving in. However, La Crosse County experienced a surge in immigrants (especially from Southeast Asia) that more than made up for the small loss of U.S. residents to other places. In 2006, 3.6 percent of La Crosse County was Asian. International migration to La Crosse County in 2004 was 322; domestic migration out of La Crosse was 131.

The public school districts within the county continue to grow. The Holmen School District, the Onalaska School District and the West Salem School District have increased in enrollment and buildings since 1998. Student enrollments in the area private schools (La Crosse Aquinas High School and Middle School, Onalaska Lutheran High School, and the West Salem Coulee Christian School) also continued to increase. Student enrollment in the La Crosse School District and the Bangor School District has decreased since 1998.

Although agriculture and tourism remain central to the economy of the region, La Crosse evolved from a trading post to a logging center, then as a major brewery site. Today there is one brewery, City Brewing, LLC. Major employers in the region are Gundersen Lutheran Medical Center, Franciscan Skemp Healthcare/Mayo Health System, American Standard Inc., and Kwik Trip Inc. Each of these establishments employs more than 1000 workers. Public sector employers with more than 1000 workers are La Crosse County, the La Crosse Public Schools, and the University of Wisconsin at La Crosse. Three institutions of higher education are located in La Crosse: UW-L, Viterbo University, and the Western Technical College (WTC). Each has experienced sustained growth in the last decade.

Steady growth in the labor force is projected for La Crosse County and western Wisconsin. The labor pool is broad-based and includes skilled and unskilled workers, clerical workers, and a mix of technical, managerial, and professional personnel. It is

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2Final Estimated Components of Population Change for Wisconsin Counties: 2000-2007. Madison, Wisconsin: Wisconsin Department of Administration. Demographics Services Center, October, 2007. The La Crosse metro area which includes La Crescent, Minnesota, grew 0.7 percent to 130,926 from July, 2006 to July 2007. La Crosse County population grew 0.9 percent to 111,411 from 2006 to 2007. U.S. Census Bureau.


5Estimated Total Housing Unites for Wisconsin Counties, 2000 Census Corrected. Madison, Wisconsin: Wisconsin Department of Administration. Demographics Services Center, (Annual Housing Survey for the Years following the 2000 Census).

6U.S. Census Bureau. www.census.gov/popest/datasets.html
INTRODUCTION

Chapter 1

projected that by the end of 2008, all occupations will add 2320 more jobs to the Coulee Region than were available in 2006, a 1.7 percent change. The 2006 average annual wage for all workers in western Wisconsin counties was $33,127, which increased from the 2004 average of $30,924. The average wage paid to workers in La Crosse is nine percent lower than the statewide overall average.\(^7\)

La Crosse is served by major state, U.S., and Interstate highways; the Soo Line, the Burlington Northern, and Amtrak railroads; Northwest and American airlines; Mississippi River traffic; a Municipal Transit Unit, and a regional bus line.

Conclusion

Because the Coulee Region has experienced sustained manageable growth since 1998, and is projected to increase, the potential for Viterbo University to maintain its growth in the next 10 years is increased. A vibrant business community, diverse recreational sites, and natural beauty provide Viterbo University students and alumni work and play opportunities unique to the region.

The 2008 Self-Study Overview

Purpose

The Higher Learning Commission of the North Central Association of Colleges and Schools (HLC/NCA) requires its affiliated institutions to engage in a process of self-study at least once every 10 years. After the institution has completed its 2008 Self-Study, an HLC/NCA institutional accrediting team evaluates the entire institution in terms of its mission and accredits it as a whole. The 2008 Self-Study reviews the formal educational activities of the institution and assesses the institution in relation to the five criteria for accreditation adopted by the HLC/NCA January 1, 2005: Mission and Integrity; Preparing for the Future; Student Learning and Effective Teaching; Acquisition, Discovery, and Application of Knowledge; and Engagement and Service. This report reviews and assesses Viterbo University’s continued commitment to Franciscan values and academic standards established by the founding Franciscan Sisters of Perpetual Adoration. In the description, analysis, and evaluation of Viterbo University, the 2008 Self-Study provides recommendations for review, action, and change that will ensure the continued integrity of the institution.

Viterbo University History of HLC/NCA Accreditation

Viterbo University has maintained continual accreditation with HLC/NCA since its first visit in 1954. The university completed its previous comprehensive Self-Study process for the North Central Association in 1998. In the last 10 years, the university has undertaken the following matters with the HLC/NCA.

- In February, 1998, the Viterbo School of Nursing successfully completed the HLC/NCA request for institutional change to initiate a Master of Science (MSN) Degree in Nursing.
- In September, 2000, the university informed the HLC/NCA of an official name change from Viterbo College to Viterbo University.
- In November, 2001, the HLC/NCA approved a request for accreditation of a Master of Arts in Servant Leadership Program (MASL).

\(^7\)Wisconsin Department of Workforce Development, December, 2005.
Chapter 1  INTRODUCTION

- The HLC/NCA approved in November, 2001, a progress report on the library facilities, technical support and level of staffing.
- Viterbo University began with the HLC/NCA approval a Master of Business Administration Program (MBA) in September, 2003.
- The HLC/NCA approved a request to initiate an online program version for the Bachelor of Business Administration (BBA) in Organizational Management (OMGT) and Management and Information Technology (MGIT) in September, 2003.
- In 2004, the HLC/NCA approved an institutional request to initiate an Associate of Arts (AA) and Associate of Science (AS) degree with Western Technical College in La Crosse.
- In 2004, Viterbo University successfully submitted to HLC/NCA a progress report on the staffing and financial plans for the online BBA and MBA.
- In 2005, Viterbo University received HLC/NCA approval to offer the MASL program in Minnesota.
- The HLC/NCA in April, 2005 approved a request to expand the RN to BSN program to Rochester, Minnesota.
- The HLC/NCA in June, 2005 approved an assessment progress report.
- In October, 2006, the HLC/NCA visited Viterbo University to review the university’s application to begin a Ph.D. in Ethical Leadership. The application was subsequently withdrawn.
- In April, 2007, the HLC/NCA conducted a pilot multi-site visit at Viterbo University.

An Open, Inclusive 2008 Self-Study Process

The Viterbo University 2008 Self-Study process has been a comprehensive and inclusive project. To coordinate the accreditation 2008 Self-Study, in December, 2004, Academic Vice President, Jack Havertape, appointed Grant T. Smith, Professor of English, as the Viterbo University 2008 Self-Study coordinator. Smith attended the 2005 HLC/NCA Conference in Chicago; and in the spring of 2005, to ensure broad involvement in the interpretation of the data, Smith and Havertape selected individuals from faculty, staff, administration, student body, alumni, community, and Board of Trustees to serve on a 2008 Self-Study Steering Committee. The Steering Committee began meeting consistently in the late fall of 2005, and it selected members of the Viterbo University community to serve on five sub-committees based upon the five HLC/NCA criteria of evaluation. In spring, 2006, Sr. Georgia Christensen, Havertape, Smith and selected members of the Self-Study Steering Committee attended the HLC/NCA annual conference in Chicago. The 2008 Self-Study was authorized by the Viterbo University Board of Trustees June 16, 2006. In summer, 2006, Sr. Georgia Christensen, Dean of Graduate Studies, Director of Institutional Research, was named as co-chair to coordinate the 2008 Self-Study. In the spring, 2007, Smith and Christensen and the sub-committee chairs attended the HLC/NCA conference in Chicago. In the summer, 2007, Smith and Christensen used the data and information supplied by the five sub-committees to complete a draft of the 2008 Self-Study which was revised multiple times after significant input from the Viterbo University community. In April, 2008, Christensen and Smith attended the HLC/NCA Annual Conference where they presented, “I’m So Crazy I’ve Done This Twice: Practical Suggestions for Completing a Successful Comprehensive Self-Study.”

Throughout the 2008 Self-Study process, the university maintained an open dialogue with all of its constituents. All Viterbo University constituents were kept informed of the 2008 Self-Study Process through institution publications, workshops, public
notices, assembly updates, and community forums in January, 2007, and January, 2008. Christensen and Smith also maintained an interactive Self-Study Web site that contains minutes from the 2008 Self-Study committee meetings as well as drafts of the 2008 Self-Study. In the fall of 2005, Smith conducted more than 25 interviews with representative constituents of the Viterbo community to gain a sense of perceived university strengths and challenges. Smith and Christensen prepared 2008 Self-Study pamphlets for the university community as well as articles in Connections (a weekly in-house newsletter) and Lumen (the student newspaper). In the fall of 2006, Smith spoke to faculty, staff and administration assemblies to update the community on the progress of the 2008 Self-Study and to elicit input.

Dr. Robert Appleson, the HLC/NCA liaison with Viterbo University, visited the university in November, 2007, and provided feedback on the 2008 Self-Study and Requests for Change to the Steering Committee and the President. Katy E. Marre, Ph.D., former Associate Vice President for Graduate Studies and Research at the University of Dayton, consulted with the university in March, 2008, on the development of a Viterbo University Graduate Studies infrastructure. Dr. Marre also reviewed the 2008 Self-Study and two “Request for Change” reports in spring, 2008.

In January, 2007, and again in January, 2008, Smith and Christensen and sub-committee chairs directed a half-day 2008 Self-Study forum for the entire university community. In fall, 2007, Christensen updated the faculty at the fall faculty in-service, and Smith updated the staff and administration at their fall assemblies. In April and May, 2008, Smith and Christensen met with the President’s Cabinet and Dean’s Council to review the 2008 Self-Study. All Viterbo University personnel received a final status report on the 2008 Self-Study in May, 2008. Members of the Board of Trustees were informed of the status of the Self-Study Process in October, 2007, and again in May, 2008. Public notice of the 2008 Self-Study project was given through the La Crosse Tribune, Lumen, Strides, Connections, and The Catholic Times in fall, 2007 (Exhibit A-1).

For this re-accreditation self-study, Viterbo University will be evaluated according to the Higher Learning Commission accreditation criteria. In the summer of 2006, the Communications and Marketing Office designed a Viterbo University NCA Self-Study Web page for the university. The Viterbo University Accreditation Web site cites important facts about the university’s accreditation. In addition to numerous in-house and national surveys (Exhibit A.2), the university administered the following surveys and questionnaires to its constituents to garner more evidence-based information for the 2008 Self-Study:

- 2004-2005 HERI Faculty Survey: Institutional Profile for All Respondent Types
- Beginning College Survey Student Engagement (BCSSE), fall, 2005
- Student Satisfaction Inventory (SSI), 2006
- National Survey of Student Engagement (NSSE), spring, 2006; spring, 2007
- Faculty Survey Student Engagement (FSSE), 2007

After studying the data and gathering additional information, each sub-committee submitted a work report to the Steering Committee for review and revision. The Steering Committee and President’s Cabinet reviewed all drafts of the 2008 Self-Study chapters, the Core Component Conclusions, and the Criteria Major Strengths, Challenges, and Recommendations. Steering Committee minutes, sub-committee minutes, work drafts, and 2008 Self-Study chapters are posted on the university 2008 Self-Study Web page for review and commentary by the university community.
In July, 2008, Viterbo University sent the 2008 Self-Study, the Federal Compliance and Institutional Snapshot Appendix, the two Request for Change documents, and other required documents and handbooks to the HLC/NCA consultant/evaluators.

Major Developments Since 1998

Viterbo University has experienced many changes and consistent growth since the 1998 accreditation review. Some of the changes are clearly visible to any campus visitor: the D. B. and Marge Reinhart Center, the Amie L. Mathy Center, and the pedestrian malls that connect the campus. The growth is represented in increasing enrollments, personnel, programs, and endowments. The Viterbo University endowment has increased from $7.5 million to $24 million since 1998, and the budget expansion has increased from $22.3 million to $37.7 million since 1998. University undergraduate enrollment increased from 1790 in fall, 1998, to 2019 in fall, 2007.

Other policy and administrative changes are less visible to visitors, but equally important in maintaining the university’s mission. Major changes at Viterbo University are detailed later in the 2008 Self-Study. Major changes are listed below:

1998

- Viterbo College Outdoor Athletics Complex ($810,000) is dedicated, October.
- Viterbo College begins the MSN Program.

1999

- Viterbo College is nationally recognized as a “character development” university by the Templeton Foundation—one of 100 institutions of higher education so recognized, 1999-2001.
- Viterbo Court ($101,000) is dedicated, August.
- D.B. Reinhart Institute for Ethics in Leadership begins with a $500,000 endowment for programming.
- The Viterbo Endowed Lectureship in Ethics is established to invite distinguished scholars and professional leaders to the community, April.

2000

- Viterbo College officially becomes Viterbo University.
- V-Hawk Court ($156,000) is dedicated, August.
- Viterbo University collaborates with Western Wisconsin Technical College to offer a degree completion program.
- Viterbo University hires a Director of Institutional Research and Assessment.

2001

- Physical Plant Building ($265,000) is dedicated, September.
- Viterbo University collaborates with Western Wisconsin Technical College to initiate the Technology Education Program.
- Viterbo University receives accreditation for the MASL Program.
INTRODUCTION

Chapter 1

2002

- Viterbo University initiates the Master of Arts in Education Leadership program.
- Viterbo University initiates an Post-Baccalaureate Teaching Licensure Program.
- Gary L. Klein begins position as Vice President for Institutional Advancement.

2003

- Viterbo University is nationally recognized as a “Champion of Character” university by the National Association of Intercollegiate Athletics (NAIA), 2003-2005.
- Viterbo University receives a $1.77 million Title III Grant to address assessment and active learning on campus.
- The D.B. and Marge Reinhart Center for Ethics, Science, and Technology ($10,635,000) is dedicated, October.

2004

- Viterbo University enjoys record enrollment for 13 consecutive years in undergraduate or graduate programs: 1,922 undergraduates and 770 graduates.
- Viterbo University has a record number of total students served in a single semester: 2,692.

2005

- The Amie L. Mathy Center for Recreation and Education ($4,725,000) is dedicated, September. The Center has a $3 million endowment.
- Endowment increases by 30 percent to nearly $19.4 million.
- Diane L. Brimmer, Ph.D., begins position as Vice President Student Development.

2006

- Richard B. Artman, Ph.D., begins tenure as eighth President of Viterbo University July 1.
- A record number of total degrees (917) are awarded.
- A record number of master degrees (509) in graduate programs are awarded.
- William J. Medland, Ph.D., is named Chancellor of Viterbo University.
- The Todd Wehr Memorial Library is renovated and expanded ($1 million).
- The Student Union Building (including the Student Bookstore and Dining Hall) and the Fine Arts Center are renovated.

2007

- Wayne Wojciechowski begins position as interim Academic Vice President.
- Viterbo University task force begins plans for a new Nursing and Dietetics Building.
- Viterbo University begins research fellowships through the D. B. Reinhart Institute for Ethics in Leadership with $2.5 million endowment; $500,000 for programming.
- Marian Hall and Bonaventure Hall are renovated.
Chapter 1

INTRODUCTION

2008

- Viterbo University adopts new mission statement, January.
- Barbara Gayle, Ph.D., begins position as Academic Vice President, June.
- Sr. Georgia Christensen, Ph.D., FSPA, begins position as Dean of Graduate Studies, July.
- Viterbo University completes the 2008 Self-Study, summer.

Leadership Transitions

Viterbo University has experienced significant change in administrative leadership since its previous re-accreditation review in 1998.

- On January 1, 2002, Gary L. Klein, CFRE, begins work as the Vice President of Institutional Advancement.
- In 2004, the Board of Trustees approves the decision to appoint current President’s Cabinet members Pat Kerrigan, MASL., as Vice President for Communications and Marketing; and Father Tom O’Neill, M.Div., as Vice President for Mission and Ministry.
- On July 1, 2004, Jack Havertape, Ed.D., Academic Vice President, begins as interim Dean of School of Fine Arts.
- On July 1, 2005, Diane L. Brimmer, Ph.D., begins work as Vice President of Student Development.
- On July 1, 2006, Kenneth W. Risch, MFA, begins work as Dean of School of Fine Arts.
- On July 1, 2006, William J. Medland, Ph.D., retires as President of Viterbo University. Medland continues as Chancellor of the university.
- On July 1, 2006, Richard B. Artman, Ph.D. begins work as President of Viterbo University. He is inaugurated March 30, 2007.
- On July 1, 2007, Jack Havertape, Ed.D., retires as Academic Vice President of Viterbo University. Wayne Wojciechowski, M.S., Assistant Academic Vice President, serves as interim Academic Vice President, 2007-2008.
- On March 25, 2008, Bob Dean, Ed.D., retires as Dean of Dahl School of Business.
- On May 31, 2008, Mary Hassinger, Ph.D., Dean of School of Letters and Sciences, accepts position as Vice President of Academic Affairs at Stephens College, Columbia, Missouri.
- On June 1, 2008, Barbara Gayle, Ph.D., begins work as Academic Vice President.
- On July 1, 2008, Glena Temple, Ph.D., begins as interim Dean of School of Letters and Sciences.
- On July 1, 2008, Sr. Georgia Christensen, FSPA, begins position as Dean of Graduate Studies.
- On July 1, 2008, Thomas E. Knothe, J.D., begins as interim Dean of Dahl School of Business.
Progress on Concerns from the 1998-Site Visit Report

1. Institutional Assessment Culture

“Assessment outcomes should be measurable, encompass all university academic programs, and reflect standardized competence criteria; further, assessment data should be uniformly documented and contribute to program review, evaluation, planning, and budgeting.”

In 1998, Academic Vice President Jack Havertape, Ed.D, initiated a discussion with Cecelia Lopez, HLC/NCA consultant, to review the university’s assessment plan. Lopez and Havertape concluded that Viterbo University’s current assessment plan did not yield useful information for program improvement. Havertape then assembled a task force of faculty to draft a new assessment plan.

To assist with this new focus, Viterbo University established an Office of Institutional Research and Assessment in June 2000 with a full time director, Sr. Georgia Christensen, FSPA, Ph.D.

Since the fall of 1998, Viterbo University has implemented the following assessment practices:

- The College Student Inventory (CSI) 1999-2000, is administered to all Person, College, Community (PCC) students.
- The College Student Survey (CSS), 1999-2001, is administered to graduating students.
- The Office of Communications and Marketing and the Office of Institutional Research and Assessment administer the CIRP Surveys, 1999-2004, to incoming freshmen. Pertinent results of findings are shared with appropriate departments and programs throughout the university.
- The university engages in an academic program review from 2000 - 2002, and the program is revised in the fall, 2007.
- Beginning in the fall, 2001, an Information for Decision-Making booklet is prepared annually by the Office of Institutional Research which is used in assessment of institutional programs.
- A campus-wide assessment framework and plan is developed in 2001 and revised in 2006. For a complete description of the framework and plan, see Chapter Five, Criterion Three, Core Component 3A. “Preparing for the Future.”
- In October, 2003, Viterbo University receives a $1.77 million Title III Strengthening Institutions Program Development Grant from the U.S. Department of Education, Becoming Learner-Centered: Improving Academic Quality through Outcomes Assessment and Active Learning Strategies. For a complete description of the Title III Grant see Chapter Five, Criterion Three and Exhibit A.3 in the Resource Room. Full time faculty receive training in outcomes-based assessment, 2004-2006. In May, 2008, Viterbo University appoints an assessment coordinator to supply centralized support for academic program assessment.
- Responsibilities: The director is responsible for overall budgeting, organizing, faculty development, and coordination of activities required for campus-wide assessment.
- The Your First College Year Survey (YFYC), spring, 2004, is administered to first-year students at the end of their first year; results are analyzed and

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81998 HLC/NCA Comprehensive Site Visit Report, 44-45.
compared with the CIRP results. Information is shared with appropriate departments and programs throughout the university.

- **The Higher Education Research Institute (HERI) Faculty Survey** is administered in 2004-2005.
- After an analysis of the results for a number of years, Viterbo University begins to employ the NSSE survey which is administered in 2005-2006 and 2006-2007.
- The Beginning College Survey of Student Engagement (BCSSE) is administered in fall, 2005 and 2006 to first-year students.
- In 2006-2007, the university administers the **Faculty Survey of Student Engagement (FSSE)**.
- **The Noel-Levitz Student Satisfaction Inventory (SSI)** is administered in spring, 2006, by the Student Development Office.
- In 2006, because academic assessment is so closely aligned with the Title III project, the university separates the monitoring of assessment programs from the Office of Institutional Research.
- In fall, 2007, a cyclical Program Review process is initiated by the university.
- All programs identify Student Learning Outcomes and establish a means of assessing the outcomes to effect appropriate changes in the programs.
- Viterbo University begins training and implementing TracDat for university assessment management, 2007.
- All academic assessment and institutional data are coordinated in the Office of Institutional Research.

In 2005, Viterbo University provides the HLC/NCA with a progress report on its assessment program. In October, 2005, the HLC/NCA staff report commends Viterbo University for its university-wide assessment plan. The team concluded that the assessment plan is fully implemented and that the student learning outcomes assessment is an ongoing process.\(^9\) A copy of the report may be found in the Resource Room. See Chapters Five, Criterion Three and Chapter Six, Criterion Four of the **2008 Self-Study** for complete discussions of the Title III Grant and the General Education Assessment Plan.

**Summary**

A culture of assessment exists at Viterbo University. University academic programs have established measurable student learning outcomes. Academic assessment data are uniformly documented through the recent implementation of TracDat, and the data is used in academic program evaluation to improve student learning.

**2. Library**

“The Library facilities, technical support, and level of staffing are not adequate for the size and nature of the academic programs offered.”

In November, 2001, a progress report on the library facilities, technical support and level of staffing was approved by HLC/NCA (Exhibit A.4).

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\(^9\)Staff Analysis of Institution Report, HLC/NCA. October 20, 2005.
The Todd Wehr Memorial Library budget (not including salaries) has increased from $198,435 in 2002 to $273,424 in 2007, a 38 percent increase. Consortia purchasing through the Wisconsin Association of Independent Colleges and Universities (WAICU) enables the library to provide high quality database resources that are supplemented by those freely available from the Wisconsin Department of Public Instruction. All library staff members participate annually in off-campus professional development seminars. The number of library staff increased from eight in 1998 to 10 in 2007 with one volunteer archivist. Five library staff members completed degree programs since 1998, and two additional staff members are now pursuing a master degree. The library is wireless with laptop computers available for checkout. The Library is open daily (approximately 100 hours per week during the semester); the Reference Desk is staffed daily except for Saturday (60 hours per week during the semester). Total circulation of library materials by all Viterbo University patrons increased steadily from 20,318 in 2003-2004 to 21,753 in 2005-2006. Because of the renovation of the library in 2006-2007, circulation declined to 17,677 as students were unable to access materials which were being moved to other locations. The library experienced a slight increase in foot traffic in 2007-2008 (an average of 4,400 per week in the fall, 2007), but annual door counts have remained consistent since 2004-2005.

In the fall of 2006, Viterbo University completes a $1 million renovation of the Todd Wehr Memorial Library. Four thousand square feet of library space are added to the second floor of Murphy Center; a library classroom; four first-floor computer labs equipped with 30 computers (28 additional computers available on the second floor when the classroom is not reserved); a cyber café study space with 10 computers and a printer to the first floor of the Murphy Center; two restrooms on the first and second floors of Murphy Center; and an elevator for access to the second floor. In 1998, the total square footage of the library was 23,392. In 2008, the square footage is 27,392. In 2007 the library collection now contains the following:

- Book Titles: 69,693
- Book Volumes: 78,739
- Electronic Books: 11,881
- Print Periodicals: 646
- Full text Database Periodicals: 21,757
- Videos/DVD’s: 2,157
- CD’s: 944
- Computer Access: 66
- Staff: 10

Summary

The Todd Wehr Memorial Library adequately supports all Viterbo University academic programs. A spring, 2005, internal Administrative Service Survey revealed that Viterbo University personnel scored the university library above average in respectful and courteous staff, helpfulness of service, and promptness of response.\textsuperscript{10} In a 2006 Student Satisfaction Inventory, the Viterbo University students rated the

\textsuperscript{10}Administrative Service Survey, 2006, 1-4.
library staff, resources, and services above average.\textsuperscript{11} In 1998, the MAE students found only 68.7 percent of necessary resources at Viterbo University Library and 24 percent at other libraries. By 2007 they found 89 percent of necessary articles in Viterbo University’s online databases.\textsuperscript{12}

3. Faculty

“The number of full time faculty has not kept pace with enrollment increases and the development of new programs; the staffing pattern can have deleterious effects on teaching, advising, scholarly and professional activity, and service.”

In 1998, Viterbo University had 95 full time faculty and 73 part time faculty. The undergraduate full time student body enrollment in the fall of 1998 was 1377. The total part time enrollment was 413, and the total undergraduate enrollment was 1790. The Viterbo University Board of Trustees set the Student/Faculty ratio at 15 to one in the fall of 1998. The Student/Faculty ratio at Viterbo University in 1998 was 15 to one. The FTE undergraduate enrollment in 1998 was 1514.7.

In 1998, Viterbo University had only one graduate program, the Master of Arts & Education (MAE). All faculty in the MAE Program were part time.

In 2007, Viterbo University had 109 full time faculty and 108 part time faculty. An additional 10 faculty have primary administrative responsibilities. The undergraduate full time student body enrollment in the fall of 2007 was 1508. Part time undergraduate enrollment in 2007 was 511. The total undergraduate enrollment was 2019. The student/faculty ratio in 2007 was 18 to one. The FTE undergraduate enrollment in 2007 was 1678.3.

In 2007, Viterbo University had four graduate programs: The MAE, the Master of Business & Administration, the Master of Science in Nursing, Master of Arts in Student Leadership. The MAE Program had 159 part time faculty. Full time faculty in the School of Education teach MAE courses on a part time basis as overloads or as a part of their teaching contract. The MASL Program had six part time faculty drawn from various departments within the university. The MSN Program had three full time faculty and six part time faculty. The MBA Program had 18 part time faculty. Full time faculty in the Dahl School of Business teach MBA courses on a part time basis as overloads or as a part of their teaching assignments. In 2007 the total graduate enrollment was 2586. The graduate student/faculty ratio in 2007 was 14 to one. (These numbers do not include several thousand part-time MAE students nor their adjunct faculty.)

\begin{tabular}{|c|c|c|}
\hline
\textbf{YEAR} & \textbf{1998} & \textbf{2007} \\
\hline
Full Time Faculty & 95 & 109 \\
Part Time Faculty & 73 & 116 \\
\hline
\end{tabular}

Since 1998, Viterbo University has added three graduate programs, two associate degrees, two undergraduate degrees, 15 undergraduate majors, and two online undergraduate programs. Since 1998, the university has eliminated two baccalaureate degrees and eight undergraduate majors.

\textsuperscript{11}Noel-Levitz, Student Satisfaction Inventory, 2006, 3.
INTRODUCTION

Summary

Viterbo University has increased the number of faculty to support the increase in student enrollment and the addition of new undergraduate and graduate academic programs.

4. Facilities

“While facilities are well-maintained, classroom space is limited and science laboratories need to be replaced; these needs support the case for a major new capital project.”

In December, 1998, the Board of Trustees approved a $9 million capital fund drive to build a new facility to house the sciences and ethics program. In 2002, the university began construction. The D.B. and Marge Reinhart Center for Ethics, Science, and Technology (RCE) was dedicated and in use by the fall of 2003. The RCE houses the President’s Office; the Chancellor’s Office; the Vice President of Institutional Advancement Office, the Communications and Marketing Office; the Admissions and Enrollment; the Copy Center and Mailroom; the D. B. Reinhart Institute for Ethics in Leadership; and the chemistry/physics, and biology departments. The RCE has 68,929 square feet (equivalent to 1.5 acres) on four floors. It has 28 offices, 18 biology rooms (including laboratories), 12 chemistry rooms (including laboratories), two distance-learning lecture rooms, eight seminar/conference/lecture rooms, the Copy Center, the Mail Room, a commons area, a Board/Dining room, two research laboratories, two computer laboratories and extra storage rooms.

The space vacated by the science departments in the Murphy Center has been converted into eight classrooms, six interview training rooms with digital video facilities for counseling and social work laboratory experiences, an expansion to the library on the second floor, and 15 office spaces on the third and fourth floors. The total number of classrooms in the Murphy Center is 26.

The Brophy Nursing Center has 12 classrooms, one lecture hall, one conference room, one computer laboratory, and 30 offices. The Fine Arts Center has 25 classrooms, studios, an art gallery, costume and design shops, and 29 faculty offices, and six Preparatory Arts Faculty offices. The FAC provides office space for four professional staff members in the School of Adult Learning and six professional staff members in the Fine Arts.
The Amie L. Mathy Center houses nine offices for recreational sports directors, coaches, and administrators.

Summary

The renovation of the Murphy Center science laboratories to classrooms and offices and additional library space, the addition of classrooms and laboratories in the D. B. and Marge Reinhart Center, and the completion of the Amie L. Mathy Center, provide Viterbo University space for all academic and non-academic programs. *The University of Opportunity: Hope and Help, 2008-2013* lists the construction of a center for nursing and dietetics education as a major priority. This academic building will provide additional classroom, laboratory, and office space. The Strategic Plan, 2007-2013 lists a provision for new and renovated residential properties to serve student needs.

5. Institutional Resource Center

"Viterbo College lacks a reliable, coordinated central source for institutional data."

In the summer of 2000, Viterbo University hired Sr. Georgia Christensen, FSPA, Ph.D. in Administration and Policy Analysis, and a minor in Organizational Theory, Stanford University, as the Director of Institutional Research and Assessment. The Office of Institutional Research provides institutional data for decision making and monitors the assessment of all university programs.

The Office of Institutional Research helps focus the attention of the entire Viterbo University community on the advancement of the university’s mission, vision and values by supporting the university’s strategic planning and decision-making processes. The Office of Institutional Research serves as a centralized resource to develop and provide timely, accurate, and consistent quantitative and qualitative information to internal and external constituents.

Responsibilities of the Office of Institutional Research

- To provide data to administrative and academic units to support planning efforts, program reviews, outcomes assessment, and proposals for external funding
- To assist administrative and academic units in areas such as, program reviews, retention analysis, enrollment projections, general education and special projects
- To respond to institutional survey requests; e.g., IPEDS, WAICU, NCA/HLC
- To prepare the annual *Information for Decision Making Booklet* for the Cabinet and department heads
- To work with the Title III project, with regard to collection and analysis of baseline data and assessment materials

Summary

Viterbo University has a reliable and qualified Director of the Office of Institutional Research and Assessment who coordinates the collection of institutional data and disseminates institutional information to administrative offices and appropriate constituents.
6. Communication

“There is an evident need for more effective communication and integration of major resource allocation and planning decisions including the strategic plan, annual budget preparation, and program review and evaluation.”

Campus Communication

To enhance effective communication at Viterbo University, the university has implemented the following since 1998:

- The Communications and Marketing Program in 2004 establishes a protocol for posting campus announcements.
- In the fall of 2005 the Communications and Marketing Program begins VU Today, an online daily publication for Viterbo University announcements.
- The Communications and Marketing Program publishes Connections, a weekly campus newsletter (also available online).
- In the fall of 2005 the chairs of all university assemblies begin regular conferences to correlate assembly concerns, announcements, policies and projects.
- The university President presides over and conducts a university forum at the beginning of each semester.
- In 2006, the President begins submitting electronically Cabinet meeting minutes to all Viterbo University personnel. These minutes are archived on the University Archives Web page.
- In 2006, the President begins submitting regular “From the President” articles in Connections.
- In 2007, the President initiates monthly meetings with the Cabinet and Deans together.
- Beginning in 2001, all Viterbo University committees submit their meeting minutes to be posted and archived on the University Archives Web page.
- The entire Viterbo University community is involved in the search for the new President of the university, the Academic Vice President, and the Vice President for Student Development.
- Online surveys are available that can be drafted by campus community seeking input and information on various issues.
- Assembly elections are held online through Blackboard for all three university assemblies.

Integration of Resource Allocation and Strategic Planning

The general principles that guide the processes of strategic planning, budget preparation, and program review are enumerated in the Viterbo University Personnel Policies and Regulations Handbook, 2008.13

- In 2000, Viterbo University conducts a review of all academic programs. The report is submitted to the President, the President’s Cabinet, the Deans’ Council, and department chairs.
- In 2001 the Information for Decision Making document was reinstituted to provide centralized, common information for planning.

Chapter 1

INTRODUCTION

- A new academic program review protocol was developed in 2006 to correlate with the Title III assessment framework and external accreditation schedules.
- In August, 2004, the Viterbo University community participates in a day-long forum to identify future needs and direction of the university and to generate possible strategies to meet those needs. President Medland, the President’s Cabinet, the Planning Council, and the Board of Trustees use the ideas generated at the forum to develop a new Mission Statement, 2005, and the strategic plan, University of Opportunity.
- The 2004-2005 HERI Faculty Survey reveals that 59 percent of all faculty believe they are sufficiently involved in campus decision-making processes. Seventy-one percent of all faculty agrees that the criteria for advancement and promotion decisions are clear. The HERI Faculty Survey also reveals that only 3.3 percent of all faculty feel at odds with campus administration, and 67 percent of all faculty say they are satisfied with their relationship with administration.14
- In 2006, President Artman appoints an ad hoc University of Opportunity Planning Team, comprised of members of all university constituents, which meets throughout the 2006-2007 school year to review university values, vision statement, institutional priorities, and capital campaigns.
- In 2007, President Artman charges the Mission Effectiveness Committee to review the university Mission Statement.
- In spring, 2007, President Artman re-structures the Viterbo University Planning Council to provide better representation and communication.
- The university has in place a resource allocation process that includes input from school deans, department chairs, program directors. For a detailed description of the Budget Planning Process, see Chapter Four, Criterion Two, Core Component 2B.
- The Viterbo University Finance Committee prepares recommendations and plans concerning goals for financial development and strengthening.15 The Committee is comprised of a cross-section of staff, faculty, and administrative personnel. See Chapter Four, Criterion Two, Core Component 2B for a complete description of the functions of the Finance Committee.

- The Budget Action Plan Instructions are available online.
- All department chairs, school deans, and program directors receive monthly budget updates of deficits from the Assistant Vice President for Finance.

Summary

Viterbo University has implemented multiple methods of intra-campus communication through a variety of media. The Viterbo University strategic plan, the annual budget, and program review and evaluation are formed through a process of research, collaboration, and analysis. All members of the Viterbo University community are invited to participate at various levels in the planning and implementation of university programs.

7. Student Development Programs

“Student development programs and services should be strengthened to address residence life issues, expectations for extracurricular activities, and the increasing needs of a changing student body.”

Addressing Residence Life Issues

Policies and procedures related to Student Development are reviewed annually for necessary revision. In addition to learning and operational outcomes included with goals as assessment, these tools are used to help various Student Development operations function and plan more effectively: the American College Health Association’s National College Health Assessment, the Noel-Levitz Student Satisfaction Inventory, the Core Alcohol and Drug Survey, the ACUHO-I / EBI Resident Assessment, and the Campus Dining Styles.

In the last 10 years, the Residence Life staff has instituted the following to strengthen programs and services:

- $100,000 from room revenue is available annually for residence hall upgrades and renovations. Plans for renovations are made only after discussion with residence hall students. Hall improvements in 2007-08 included renovation of floor lounges, furniture replacement on one floor, and the installation of cable television.
- Creation of Hawk’s Nest game and television lounge area from a former coaches’ office area.
- More frequent discussion of policy and procedure with members of the Residence Hall Council.
- Revised room assignment and room change procedures in response to ACUHO-I Educational Benchmarking Survey data.
- Better enforcement of policy to provide an enhanced environment for study and interaction.
- Regularly scheduled improvements to rooms, furniture, etc.
- Theme house and theme floor options with emphasis on building community and campus life.
- Collaboration with Campus Activities and Recreational Sports to offer more services and programs.

Viterbo Dining Services managed by the ARAMARK Corporation recently remodeled the main cafeteria and opened a cyber café coffee shop. These services are offered in addition to a convenience store, snack bar and flexible catering services. The Viterbo University dining services scores above average satisfaction in the dining room performance, the Franny’s Cyber Café performance, and the Crossroads Snack Bar performance.16

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16 Campus Dining Styles, Fall 2007.
Chapter 1

INTRODUCTION

Addressing Expectations for Extracurricular Activities

In the summer of 2005, Viterbo University and the Boys and Girls Clubs of Greater La Crosse dedicated the $5 million Amie L. Mathy Center, the final project included in Vision 2005. The Amie L. Mathy Center provides space for Viterbo University intramurals, sports clubs and fitness activities offered by the University’s Recreational Sports staff. The center also provides space for after school programs designed by Viterbo University students and faculty to enrich the learning and recreational activities of the Boys and Girls Club. From 1999 to 2007, the university has seen a 1400 percent increase in structured recreation programs and a 254 percent increase in structured recreation programs since the opening of the Amie L. Mathy Center. Campus Activities now offers student leadership learning opportunities through a class, conference, roundtable discussions, a recognition banquet, and a comprehensive array of entertaining, social and educational activities including New Student Orientation, Family Day, Homecoming Week and World View Week. In fall 2007, the Viterbo University Campus Life Team inaugurated VU After Dark, a series of weekend late night events, with an open microphone night, an outdoor dance, battle of bands, a bingo party, karaoke and video game tournaments. VU After Dark activities provide students with an opportunity to interact in a fun and lively on-campus setting each Friday and Saturday evening. In its initial season, VU After Dark programs served 600 students. The programs are funded through the Student Activity Fee and the Trustees’ Annual Opportunity Fund.

Health Services also augments extracurricular activities with the Health Fair and Lunch N Learn programs often offered in collaboration with Counseling Services. A complete description of programs and services offered by Student Development operations, are included in the “Student Services” and “Club Community Service Information” (Exhibit A.5). For more information about student activities see Chapter Seven, Criterion Five, Core Component 5C.

Since 1998, Viterbo University intercollegiate athletics has made a number of significant changes including increasing the number of intercollegiate sports for women from four to six and for men from three to five. The number of men’s and women’s teams will increase again in the fall, 2009. The Athletic Department instituted a student athlete handbook and student athlete evaluations to outline responsibilities and improve program effectiveness (1999-2000). The department established the Student Athletic Advisory Committee to ensure feedback from and communication with student athletes (2000-2001). The Athletics Department also introduced community service initiatives, student athlete awards, the Hawk Talk newsletter and a Letter Winner’s Club. The department participates in the NAIA Champions of Character initiative.
Addressing the Increasing Needs of a Changing Student Body

As the enrollment of part time undergraduate students (from 413 in 1998 to 511 in 2007) and nontraditional undergraduate students (from 525 in 1998 to 566 in 2007) has increased, Viterbo University has taken the following measures to address the needs of these constituencies:

- The School of Adult Learning provides weekend and evening orientation programs, frequent contact, email communications and quality academic advising. These measures have helped the department gain enrollments and an excellent reputation with nontraditional student throughout the Coulee Region.
- Academic advising, tutoring and career services provided in Murphy Center are used widely by the returning adult population. The university has awarded Advisor of the Year to three faculty who serve adult learners in the last five years.
- Convenience is also provided with an after-hours drop box outside the SAL Office and an increasing number of Web services including Web registration, degree audit and online credit card payments.
- The Bookstore maintains suitable weekend hours during the first week of the semester.
- Recreational fitness options are available in the Amie L. Mathy Center seven days a week during the spring and fall semesters.
- Murphy Center 434, “The Chill Room,” is designated in 2007 as a student lounge for non-traditional students. The lounge is also used for club meetings, Learning Center lunches, and Faculty Seventh-Day Discussions.
- Franny’s Café (a cyberspace specialty coffee shop with 10 computer terminals, a printer, vending machines, eight tables, in the Todd Wehr Memorial Library) opens in December of 2006 and offers organic, fair trade, shade grown coffees; breakfast items; entrée salads, sandwiches; desserts; and fresh fruits.
- The university in 2006 renovates the student cafeteria and adds a grill to order station, sandwich options and special selections for vegetarians and vegans. Crossroads Grill and Snack Shop is open Monday through Thursday until 8 pm.
- Counseling Services and Health Services have addressed the need for more physical and mental health programs. Counseling Services offers walk-in service to students each weekday during the fall and spring semesters in addition to set appointment times. Online screenings are available through Counseling Services for alcohol, depression and eating disorders. Health Services increase availability and service to students when it became a 40 hour per week operation in August 2004.
- The Student Government Association (SGA) has been restructured to include a commuting student representative and a non-traditional student representative. This change takes place to ensure that the concerns of commuters and returning adult students were heard and addressed.
- The STAR Orientation Day begins in 2005 for first-year traditional students and their parents. A special session for non-traditional students during the orientation weekend is initiated in 2000. This special session has grown to include a separate orientation program for SAL students. The Admission and the STAR Committee are currently considering a separate orientation session for transfer students.
Chapter 1  INTRODUCTION

In response to the increased number of graduate students since 1998, Viterbo University has done the following:

- Viterbo University has added three new Graduate Programs: the MSN Program, the MASL Program and the MBA Program. Additional master-level programs are being developed, e.g., Master of Science in Dietetics.
- An Office of Graduate Studies is created in the spring, 2008, with a Dean of Graduate Studies.
- Viterbo University is applying for approval of two doctoral programs: a Ph.D. in Ethical Leadership and a Doctor of Nursing Practice.
- The Viterbo University School of Education has developed six licensure programs.
- The summer library opening and closing hours are extended and an evening Reference Desk shift is added to accommodate graduate students.

Summary

Viterbo University has strengthened student development programs and services to address residence life issues, extracurricular activities, and the needs of the student body. Eighty-seven percent of senior students surveyed report that they spend up to five hours a week participating in co-curricular activities. Viterbo University students view intercollegiate activities positively and report that the athletic programs contribute to a strong sense of school spirit.

8. Review of Institutional Policies

“A review and clarification of institutional policies is needed. These include: sexual harassment, affirmative action, compliance with NCA requirements (i.e. having official transcripts for each faculty member, maintaining a log of student complaints, and printing the address and telephone number of NCA in the Catalog), and roles and responsibilities of deans of schools.”

Sexual Harassment

In 1999, Ross Seymour, Viterbo University counsel of Birnbaum, Seymour, Kirchner, and Birnbaum, LLP found the university harassment policy in compliance with federal guidelines for accuracy of definitions and appropriateness for university responses to complaints and practice for internal investigation. In the 2004-2005 HERI Faculty Survey, 5.6 percent of all respondents indicated they had been sexually harassed at the institution. In partial response to the survey results, in March, 2006, the Viterbo University faculty, staff, administration, and students completed “Preventing Sexual Harassment,” an online training questionnaire produced by New Media Learning, LLC, and in fall, 2007, all faculty, staff, and administrators participated in workshop on a violence prevention provided by the Student Development Office.

The Sexual Harassment Policy is printed in the Personnel Policies and Regulations Handbook, 2008. In 2006, the Vice President of Student Development completed a revision of the Viterbo University Sexual Assault Policy. The policy was accepted by the Viterbo community in the fall of 2006. The Student Development Department

INTRODUCTION

led revisions of the Code of Student Conduct. These policies are printed in the Student Handbook and Planner.  

Affirmative Action

The Affirmative Action Statement is printed in the Personnel Policies and Regulations Handbook, 2008. It includes the process for personnel searches, complaint procedures, and a plan for diversity. For a full description of the Viterbo University Affirmative Action position see Chapter Three, Criterion One, Core Component 1B.

Institutional Policies

The Personnel Policies and Regulations Handbook, 2008 is revised as needed by the Vice President for Finance and Administration and the Director of Human Resources. In addition, on an annual basis, members of the President’s Cabinet are directed to review the handbook and recommend any revisions as appropriate. Any modifications to the handbook representing substantive changes in university structure, policy, or procedure are communicated to campus personnel.

Viterbo University maintains Network and Web Guidelines Policy regarding acceptable use. The policy states that it is inappropriate and unacceptable to “display, print or transmit obscene, abusive, sexually explicit, threatening, hateful or harassing materials over the network”.

In 2006 Viterbo University completes and implements a revision of the tobacco policy on campus. The policy is printed in the Student Handbook and Planner and the Personnel Policies and Regulations Handbook, 2008.

In spring, 2007, Viterbo University revises the Emergency Response Plan which establishes guidelines, assigns responsibilities, and promotes awareness in responding to emergencies that may affect the Viterbo community. Additionally, the plan is designed to provide guidelines to assist those affected in dealing with crisis, coordinate with external entities, and provide resources to expedite the return to normal operations with minimal negative impact. This plan is created to complement plans that have been developed on the state, county, and city level. In April, 2008, the Vice President of Student Development presents to the University Forum a draft of the Emergency Response Plan. For a detailed description of Campus Security, see Chapter Four, Criterion Two, Core Component 2B.

Student Complaints

The President’s Office, Academic Vice President’s Office and the Student Development Office maintain files of student complaints. These offices are listed in the Student Handbook as the repositories for such complaints. The NCA protocol regarding “Organizational Records of Student Complaints” is also included in the Student Handbook.

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Roles and Responsibilities of Deans

The deans of the respective schools and the Dean of Graduate Studies are appointed by the President on the advice and recommendation of the Academic Vice President. Their roles and responsibilities are delineated in the Personnel Policies and Regulations Handbook, 2008.

Other Policy Concerns

In the fall of 2006, the Office of the Academic Vice President requests complete official transcripts of all faculty members. The faculty folders are completed in January, 2007.

The telephone number and address of the NCA is published in official Viterbo University catalogs.

Summary

Viterbo University reviewed and clarified institutional policies including its sexual assault and sexual harassment documents in 2006 and 2007. The university complies with the affirmative action policy and all HLC/NCA requirements. All university policies are included in the Personnel and Policies and Regulations Handbook, 2008.

Conclusion of Progress on Concerns from the 1998 Site Visit Report

Viterbo University has addressed the eight concerns from the 1998 Comprehensive Site Visit. The university demonstrates significant improvement in all areas of concern.


In November 2001 Viterbo University submitted a progress report relating to the library issues identified during the 1998 Site Visit. The Higher Learning Commission satisfactorily accepted the progress report and lifted the sanction (Exhibit A.6).

Progress on Concerns from the Focus Visit, September, 2003

Viterbo University has not made significant progress in the area of assessment. A progress report was requested by June, 2005.

Viterbo University submitted a progress report on institutional assessment to the HLC/NCA in spring, 2005, and the report was accepted by the association. The commission concluded that the university had addressed the challenges identified by the previous visiting team, and commended the university on its efforts on assessment. No further reports were required until the comprehensive evaluation in 2008 (Exhibit A.7).

Viterbo University lacks a clear plan for staffing and budgeting the online BBA Programs and the MBA Program. A progress report was requested by June, 2004.
Viterbo University submitted a progress report on staffing and budgeting in the online BBA Programs and the MBA Program in the spring, 2004. In September, 2004, HLC/NCA accepted the report focusing on staffing and budgeting the online BBA Programs and the MBA Program (Exhibit A.8).

**Summary**

Viterbo University has successfully addressed through progress reports the concerns identified by HLC/NCA at the September, 2003 focus visit.

**Progress on Suggestions from the 1998 Site Visit Report**

Viterbo University has made significant progress on the suggestions from the 1998 HLC/NCA visit (Exhibit A.9).

**Organization of the Viterbo University 2008 Self-Study**

This report begins with profiles of La Crosse, Wisconsin and Viterbo University. Chapter One gives an overview of the organization of Viterbo University. The five chapters that follow respond to the Higher Learning Commission’s five accreditation criteria. Chapter Eight summarizes Viterbo University’s strengths, challenges for improvement, and strategies to address the findings of the 2008 Self-Study.

The 2008 Self-Study serves as a reflection of the university from 1998 to 2008. During that decade, the university operated under three mission statements:

**1998-2003:** Viterbo College, a Catholic, Franciscan college, embraces persons of all faiths in an ecumenical Christian community, provides a liberal arts education, offers professional and pre-professional education within this liberal arts experience, and prepares students for leadership and service, rooted in the values of human dignity and respect for the world.

**2003-2008:** Viterbo, a Catholic, Franciscan, ecumenical University prepares students for leadership and service by providing a student-centered, values-based, learning-focused liberal arts education rooted in the values of human dignity and respect for the world.

**2008:** The Viterbo University community prepares students for faithful service and ethical leadership.

The narrative and analysis that follow flow from the mission statements, vision, values, and statements of purpose prior to 2008. Since the change in upper level administration in 2006, refinements have been made in the stated mission and strategic priorities of the university. These changes are noted throughout the 2008 Self-Study, but especially in Chapter Three, Criterion One, Core Component 1A and Core Component 1C and Chapter Four, Criterion Two, Core Component 2D. Throughout the 2008 Self-Study references are made to the 2008 Personnel Policies and Regulations Handbook. In May, 2008, the title of the handbook was changed to Personnel Policies, Administrative Procedures, and Regulations Handbook, and it went to press in July, 2008. Viterbo University will provide the HLC/NCA consultant evaluators access to both handbooks. The electronic 2008 Self-Study has numerous links to informational Web sites. These links appear in bold, underlined, blue type.
Since 1998, Viterbo University’s organizational structure has evolved systematically to enhance the support of the university’s mission and purposes.
Chapter Two Outline

Members of the Corporation; Franciscan Sisters of Perpetual Adoration

Board of Trustees

President’s Office

Academic Affairs

Finance and Administration

Student Development

Institutional Advancement

Admission and Enrollment Management

Communications and Marketing

Mission and Ministry

Chancellor

Assemblies

University Forum
Consultation, communication, and cooperation are integral planning components of the governance system at Viterbo University. The system functions within a network of consultative committees, councils, and assemblies created for participation in policy formation and decision making. The President of Viterbo University is accountable to the Board of Trustees for the functioning of the system. Viterbo University has revised its governance organization since 1998. This chapter describes the general features of the current structure and highlights the major modifications the university has made since the hiring of President Richard B. Artman in 2006.
Members of the Corporation: Franciscan Sisters of Perpetual Adoration

The Viterbo University governance structure is derived from the authority vested in the Members of the Corporation and the Board of Trustees under the Articles of Incorporation and the By-laws. The Members of the Corporation, Sisters of the Congregation of the Third Order of Saint Francis of Perpetual Adoration (FSPA), have powers to change the philosophy, objectives, and purposes of the corporation; to elect the members of the Board of Trustees; to amend, alter, modify, or repeal the Articles of Incorporation; to amend, modify or repeal the by-laws; to merge or consolidate this corporation with another corporation, organization or program; to affiliate this corporation with another corporation, organization, or program; to dissolve or terminate the existence of this corporation and determine the distribution of assets upon such termination or dissolution; and to require a certified audit of corporate funds at any time.

Board of Trustees

The governance of Viterbo University is vested in an autonomous Board of Trustees, elected by the Members of the Corporation. The number, term, and method of selection of trustees are fixed by the By-laws of the Corporation, which may be amended only by the members. The by-laws were updated in May, 2008, after a comprehensive review by a Trustee Task Force and by the members and by legal counsel. The Board can have a maximum of 40 trustees. The President of the university serves as a voting member of the Board of Trustees.

The 34 trustees in 2008 represent a diversity of professions, age and expertise. Fifty percent are women, 25 percent are alumni, 30 percent are Franciscan Sisters of Perpetual Adoration, 50 percent are from outside La Crosse, six percent are African American and approximately 70 percent are Catholic. All trustees make a financial contribution to the university annually. In 2006-2007 the trustees developed an innovative giving program designed to provide supplemental funds for entrepreneurial ventures and projects that advance the strategic plan. The success of the Annual Trustee Opportunity Fund resulted in its continuation in 2008-2009. More than $550,000 has been contributed by the trustees toward this fund in the past two years.

The authority of the Board of Trustees is stipulated in the By-laws of the Corporation. A set of powers reserved to the Members of the Corporation are outlined in the Articles of Incorporation (Exhibit B.1). The President of the university meets periodically with the Members of the Corporation and presents an annual report to the members. Two trustees are members of the Corporation. This allows for communication between the two governing bodies. The two-tiered governance system works effectively and the trustees and members respect the autonomy and authority of each.

The trustee term of office is four years, with re-election possible for two more terms, or a total of 12 years of service. The Board of Trustees meets three times per year. Committees of the Board of Trustees include the following:

- Executive
- Committee on Trustees
- Academic Affairs
- Facilities
• Finance
• Institutional Advancement
• Mission, Admission, and Marketing
• Student Development.

Non-trustees serve on standing committees of the Board, including representation from the governing assemblies of faculty, administration, staff and students. Assembly presidents are invited to attend the Board of Trustees meetings and to submit reports to the Board.

In recent years the Board of Trustees has undertaken a variety of assessment measures to improve its effectiveness. A comprehensive orientation program and trustee manual have been implemented for new trustees. Board education programs are part of each Board meeting. Each trustee receives publications from the Association of Governing Boards (AGB) and trustees and the President have attended AGB conferences on governance and other topics. A Task Force on Trustee Effectiveness was formed in 2007 and a comprehensive survey was completed by the trustees. The task force presented a series of recommendations at a board retreat in fall, 2007. Outcomes of the survey and the retreat included a number of structural, procedural and policy implementations designed to increase trustee effectiveness and engagement. A complete description of the officers and functions of the Board of Trustees is included in the By-laws of Viterbo University, Inc., and Restated Articles of Incorporation for Viterbo University, Inc. (Exhibit B.2).

President’s Office

Richard B. Artman, Ph.D., is President of Viterbo University with duties and powers designated in the By-laws of the Corporation. Artman assumed office on July 1, 2006, as the eighth president of the university; he was inaugurated March 30, 2007. The President is responsible for the general direction of all the affairs and activities of the university in accordance with the policies of the Board of Trustees. The President is an ex-officio trustee of the corporation and an ex-officio member of all standing committees of the Board of Trustees. The President provides leadership and support to the Board of Trustees in carrying out its functions and responsibilities, and is accountable for the effective implementation of Board decisions and the enforcement of Board policies. Powers and responsibilities of the President are delegated by the Board of Trustees and outlined in the Viterbo University Personnel Policies and Regulations Handbook, 2008.24

President’s Cabinet

The officers of the university are appointed by the President and subject to ratification by the Board of Trustees. The officers are supervised in their exercise of their delegated functions by the President, who also determines the terms of their continued appointment or termination, subject to ratification by the Board of Trustees. These officers constitute the President’s Cabinet, under the chairmanship of the President. The President’s Cabinet is charged with the responsibility to administer institutional policies and plans in accordance with the mission of Viterbo University. The Cabinet also prepares recommendations and materials for consideration by the Board of Trustees.

Chapter 2  ORGANIZATION OF THE UNIVERSITY

The officers of the President’s Cabinet:

- Academic Vice President
- Vice President of Finance and Administration
- Vice President for Student Development
- Vice President of Institutional Advancement
- Vice President for Enrollment Management
- Vice President of Communications and Marketing
- Vice President for Mission and Ministry

Academic Affairs

Academic Vice President

The Academic Vice President is responsible for the integrity of academic life at Viterbo University including academic assessment, facilitation of strategic planning for all academic programs, attention to program needs, and review of pedagogy methodologies. The Academic Vice President’s functions are outlined in the Viterbo University Personnel Policies and Regulations Handbook, 2008.25

The Academic Vice President chairs the Deans’ Council, and the Dean of each school reports directly to the Academic Vice President.

Since 1998, a number of academic initiatives and projects have originated from the Office of the Academic Vice President including the institution of three master degree programs, two associate degree programs, the addition of six majors in various schools, the expansion of programs in the School of Adult Learning and the creation of the Office of Graduate Studies, spring, 2008.

Schools

The schools of Viterbo University as currently organized are the School of Business, the School of Education, the School of Fine Arts, the School of Letters and Sciences, the School of Nursing, and the School of Adult Learning. Each school is authorized to organize its own faculty to fulfill its responsibilities and functions. Independent jurisdiction of each school in curricular and academic issues, including the development of courses, programs, and academic majors and minors, is assured with the approval of the Board of Trustees.

The school deans are appointed by the President on the advice and recommendation of the Academic Vice President. The mission statement for each school is published on the school’s home page. The functions of the school deans are outlined in the Viterbo University Personnel Policies and Regulations Handbook, 2008.26

Deans’ Council

The Deans’ Council is comprised of the six school deans, the Director of the Reinhart Institute of Ethics in Leadership, the Dean of Graduate Studies, and the Academic Vice President who serves as chairperson. The Deans’ Council advises the

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Academic Vice President on matters affecting the academic environment of the university; coordinates joint activities and policy considerations shared by the schools; facilitates communication among the schools; and refers matters of broad academic policy, mission, and general education to the Faculty Assembly and/or other university-wide committees and councils. The Deans’ Council also provides a forum for discussion of programs, policies, and progress of the respective schools as well as leadership in setting academic and scholarly directions for the university.

Graduate Council

The Graduate Council advises the Dean of Graduate Studies on matters regarding academic policies, admissions, retention, program requirements and program changes, as well as other matters which concern all graduate programs. Membership of the Graduate Council includes the Academic Vice President, the Dean of Graduate Studies, the Deans of Schools that offer graduate degrees, the Director of the D.B. Reinhardt Institute for Ethics in Leadership, the directors of Graduate Programs, and faculty from graduate programs.

The curriculum content and faculty supervision of all graduate programs are developed, controlled and supervised by the respective schools under the direction of the school dean. The functions of the Dean of Graduate Studies, the Graduate Council, and the duties of Graduate Program directors are outlined in the Personnel Policies and Regulations Handbook, 2008.27

Academic Department Chairs

The Academic Department Chairpersons are appointed for a four-year term by the President on the recommendation of the Academic Vice President and the School Dean. Department chairpersons are appointed in the spring semester and take office at the end of that semester. Duties of the department chairpersons include developing and revising programs, mentoring new department faculty, presiding over regular department meetings, preparing a yearly budget, supervising catalog revisions, and directing annual department assessment.28

Finance and Administration

The Vice President of Finance and Administration has responsibility for the financial, physical, organizational, and service infrastructure of the university, including the supervision of financial aid and technology. The Business Office oversees and manages the students’ accounts, personnel and payroll services, purchasing of goods and services, and the financial operations of the university.

In 2003 the Business Office added an Assistant Vice President of Finance. This addition allowed the Director of Student Billing to focus 100 percent of his time on student accounts. The new position also allowed the Vice President of Finance and Administration to spend additional time managing the Business Office as well as to implement and enforce the university’s business policies.

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Chapter 2  ORGANIZATION OF THE UNIVERSITY

In 2005, the Business Office began the implementation of a new administrative software system, Datatel. The implementation and conversion process took approximately three years to complete and has added productivity and flexibility throughout the campus. The Business Office also converted to an IP phone system in the summer of 2006 and upgraded Datatel in 2007.

Business Office procedures and the Vice President of Finance and Administration functions are outlined in the Viterbo University Personnel Policies and Handbook, 2008.29

Student Development

Student Development is comprised of several operations including Campus Activities, Counseling Services, Dining Services, Health Services, Intercollegiate Athletics, Recreational Sports, Residence Life, Orientation and Student Conduct. Staff members in these areas work to prepare students for success socially, physically and emotionally; to enhance belongingness, involvement and community on campus; and to promote student leadership. Each Student Development operation has a mission, goals and assessment strategies aligned with the university and the Student Development mission statements.

The responsibilities of the Vice President for Student Development are listed in the Viterbo University Personnel Policies and Regulations Handbook, 2008. Descriptions of student development operations and program opportunities are outlined in the Viterbo University Undergraduate Catalog, 2007-2009. Duties related to student discipline and the enforcement of the Code of Student Conduct are delineated in the 2007-2008 Viterbo University Student Handbook and Planner.30

Student Government

The Student Government Association (SGA) considers concerns and problems affecting students and makes recommendations concerning such concerns to an appointed university officer and/or the President. The SGA elects student representatives to committees and councils for consultation and cooperative planning.

The SGA includes an appointed university officer (non-voting), eight returning students elected at large; three first-year students elected in the fall; two sophomore, two junior, and two senior class representatives; a commuter and non-traditional student representatives; a president, vice president, secretary, parliamentarian, public relations officer, and business manager.

The SGA has six standing committees:

- Executive
- Rules
- Finance
- Awards
- Student Life
- Campus Appearance

**Institutional Advancement**

The Institutional Advancement Office plans, coordinates, and implements all authorized fund-raising activities of the university, and it maintains connections between alumni and the university while encouraging current students to remain connected to Viterbo University after graduation. Gifts to Viterbo University provide support for every aspect of university life including scholarships, faculty development, academic support, endowed professorships, and unrestricted support.

The Institutional Advancement Office consists of the Vice President for Institutional Advancement, the Assistant Vice President of Advancement, and a staff which directs University Development, Alumni, Grant Writing Support, and Office Support Services.\(^{31}\) The office has recently added two “Major Gift” employees, expanded the active donor base, and reduced project-based fundraising.

**Admission and Enrollment Management**

The Vice President for Admission and Enrollment Management supervises the management of all personnel engaged in student recruitment and admissions related support activities as described in the annual recruitment plan, directs all marketing programs related to student recruitment, supervises the collection and professional administration of prospective student data, and leads in the formulation of a comprehensive strategic plan for student recruitment, procurement, and admission. The Vice President for Enrollment Management advises and assists in the development of plans for coordinating programs in student admission, student retention, and student financial aid.

The Office of Admission and Enrollment Management consists of the Vice President of Admission and Enrollment Management, the Associate Director of Admission and Assistant Director of Admission who oversee the recruitment of transfer students, and a staff of admission counselors.

**Communication and Marketing**

The Office of Communications and Marketing serves the public relations, marketing, writing, and graphic design needs of the university. The office assists Viterbo University programs, departments, organizations, and other offices with generating publicity for university-related events and recruitment materials. All university materials targeted for off-campus distribution must be coordinated through the Office of Communications and Marketing. The Office of Communication and Marketing

maintains the institution’s Web pages. The office consists of the Vice President of Communication and Marketing, a Director of Publications, a Marketing Director appointed in fall, 2007, and staff members who are responsible for marketing, graphic design, public relations, Web site maintenance, and campus communication.

The Communications and Marketing Director was included as a member of the President’s Cabinet as Vice President of Communications and Marketing in 2004.

Mission and Ministry

The Mission and Ministry Office promotes the mission of Viterbo University, directs the campus ministry programs and volunteer service opportunities. The Vice President of Mission and Ministry provides pastoral service to the university community through programs of Christian growth, personal counseling, and spiritual direction, and provides students Christian ecumenical ministry through cooperation with local clergy.

The Campus Ministry Director was included as a member of the President’s Cabinet as Vice President of Mission and Ministry in 2004.

Chancellor

The Chancellor, a senior staff officer, serves as a good will ambassador for the university and reports to the President. He serves in a consultative capacity to the President and works with the Vice President of Institutional Advancement as needed in fundraising. The Board of Trustees created the position in March, 2005, to utilize the expertise and experience of Bill Medland who served as President from 1991 to 2006. The Chancellor position expires December 31, 2008.

Assemblies

The Viterbo University governance plan includes a variety of bodies that make decisions or participate in deliberations in specified areas of university decision-making. Central to the governance plan are the four constituent assemblies: Administrative Assembly, Faculty Assembly, Staff Assembly, and Student Assembly which are autonomous in matters affecting their own functions and act in an advisory capacity to the Board of Trustees through the President and appropriate vice presidents on all matters regarding institutional planning, policy formation and resource allocation. For a complete description of the duties and functions of each assembly, see Chapter Three, Criterion One, Core Component 1D.

Students attend Mass at San Damiano Chapel daily.
University Forum

The Viterbo University President regularly convenes a University Forum to provide reports on the university, discuss issues and trends that affect the university community, and invite a mutual sharing of opinions and viewpoints on matters of general interest to Viterbo University. All university employees are members of the University Forum and are invited to respond to university issues via the university Internet. Student representatives may be invited to attend.
Criterion One:

Viterbo University operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.
Chapter Three Outline

Core Component 1A ........................................................................................................... 38
Mission and Identity .......................................................................................................... 38
University Mission Documents ....................................................................................... 40
Conclusion Core Component 1A ....................................................................................... 42

Core Component 1B .......................................................................................................... 44
Celebrating Diversity ......................................................................................................... 44
University Practices that Promote Diversity ................................................................. 45
Faculty and Staff Diversity Development ........................................................................ 47
Services to Support Diversity ........................................................................................... 49
Community Outreach ........................................................................................................ 50
Diversity of Religious Thought .......................................................................................... 51
Conclusion Core Component 1B ....................................................................................... 52

Core Component 1C .......................................................................................................... 53
Comprehension of the Mission Statement ....................................................................... 53
Adoption Mission Statement, 2008 ................................................................................ 57
Conclusion Core Component 1C ....................................................................................... 58

Core Component 1D .......................................................................................................... 59
Governance and Administrative Structures ..................................................................... 59
Distribution of Governance Responsibilities ..................................................................... 60
Communication of Governance Processes and Activities ............................................. 62
Conclusion Core Component 1D ....................................................................................... 65

Core Component 1E .......................................................................................................... 66
Local, State and Federal Laws ........................................................................................... 66
Dealing with Internal Constituencies ............................................................................... 67
Dealing with External Constituencies ............................................................................... 71
Conclusion Core Component 1E ....................................................................................... 73

Major Strengths, Challenges, and Recommendations Criterion One: Mission and Integrity .............................................................................................................. 73
From its founding in 1890 to the present, Viterbo University has manifested a keen appreciation for its distinctive mission and an abiding fidelity to fulfill that mission. As St. Rose Normal School, the institution prepared Franciscan Sisters to teach in area Catholic schools. As the university responded to its constituents’ needs, it expanded its influence to include focuses on health care and the fine arts. Today the Mission and Identity Statements reflect the nature of a comprehensive university and guides all institutional decisions. Viterbo University operates with integrity. It fulfills its mission through the service of dedicated trustees, administrators, faculty, staff, and students.

**CORE COMPONENT 1A**

**Viterbo University Mission Statement 1998-2003**

Viterbo College, a Catholic, Franciscan college, embraces persons of all faiths in an ecumenical Christian community, provides a liberal arts education, offers professional and pre-professional education within this liberal arts experience, and prepares students for leadership and service, rooted in the values of human dignity and respect for the world.

**Viterbo University Mission Statement 2003-2008**

Viterbo, a Catholic, Franciscan, ecumenical university prepares students for leadership and service by providing a student-centered, values-based, learning-focused liberal arts education rooted in the values of human dignity and respect for the world. 

**Viterbo University Mission Statement 2008**

The Viterbo University community prepares students for faithful service and ethical leadership.

**Mission and Identity**

Viterbo University’s Mission Statement began in 1970 as a lyrical ode to “St. Rose of Viterbo: Patron.” The university (then college) subsequently revised it as a poem, “Viterbo,” a

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35 *University of Opportunity, Hope and Help: 2008-2013, Strategic Plan.*

Identity Statement

Founded and sponsored by the Franciscan Sisters of Perpetual Adoration, Viterbo is a Catholic University in the liberal arts tradition.

A Catholic university is recognized as a center of creativity and dissemination of knowledge for the good of humanity. A Catholic university is simultaneously a community of scholars and an ecclesiastical institution in which Catholicism is present and operative. Viterbo University recognizes its position as a Catholic university and complies fully with the implementation norms of the Apostolic Constitution.36

In keeping with Catholic tradition and the Franciscan heritage, Viterbo University incorporates Franciscan and Catholic values into the life and work of the university community.

- Reverences the unique dignity of individual persons.
- Provides service to one another, society, and the church.
- Fosters a humble and generous spirit of hospitality.
- Respects all creation as good stewards of the earth’s resources.
- Sustains a Franciscan, Eucharistic presence in our community.
- Values the compatibility of faith and reason as integral to truth.
- Pursues and shares truth for its own sake.
- Encounters the invisible God in the whole of the visible world.
- Celebrates with joy the world as redeemed by Christ.37

Mission and Ministry

The Vice President for Mission and Ministry chairs the Mission Effectiveness Committee which promotes the mission of the university with special reference to its history, traditions, and core values. The committee assures that institutional planning and development are aligned with the Mission Statement, and it orients new personnel to acquaint them with the history, traditions, mission, and values of the institution. This committee consists of representatives from the staff, administration, faculty, Board of Trustees, Advisory Board, and the FSPA Director of Mission Integration.38

36 Viterbo University: Catholic Identity. La Crosse: Viterbo University, 2008, 10. See also Ex Corde Ecclesiae, paragraph 14.
37 Viterbo University: Catholic Identity. La Crosse: Viterbo University, 2008, 5.
The Board of Trustees has a standing committee on Mission, Admission and Marketing which meets at scheduled Board meetings with resource personnel from the university. A component of the orientation of new Board members focuses on the Franciscan, Catholic mission of the university and the trustees’ role in overseeing and ensuring that the mission is lived at Viterbo University.

The Mission Statement is highlighted annually in new personnel orientation programs. Within their first year, faculty, staff and administrators are invited to take part in a day-long workshop on the Franciscan, Catholic heritage of the University. Members of the Board of Trustees enhance their understanding of the Viterbo University’s mission (as do other university faculty, staff, and students) through university-sponsored pilgrimages. Examples of mission-oriented activities are frequently featured in university publications (Connections, Lumen, and Strides) to publicize the mission and history of Viterbo University. These publications also serve as recruitment marketing materials for prospective students. All prospective students who request information on Viterbo University receive a packet of information including the pamphlet “At-a-Glance: Viterbo University” which includes the Mission Statement. The Viterbo University President’s Report, which is sent to university donors and friends, references the mission of Viterbo University.

University Mission Documents

Viterbo University’s mission is reflected in the Statement of Purpose, Vision, Values, Philosophy, and mission statements of the six schools and all academic and administrative departments of the university found in printed documents and on university Web pages for internal and external audiences.

Statement of Purpose

Viterbo University’s primary purposes are to:

- Offer baccalaureate liberal arts degree programs along with career and professional opportunities on both a full- and part-time basis
- Offer opportunities for life-long learning through degree completion programs, specialized professional degree programs, and continuing education as well as selected master’s and doctoral degree programs
- Develop a total program of studies, adapted to the needs and interests of the students, which will stimulate the fullest possible growth of the intellectual and creative powers of each student
- Create an educational environment to stimulate free inquiry, a search for truth, aesthetic appreciation, intellectual integrity, and leadership potential
- Foster the integration of knowledge with religious and ethical values
- Deepen in the students an appreciation of one’s own cultural heritage and traditions, as well as those of others

Criterion 1  MISSION AND INTEGRITY
Chapter 3

- Facilitate the formation of a Christian community which offers opportunities for religious dialogue, experience, and worship, and which manifests mutual care, honesty, respect and love
- Maintain a Catholic Christian orientation and a fidelity to the continuance of the traditions of the Catholic Church and the spirit of Franciscanism
- Provide a milieu which fosters self growth in self-actualization, emotional maturity, religious convictions, and a dedication to the ideals of service
- Facilitate integration of the living and learning aspects of student development

Vision and Priorities
In 2007, the President initiated a study of the mission, vision, values, and strategic initiatives. The Board of Trustees approved the revised Viterbo University Mission Statement, vision, and clarified the core values in January, 2008. The strategic priorities embedded in the vision focus on four institutional priorities detailed in University of Opportunity: Hope and Help, Strategic Plan, 2008-2013:

**Academic Distinction**: Leading with its strengths, Viterbo University will focus its energies and resources to achieve academic distinction in selected programs. To ensure that each program excels and supports student success within the university’s mission and heritage, the university will improve facilities and provide resources to recruit and retain outstanding faculty committed to teaching and scholarship.

**Catholic and Franciscan Identity**: Viterbo University will strengthen the programs that support the mission of the Franciscan Sisters of Perpetual Adoration. The university will continue to create unique learning and service opportunities that a Catholic university can bring to the diocese, Catholic schools, and to people of all faiths. Viterbo University’s leadership initiatives will produce graduates who possess advanced skills and Christian ethics.

**Access, Affordability and Success**: An endowment campaign will make scholarship funds available to needy and qualified students to obtain a values-based and student-centered education. The increased endowment will also provide support for the recruitment and retention of students.

**Enrollment Growth**: Viterbo University will increase total enrollment to 5,000 students (2000 full time undergraduate) in the next five years. The university will meet the region’s work force needs by expanding the academic portfolio at the graduate level and in selected disciplines.

Core Values
In keeping with the tradition of the Franciscan founders, the university holds the following core values:

- **Contemplation**: as we reflect upon the presence of God in our lives and work
- **Hospitality**: as we welcome everyone we encounter as an honored guest
- **Integrity**: as we strive for honesty in everything we say and do
- **Stewardship**: as we practice responsible use of all resources in our trust
- **Service**: as we work for the common good in the spirit of humility and joy
Statement of Educational Philosophy

The educational philosophy of Viterbo University is expressed in the following beliefs about higher education, our university community, our students, and our programs.

We believe:

- Higher education facilitates the integration of knowledge and values with the whole of life and that this integration should result in a perspective embracing realism, idealism, and faith.
- Higher education fosters the development of self-knowledge, personal competence and values, wholesome relationships, community involvement, and global awareness.
- Higher education is a dynamic and life long process through which students of all ages achieve self-actualization.

We believe:

- Viterbo University makes a unique contribution to individual students, the La Crosse area, and the larger society of which it is a part, as a small, independent, co-educational Catholic liberal arts university.
- Franciscan education offered by our university flourishes in an aesthetic environment and in a believing, caring, and supporting community committed to Christian values.
- Viterbo University gives institutional presence to the Catholic church while it serves students of diverse religious beliefs.

We believe:

- Viterbo University students have a God-given dignity and worth, are uniquely endowed with gifts of intellect, imagination, and sensitivity, and are called to develop their potential to the fullest.
- Heterogeneity in our student body, with respect to race, ethnicity, age, religion, and socio-cultural background, enriches our teaching and learning environment.

We believe:

- Viterbo University’s liberal arts program frees one in the quest for truth, leads one to develop creativity, and challenges one to growth in pursuit of the good and appreciation of the beautiful.
- Viterbo University’s educational programs prepare our students for careers of service through professional competency in a variety of disciplines and for leadership roles in social and religious organizations.

Conclusion Core Component 1A

The Viterbo University Mission Statement has evolved to reflect the changing needs of its constituents while adhering to the traditions and values of its founders, the Franciscan Sisters of Perpetual Adoration.

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Expressions of Viterbo University’s mission are readily available to all constituencies in all formal publications of the university for external and internal use, on wall plaques at entrances to each building, and on the university’s Web site with explanatory links. Each employee at Viterbo University received copies of University of Opportunity: Hope and Help, Strategic Plan, 2008-2013, and a “wallet-size” card with the Mission, Values, and Priorities.

Viterbo University has a clearly stated Mission Statement, Identity Statement, Vision Statement, Core Values, Statement of Purpose, and Educational Philosophy. These statements are identified and published in the Viterbo University Personnel Policies and Regulations Handbook, the Viterbo University Undergraduate Catalog, 2007-09, and the Viterbo University Student Handbook and Planner, 2008-2009.
In an effort to recognize diversity in the student body, faculty, and staff, Viterbo University has instituted a variety of programs, practices, and policies aligned with the university’s stated mission to meet the intellectual, spiritual, and developmental needs of all of its students.

Celebrating Diversity

Viterbo University provides its students an education “rooted in the values of human dignity and respect for the world.” 41 One of the university’s primary purposes is “to deepen in the students an appreciation of one’s own cultural heritage and traditions, as well as those of others.” 42 The Viterbo University’s Philosophy of General Education affirms the university’s commitment to encourage students to recognize the dignity and value of each individual and culture. A core ability of the General Education Requirements states that Viterbo University students will understand their own and other cultural traditions, and they will demonstrate a respect for the diversity of the human experience. 43 In mission documents, Viterbo University demonstrates that it seeks and celebrates human diversity, and it recognizes how diversity enriches the students’ learning experiences and the cultural and intellectual life of the entire academic community. Viterbo University recognizes that a diverse student body and faculty are assets to the learning environment of the institution.

School, department, and program mission statements articulate an appreciation for a diversity of talents and abilities, cultures and values; and a commitment to encourage and guide students of all faiths, cultures, socio-economic levels through its diverse academic, production, and advising programs.

Diversity of Learners

Viterbo University defines diversity as differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area. Since 1998, Viterbo University has strived to reflect the diversity of the community in which it is located. One of the four institutional priorities includes expanding student opportunities to interact with diverse cultures to prepare for success in a global workforce.

In the 2007-2008 academic year, Viterbo University enrolled 2019 undergraduate students, 1508 of whom were full time students. Students from 19 states attended Viterbo University in 2007; however, 97 percent of the student body came from Wisconsin and Minnesota. Approximately 71 percent of the full time undergraduate students in the 2007-2008 academic year were women. In the fall of 2007, 59 percent of the first-year students were first-generation students. Forty-three percent of the Viterbo University undergraduates are Catholic, approximately 25 percent are Lutheran and 18 percent are self identified as from other Christian denominations. Non-Christian religions represented on campus are Buddhism, Hinduism, and Judaism. In the 2007-2008 academic year, 4.5 percent of the undergraduate student body are “minority” and 1.2 percent were classified as “international.” Minority and international students included 23 African Americans, 20 Native Americans, 28 Asian, and 29 Hispanic; and 25 international students from 16 countries.

Viterbo University has a diversity of ages ranging from 16 to 62 years.

In the 2007-2008 academic year, 261 full time graduate students and 808 part time graduate students were enrolled: 85 percent were women.

University Practices that Promote Diversity

Hiring Practices


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One, “Progress on Suggestions from the 1998 Site Visit Report.” Forty-two percent of the Viterbo University faculty are female; 58 percent are male.48

Student Recruitment

Out-of-State Recruitment

Because 80 percent of the Viterbo University student body comes from Wisconsin, the university has initiated several initiatives to recruit out-of-state students. Personnel from the Admission and Enrollment Office visit three national college fairs annually; six Minnesota Education Fairs annually; the Twin Cities Catholic School Week annually; the Latino College Fair in Milwaukee annually; 25 high schools and four college fairs in Iowa, 45 high schools and eight college fairs Minnesota, and five high schools in Illinois each fall. A representative from the Admission Office sends a representative to Chicago, Illinois, to visit 25 Catholic high schools in Cook County each spring as a part of the Midwestern Association of Catholic Colleges.

The Theatre and Music Theatre Departments actively recruit for Theatre and Music Theatre majors at the Lincoln, Nebraska International Thespian Festival (since 2002), the Las Vegas Academy of Performing Arts Unified Auditions (since 2004), the Texas Thespian Festival in Corpus Christi (since 2005), and the Illinois High School Theatre Festival in Bloomington, Illinois (since 2007). More than 30 out-of-state students have enrolled at Viterbo because of this active recruitment.

Minority Recruitment

Viterbo University offers four $2500 renewable Professional Diversity Scholarships annually for minority students majoring in Social Work, Nursing, Dietetics, or Education. Since 1999, Viterbo University has awarded $20,625 to 24 minority students through this scholarship. In 2005, the university began awarding the Sister Jean Moore Spanish Scholarship to recruit students of Hispanic descent who choose the Viterbo University Spanish major.

In 2006-07, the university allocated $10,000 from the Trustees’ Opportunity Fund to support minority recruitment in Chicago, Illinois.

Eight minority students registered for the Associate of Arts or Associate of Science Program in the fall of 2007, 14 percent of the 56 registered students.

In 2006, Viterbo University received a $494,500 National Science Foundation grant to assist women from Viterbo University’s rural service area to study chemistry, biochemistry and biopsychology. The grant provides resources to recruit two cohorts of 10 women who will receive an initial scholarship of $5,500, renewable to $21,500 over a four-year period. The grant will increase participation of women in specific science fields where they are underrepresented. See Chapter Seven, Criterion Five, Core Component 5A for a description of the success of the grant.

International Recruitment

Viterbo University recruits international students through the Office of Global Education. Included in the Global Education Office Mission Statement are goals to engage in strategic international student recruitment, support Viterbo University’s

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international student population, and encourage institutional efforts which foster
tolerance and respect for diversity. The Global Education Office maintains an
International Recruitment and Admission Web page, and in 2007, Viterbo
University had 25 international students from 16 countries, an increase from 18
international students from 10 countries in 1998.

**Diversity Programs**

Viterbo University offers the following programs to accommodate a diverse student
body:

- Women’s Studies Minor
- Latin American Studies Minor
- Six League Sports for Women and Five League Sports for Men
- Inter-denominational Worship Opportunities
- World Religions Religious Studies Courses
- Summer STAR Program for Parents
- School of Adult Learning
- Master Programs
- Weekend and Evening Classes
- Global Education Study Abroad Programs
- Symposia
- Guest Lecturers who speak on diverse local, national, or global cultural issues

**Faculty and Staff Diversity Development**

The Viterbo University community continues to work to enhance campus-
wide awareness, knowledge and attitudes of diversity. In September, 2004, and
January, 2008, the university celebrated international scholars, Viterbo University
faculty who had participated in scholarly work outside of the continental United
States. The Latin American Studies Program provides a means to support faculty as they incorporate cross-cultural perspectives in their disciplines. In
August, 2005, the faculty participated in a day-long symposium: “Defining Latin
American Identities in the Globalization Era,” and in May, 2008, faculty from various
departments participated in an immersion program in Ecuador and Argentina.

In March, 2006, the Chair of World Languages, conducted a faculty workshop,
“Teaching a Diversity Course.” In the fall of 2005, all faculty, staff and administration
completed an online “Preventing Sexual Harassment” workshop provided by New
Media Learning, LLC. In January, 2007, all faculty participated in “College Students
with Learning Disabilities” workshop.

**Learning Diversity**

The Faculty Development Program and the Title III Program 2003 regularly provide
faculty workshops on ways to incorporate active learning strategies in the classroom
that appeal to diverse learning styles. Faculty have presented their research and
practice in active learning at end-of-semester Demonstration Faires, 2005-2008, and at national and international teaching conferences since 2006. In the fall, 2007, the Faculty Development Program sponsored with the Global Education Office a “Planning and Implementing Study Abroad Experiences” luncheon.

In 2006-2007, the university established the Trustees’ Opportunity Fund to finance faculty development projects that enhance the faculty’s understanding of the diversity of its learners:

- Funds to finance Nursing Students’ trip to Cameroon
- Funds to support faculty service mission to Guatemala
- Funds to support funding of international guest speakers on campus

In the 2004-2005 HERI Faculty Survey, 75.3 percent of all respondents indicated that enhancing the students’ knowledge of and appreciation for other racial/ethnic groups was a very important or essential goal for Viterbo University undergraduates, and 61.1 percent of all respondents indicated that promoting racial understanding was a very important or essential personal goal. Three-fourths of all respondents to the 2004-2005 HERI Faculty Survey indicated that racial and ethnic diversity should be more strongly reflected in the curriculum, and only 38.2 percent of all respondents indicated that recruiting more minority students is a high priority of Viterbo University. Fewer than one-third (31.8 percent) of all respondents indicated that Viterbo University places a high priority on creating a diverse multi-cultural campus environment, and only 28.9 percent of all respondents indicated that respect for the expression of diverse values and beliefs is a “very descriptive” attribute of Viterbo University.49

The 2007 National Survey of Student Engagement (NSSE) results indicate that one of the “lowest performing areas” for both first-year students and senior students in comparison to all other comparison groups is having a serious conversation with students of another race or ethnicity.50 A 2007 General Education Survey of Viterbo University students indicates that the first priority of a future General Education Program needs to include “Globalization/Diversity.”

Curriculum Diversity

Viterbo University requires six hours of diversity learning overlay courses of all undergraduates. Eighty-one courses in 19 departments meet the diversity learning overlay component. According to the 2007 NSSE data, in a mean scale of one to four, Viterbo University senior students scored 3.03 on “Trued to better understand someone else’s views by imagining how an issue looks from his or her perspective.” According to the 2007 NSSE Survey, Viterbo University students consistently scored above their Catholic and Carnegie peers as well all NSSE participants on understanding people of other racial and ethnic backgrounds; encouraging contact among students from difference economic, social, and racial or ethnic backgrounds; demonstrating respect to people of different races and cultures; and accepting socially people of different sexual orientation. The NSSE Survey results suggest that Viterbo University students learn about diverse perspectives through class discussions and written assignments, and through exposure to different races, religions, genders, and political beliefs. Viterbo University promotes among its student body an understanding of diverse religious, racial, and ethnic backgrounds.51

512007 National Survey of Student Engagement: Viterbo University, 8.
The diversity of the Viterbo University curriculum is enhanced by faculty involvement in global projects. Campus Ministry staff conduct an annual service trip to Lurin, Peru, to work with the orphanage supported by the Diocese of La Crosse. The university has participated in faculty exchanges with St. John’s College in Belize and Henen University of Science and Technology at Luoyang, China, and Immaculate Heart University, Kagoshima, Japan. The Faculty Development Program and the Global Education Office have assisted faculty in numerous opportunities for international professional development. Two university faculty received Fulbright Scholarships to teach in Portugal and Poland, spring, 2008.

The Latin American Studies Program includes special diversity courses in history, business, literature, health, and dietetics. The Global Education Office offers Study Abroad courses in Belize, Mexico, England, Austria, Denmark, Spain, Japan; and intercultural study and exchange experiences throughout the world.52

**Services to Support Diversity**

Viterbo University maintains a [policy statement](#) applying to nondiscrimination on the basis of disability, and the Learning Center provides accommodations for individuals with disabilities. Upon registration, students are asked to indicate if they have special needs. All faculty include an academic accommodation statement in their syllabi advising persons with a disability who require any auxiliary aids, services or other accommodations to contact the appropriate counselor within 10 days of the beginning of classes to discuss accommodation needs. Students are encouraged to indicate to the instructor other accommodations needed to succeed.

Academic provisions for students who are physically challenged and assistance for students with difficulties in math, science, reading, writing, time management and study skills are provided through the Learning Center. All students have free access to either peer or professional tutoring in all subjects. In the fall semester, 2007, 1116 students received services in the Learning Center:

- The Director of the Learning Center provided academic assistance (extended test time, scribes, books on tape) to 54 students who have a diagnosed disability or condition.
- Six hundred and two students received tutoring during the fall semester, 2007, but some students made requests in multiple subjects which resulted in 683 requests.
- Nearly 5000 hours of tutoring (combined with preparation time) were delivered.
- In the fall semester, 2007, 87 students were tutored by math specialists for 350.5 hours; 234 students were tutored for 492.5 hours by writing specialists.
- The Center offered 49 workshops related to success strategies (time management, note taking, study skills, critical thinking, test taking methods, effective text book reading) which were attended by 797 students.

Community Outreach

The Viterbo University Mission Statement declares that the university will prepare students for leadership and service. One of the General Education Core Abilities states that students will demonstrate responsible citizenship through service, resulting in personal growth and community influence. Hence, undergraduate graduation degree requirements include a Community Skills/Service Learning overlay, a requirement to complete a service component designed by his or her major program or department. Students also participate in volunteer service projects: Habitat for Humanity, Salvation Army, WAFER (West Avenue Food Emergency Resource), Place of Grace (Catholic Worker House), and service trips to Kansas City (2001-2005), New Orleans (2006), Minneapolis (2006), Peru (2006), flood relief in Wisconsin and Minnesota (2007).

Viterbo University reaches out to the community in a wide variety of academic projects designed to enhance the community’s interaction with learning. The Math Department holds regular Family Math Nights at local elementary and middle schools for math tutoring and instruction. The Art Department maintains an active After School Art Program for children ages 5–12 in the Fine Arts Center, and for children ages 10–14 in the Amie L. Mathy Center. All classes are taught by Viterbo Art Education Students under the guidance of Art Education Faculty. The After School Art Program and other university programs offered at the center provide an example of higher education to diverse constituencies that have not historically enjoyed the value of post-secondary education.

The World Languages Department offers tutoring in Spanish for regional middle schools. Learning Center tutors assist elementary through secondary students upon request by the students’ parents. The Nursing and Nutrition and Dietetics students provide clinical services for patrons of Salvation Army through Caring Inc. Nursing and Social Work students assist with screening clients at St. Clare Health Mission. The university provides a Senior Citizen Enrichment Program—tuition free enrollment in any Viterbo University course. See Chapter Seven, Criterion Five, “Engagement and Service,” for an enhanced description of university service.

The Viterbo University Women’s Studies Program encourages students to understand and deal constructively with women’s issues by examining them in the context of their own personal experiences. International students enrich the Viterbo University community through various Global Rhythms activities as well as their participation in all aspects of student life. A peer ministry group, Students Empowering Others (SEO), participates in the preparation, implementation, and evaluation of service trips, retreats, and prayer services. For a complete list of Viterbo University club service projects, see Student Clubs and Organizations.

Several departments and programs provide tutoring services to area elementary, middle, and high schools in the Coulee Region.

The university devotes curricular and co-curricular attention year-round to cultural diversity through international dinners, international student panels, and World View Week.

Service grants also facilitate Viterbo University’s community outreach. In 2006-07, Viterbo University received a $35,410 3M Vision Grant to create science, art, philosophy, and dietetics service-learning projects with Boys & Girls Club youth at the Amie L. Mathy Center for Recreation and Education. In 2005-06, the Midwest Campus Compact awarded Viterbo University a $6,000 grant for service learning projects at Hixon Forest Nature Center.

**Diversity of Religious Thought**

A primary purpose of Viterbo University is to maintain a Catholic Christian orientation and a fidelity to the continuance of the traditions of the Catholic Church and the spirit of Franciscan thought. At the same time, the Mission Statement, 2003-2008, defined the university as an ecumenical university. Hospitality, a Franciscan core value, is grounded in the belief that the mystery of God transcends human understanding and that there are many paths to God that enrich human knowledge as well as deepen a sense of community. Thus, as the university serves students of diverse religious beliefs, it assists all students to grow and develop in their faith traditions. According to the 2007 NSSE Survey data, in a mean scale of one to four Viterbo University senior students scored 3.18 on “Developing a personal code of values and ethics,” and 2.73 on “Developing a deepened sense of spirituality.” Both of these mean scores were above the mean scores of other Catholic colleges and universities that participated in the survey.

The Religious Studies Department provides opportunities to engage students in the work of peace, justice, human dignity, ecumenism, compassion, and care for creation. One of five members of the Religious Studies Department is a non-Catholic pastor, and the department offers Religions of the World, an upper-division course which satisfies the diversity overlay component as well a General Education Religious Studies requirement.

Beyond the classroom, the Department of Campus Ministry provides students with extensive support for worship, reflection and spiritual development. Catholic students may worship on Sunday at one of two Eucharistic liturgies; they also have

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opportunities to participate in catechetical programs, weekday Mass, and retreats. Religious symbols are prominent around the campus, including crucifixes in classrooms. Classes are recessed during the entire Triduum of Easter (Holy Thursday, Good Friday, and Holy Saturday) as well as on Easter Monday. Class schedules are adjusted to allow campus personnel and students to attend religious services on the Feast of St. Francis of Assisi and holy days of obligation within the Catholic Church calendar. For students of other faiths, there are weekly Praise and Worship services, Taize Prayer, and Bible Study and faith sharing meetings.

**Conclusion Core Component 1B**

The founding Franciscan Sisters’ early commitment to the immigrant population remains in the university’s commitment to recognizing and appreciating the diversity of its student body, its neighbors in La Crosse, and its fellow citizens throughout the world. More than 95 percent of the full time faculty agree that a racially/ethnically diverse student body enhances the educational experience of all students.56

The Viterbo University mission documents articulate a continuing commitment to diversity. The university mission documents recognize the diversity of learners and constituents, and the university community fulfills the mission to serve others with human dignity and respect in its practices and policies. Viterbo University recognizes diversity of age, learning styles, economic class, race, sexual orientation, ethnicity, and religion. The university responds to the professionally diverse needs of its constituencies through its programs.

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56 2004-2005 HERI Faculty Survey, 17.
Viterbo University engages in widespread efforts to ensure that an understanding of and support for the mission pervade the university community.

**CORE COMPONENT 1C: Understanding of and support for the mission pervade Viterbo University.**

**Comprehension of the Mission Statement**

The Viterbo University [Mission Statement](#), [Vision, Goals, and Statements of Purpose](#) are published on the university Web pages, and these documents are included in all major university publications: The Viterbo University Learn for Life 2007-2009 Undergraduate Catalog, the Viterbo University Student Handbook and Planner, the schools’, programs’, and departments’ handbooks, and in every program for Fine Arts Center events.

Applications for faculty, administration, and staff positions are supplied by the Office of Human Resources Viterbo University information which include the Mission Statement, the Vision, Goals, and Statements of Purpose. In telephone interviews, applicants respond to mission questions such as: “At Viterbo, we strive to live our mission proactively, not just treat it as a “statement” on paper. How do you see yourself embodying the mission? What concerns or benefits do you foresee in working at a values based institution—specifically one with a Catholic, Franciscan tradition?” Search committees ask on-campus applicants questions regarding the Mission Statement. The appropriate Vice President and the President of the university, in their exit interviews with the candidates, discuss the mission, the university ethos, and university’s Catholic/Franciscan identity.

**Board Understanding of Mission and Values**

Selected Board members and spouses and senior leadership members and spouses participate annually in the Franciscan Leadership study pilgrimage to Assisi and Rome.
This 10-day experience, sponsored by the FSPA, introduces participants to the areas most important in the life of St. Francis and St. Clare of Assisi as they relate to leadership in a Franciscan sponsored institution. Pilgrims meet daily for didactic sessions, visit holy sites, and reflect upon the pilgrimage.

Former Assisi pilgrims, the Board of Trustees, and members of the Mission Effectiveness Committee participate in the annual fall FSPA Sponsorship Conference.

**Faculty, Staff, and Administration Understanding of Mission and Values**

The Mission Statement is highlighted annually in new personnel orientation programs. Within their first year, faculty, staff, and administrators are invited to take part in a day-long workshop on Franciscan, Catholic heritage of the university.

University publications (Connections, Lumen, and Strides) frequently feature mission-oriented activities to publicize the mission and history of Viterbo University.

Viterbo University personnel participate annually in an Assisi Leadership pilgrimage sponsored by the FSPA. In October, 2007, the university allocated two $3000 grants from the Trustee Annual Opportunity Fund to enable faculty, administration and staff to participate in an Association of Franciscan Colleges and Universities (AFCU) sponsored pilgrimage to Assisi and Rome.

Faculty and administration attitudes toward their work at Viterbo University suggest that an understanding and support of the university’s mission pervade the community. Nearly two-thirds of all faculty and administration surveyed in the 2004-2005 HERI Faculty Survey indicate that they experience joy in their work; 70 percent feel that work at Viterbo University adds meaning to their life, and nearly 78 percent believe that their values are congruent with the dominant values of the institution. Approximately 45 percent of the faculty report that they often or very often integrate Franciscan values into their teaching.57

Results from the 2007 Faculty Survey of Student Engagement also suggests that the faculty understand and support the university mission, and the faculty transfer that support to pedagogical practices. Sixty-nine percent of surveyed faculty reported that they structure “quite a bit or very much” of their courses to develop in the students a personal code of values and ethics. Sixty percent of the faculty structure “some or very much” of their courses to deepen a sense of spirituality in their students.58

**Student Understanding of Mission and Values**

Viterbo University offers several courses in the Religious Studies Program to enhance student understanding of the Franciscan mission and values. RLST 200, “Franciscan Spirituality,” traces the influence of St. Francis and St. Clare on Catholic thought and includes a pilgrimage to Assisi and Rome. “Catholic Morality” and “The Catholic Community,” RLST 250 and 345, examine the place of ethics and community in Catholic leadership, authority, and ministry.

According to the 2007 NSSE Survey, in a mean scale of one to five, the Viterbo University senior students scored a 3.73 on the statement: “The mission of this

58 Faculty Survey of Student Engagement, 2007, 23.
institution is widely understood by students.” The senior students scored a 4.24 on
the statement: “Ethical and spiritual development of students is an important part of
the mission at this institution. Senior students also indicated with a 4.18 score that
the Mission Statement is reflected in their coursework. The Viterbo University 2007
Mission Perception Inventory Report (MPI) indicates that Viterbo University senior
students ranked second of 17 schools inventoried in Sense of Mission, second in
Respect for Diversity, and second in Mission Perception.

Viterbo University senior students scored significantly higher than peers from other
Catholic institutions in the following areas that reflect Viterbo University’s mission and
values:

- Students are respectful of different races.
- Students are free to express their spirituality.
- Students have opportunities to discuss ethical implications.
- Students have opportunities to strengthen religious commitments.


Student-Centered, Learning-Focused Education

The development and implementation of all student learning outcomes at Viterbo
University and the assessment strategies for those outcomes align with program
outcomes, and all program outcomes align with the mission of the university to
emphasize the learner-centered educational experience. The General Education
Program directly supports the university’s mission by encouraging both the
acquisition of a broad knowledge base in the liberal arts and the development of
specific Core Abilities. The program provides students curricular opportunities to
broaden their participation in the Christian tradition, to discover and deepen their
spirituality, to recognize the dignity and value of each individual culture, and to
develop personally as productive, creative, and empathetic persons.

Values of Human Dignity

Thirty-seven percent of surveyed faculty selected “values of human dignity and
respect for the world” as the most important point of the Mission Statement. One
hundred percent of the surveyed faculty believe that the university faculty,
administration, and staff are respectful of people of different races and cultures.
Evidence that the university supports its mission to provide a liberal arts education
rooted in the values of human dignity and respect for the world is confirmed through
various programs and activities.

Since its establishment, the D. B. Reinhart Institute for Ethics in Leadership has
provided a wide variety of programs to educate staff, faculty, students and the public
of the Franciscan, Catholic and ecumenical mission of Viterbo University. In 2001,
the Reinhart Institute began a series of national Ethics Across the Disciplines
Conferences focusing on traditional ethical values and practices that are fundamental
to the Franciscan and Catholic heritage of Viterbo University. From September
through May of each academic year, the Reinhart Institute sponsors a series of

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lectures by nationally and locally known speakers on a variety of topics related to ethics and leadership. The lectures address ethical issues in a variety of settings, including business, health care, science, religion, politics, and technology. All of the lectures are free and open to the public unless otherwise noted, and lecturers include Elie Wiesel, Terry Tempest Williams, Gerda Weissman Klein, Paul Woodruff, and Sister Helen Prejean.

Early in the spring semester of each year, the School of Letters and Sciences conducts a Humanities Symposium which is free and open to the general public. The Humanities Symposium brings interdisciplinary perspective and debate to contemporary topics. It demonstrates Viterbo University’s identity as a liberal arts institution that engages students as active learners in a variety of experiences outside of the traditional confines of the classroom. The various symposia offer an introduction to the complexity of most of life’s moral issues and create options for learning for all members of the Viterbo University community. The Humanities Symposium helps to develop wise, thoughtful, creative, competent, independent and informed thinkers. Recent topics of the Humanities Symposium include Immigration and Refugees, Forgiveness, Poverty, Genetics and Ethics, the Mississippi River, and the Media.

The 2007 NSSE Survey indicates that Viterbo University students understand the mission of the university and that the mission is reflected in their classes. They recognize that ethical and spiritual development is important in their education, and that ethical implications are discussed at a high level in their classes.

Beyond the classroom, Campus Ministry extends the lessons learned by students to global communities. Campus Ministry offers service trips to culturally diverse destinations in South America and the United States. “Life Lecture” features speakers from diverse faith backgrounds to students. Weekly opportunities are offered to students of any religious affiliation to experience prayer, service, or fellowship. Education is always the primary objective of all Campus Ministry projects. Students participate as learners of diversity and representations of Franciscan identity.

Leadership and Service

Viterbo University has consistently sought to study the meaning and application of ethical values. The D. B. Reinhart Institute for Ethics in Leadership has augmented this study with a series of yearly programs to explore how traditional values may offer answers to contemporary ethical concerns. These programs have led to establishing an Ethics Across the Curriculum in the General Education Program. Viterbo University is one of the few universities in the United States that has curricula in which every class has a moral or value component which emphasizes the ethical issues relative to the particular subject. Development of the critical intellect within an ethical framework in every academic discipline is unique. No mechanism is in place to assess the student learning in the Ethics Across the Curriculum requirement.

In 1999, the university began the Community Skills-Service Learning component for graduation. Community Involvement is also one of the core components of the General Education Requirements. Service and Leadership Recognition Awards are given to students, faculty, administration, and staff in University Forums annually.

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64 2007 National Survey of Student Engagement, Frequency Distributions: Viterbo University, 1-4.
Viterbo University in 2001 began the first national Master of Arts in Servant Leadership with 21 students. In the fall of 2007, the program had more than doubled with 47 students enrolled. The university has graduated an average of 19 students each year since its initiation. Viterbo University is currently applying to HLC/NCA for approval to offer a Doctorate of Philosophy in Ethical Leadership.

Adoption of Mission Statement, 2008

In the fall, 2006, President Artman constituted a planning team to assist him, the Cabinet, and deans to shape the next phase of University of Opportunity: Hope and Help, 2008-2013, Strategic Plan. The planning team had three primary purposes:

- To prepare a statement of core values
- To prepare a concise and compelling vision statement
- To prepare a short set of institutional priorities for the next three to five years

The planning team consisted of a diverse group of faculty and administrators who regularly informed the university community of its efforts and offered continuous opportunities for engagement and feedback.

In March, 2007, the President convened a University Forum to present a draft of the planning team’s conclusions to the university community. The draft was sent electronically to all members of the university community to allow for personnel input. Post-forum responses to the planning team’s work were posted on a Web link.

As the planning team continued to revise the core values, the vision statement, and the institutional priorities, it became evident that the current mission statement also needed to be revised.

At this same time, and in conjunction with the planning team, the Mission Effectiveness Committee was composing a “Catholic Identity” brochure. The Mission Effectiveness Committee also recognized the need to revise the mission statement. After some months of deliberation, the Mission Effectiveness Committee presented a draft of a new Mission Statement to the university community and solicited feedback. The responses were broad and varied. An ad hoc group was then appointed by the Mission Effectiveness Committee to finalize a restatement of the Mission Statement which now included an Identity Statement.

In October, 2007, the Mission Effectiveness Committee unanimously accepted the restatement of the Mission Statement and the Identity Statement. The recommendation for the adoption of both was sent to President Artman who then took it to the Board of Trustees for final approval in January, 2008. The 2008 Mission Statement, Identity Statement, and Vision clearly define the interconnection of Viterbo University with the Franciscan Sisters of Perpetual Adoration, Catholic principles, a liberal arts education heritage, and a resolve to educate students in faithful service and ethical leadership.
Conclusion Core Component 1C

Viterbo University students understand and demonstrate support of the Mission Statement. Viterbo University students live the Mission Statement through respect for others; leading for the common good; critical examination of society; participation in community-based, service learning projects; participation in activities to enhance spirituality; development of a code of values and ethics, contribution to the welfare of the community; an understanding of the importance of ethical and spiritual development as part of the mission of the University; and the importance of FSPA heritage. 65

Faculty, staff, and administration demonstrate recognition of and support for the Mission Statement by integrating student-centered teaching and values-based service in their interaction with students and community.

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65 2007 National Survey Student Engagement, 1, 3, 13,
At Viterbo University, the general principles of academic governance are formed by the institution’s religious and ethical traditions. As a Catholic, Franciscan institution, Viterbo University requires a governance system founded on truthfulness, fairness, equity, and justice; respect for the dignity of persons and community; self-control, tolerance of differences, and peace. The governance system and decision-making processes are designed to augment the university’s philosophy of engagement in the process of inquiry and problem solving, evaluation of ethical issues from a variety of perspectives, and effective communication with all constituents.

Core Component 1D: Viterbo University's governance and administrative structures promote effective leadership and support collaborative processes that enable Viterbo University to fulfill its mission.

Governance and Administrative Structures

Governance System

The Viterbo University policy formation process is deliberative and involves participants from all constituents. The functions of governance include the following: to define and promote the widest possible consensus concerning the mission, values, and purposes of the institution; to formulate, promulgate, clarify, and interpret policies by which programs and activities are conducted; and to assure the predictability and equity of actions, decisions, and judgments of university personnel reached under the guidance of institutional policy. The governance process integrates program planning and resource planning to provide for the effectiveness of comprehensive, systematic institutional planning, and to reduce the impact of ad hoc or fragmentary decision making. The governance system assures the proper scope of participation, consultation, and information sharing in policy formation and decision making so that the decision making process may benefit from a constructive exchange of perspectives and so that individuals and groups affected by institutional policies, plans, and decisions may share appropriately in their formation.66

The university committee structure provides for broad participation at all levels of constituency.

Members of the Corporation: Franciscan Sisters of Perpetual Adoration

The governance structure is derived from the authority vested in the Members of the FSPA and the Board of Trustees under the Articles of Incorporation and By-laws. The general purposes for the Members of the Corporation are for the performance of religious and educational activities in accordance with the tenets of the Roman Catholic Church and the Constitution and Directives of the FSPA. The Members of the Corporation also have all such powers as may be necessary to carry out its purposes, including the election of the Board of Trustees and the modification of the Articles of Incorporation.67

In January, 2007, a Board of Trustees Task Force reviewed the Articles and By-laws, and in January, 2008, the Board of Trustees reviewed the recommended changes to signify Richard B. Artman as the university’s registered agent. The Board of Trustees approved the revisions of the Articles and By-laws in May, 2008.

Board of Trustees

The Corporation and the Board of Trustees are legally empowered to perform any acts which are necessary to carry out the purposes of the university and to provide for its stability and development and for the effective implementation of its mission.68 The Board Chair is elected by the Officers of the Board of Trustees. The Board of Trustees elects other officers. The Board meets three times a year. The Board of Trustees invites campus constituent groups to elect non-voting representatives to the standing Board committees (Executive Committee, Trustee Committee, Finance Committee, Academic Affairs; Student Development; Mission, Admission, and Marketing; and Institutional Advancement) which also include non-voting members of the senior administrative staff of the University.

President’s Cabinet

The Board has delegated broad administrative authority to the President and the President’s Cabinet: Vice Presidents for Academic Affairs, Administration and Finance, Student Development, Institutional Advancement, Communications and Marketing, Enrollment Management, and Mission and Ministry. Individuals with administrative responsibility within the Vice Presidential divisions have substantial autonomy for carrying out their responsibilities.

The President’s Cabinet is composed of officers of the university who work closely with the President in administering institutional policies and plans in accordance with the mission of the university. The President’s Cabinet assists in preparing recommendations and materials for consideration by the Board of Trustees.

Distribution of Governance Responsibilities

The university has four governing assemblies: Administrative, Faculty, Staff, and Student. The assemblies are autonomous decision-making bodies that also act in an advisory capacity to the Board of Trustees through the President on all matters

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involving institutional planning, policy formation, and resource allocation. The independence of the assemblies in the area of their assigned responsibilities and jurisdiction is respected at all times.\textsuperscript{69}

The Board has delegated primary responsibility for curricula, programs, course offerings, and advisory responsibilities to the Faculty Assembly, one of the four university assemblies. The Faculty Assembly consists of the Academic Vice President, all full time faculty, and all part time faculty who are at least half time and have been such for at least one year, and all part time faculty who have been full time for five years immediately prior to being part time. The functions of the Faculty Assembly include the following: to enable the faculty to discharge the responsibilities delegated to it by the Board of Trustees; to develop recommendations concerning the mission, academic policies, academic requirements and the general education program, which affect the whole university; to consider concerns and problems affecting the faculty and/or the academic community and to make recommendations concerning such concerns to the Academic Vice President and/or the President; to elect faculty representatives to committees and councils for consultation and cooperative planning; and to forward recommendations that affect only the Faculty Assembly directly to the President of the university.\textsuperscript{70}

The Administrative Assembly is made-up of all full time members of the administration (not including the vice presidents), all part time members of the administration who are at least half-time and have been such for at least one year, and all part time members of the administration who have been full time for five years immediately prior to being part time. The functions of the Administrative Assembly include the following: to consider concerns and problems affecting administrative personnel and to make recommendations concerning such concerns to the President; to foster the professional growth of administrative personnel; to elect administrative representatives to committees and councils for consultation and cooperative planning; to forward recommendations that affect only the Administrative Assembly to the President of the university.\textsuperscript{71}

The Staff Assembly comprises the full time members of the general staff and all part time members of the staff who are at least half-time and have been such for at least one year, and all part time members of the staff who have been full time for five years immediately prior to being part time. The functions of this Assembly include the following: to consider concerns and problems affecting staff and to make recommendations concerning such concerns to the Director of Human Resources and/or the President; to foster the professional growth of staff; to foster high morale among staff; to elect staff representatives to committees and councils for consultation and cooperative planning; to forward recommendations that affect only the Staff Assembly directly to the President of the university.\textsuperscript{72}

Attendance at the three university personnel assemblies has been a concern for the past several years. Average attendance at the Staff Assembly and Administrative Assembly is below 50 percent. The Administrative and Staff Assemblies recently changed the number in attendance required for a quorum (Staff Assembly, 20

percent; Administrative Assembly, 38 percent) so that the assemblies could complete assembly business, and both assemblies reduced the number of assembly meetings to four for the 2008-2009 academic year in an attempt to increase attendance.

Fifty-six percent of all faculty report that faculty meetings are "a source of stress" in their work. In 2006-2007, the faculty considered abolishing the Faculty Assembly and replacing it with a Faculty Senate. In 2007-2008, the Faculty Concerns Committee drafted a proposal for a faculty governance structure that includes two bodies: a Faculty Council and a Faculty-at-Large. In the spring, 2008, the faculty voted to adopt the proposal and implement on a trial basis the governance structure beginning in the fall, 2009.

The Student Assembly is the Student Government Association (SGA) whose members are elected by the student body to represent traditional, nontraditional and commuter students. The Vice President for Student Development serves as a non-voting advisor. The functions of the SGA include the following: to carry out the functions and responsibilities of the Student Government Association; to consider concerns and problems affecting students and to make recommendations concerning such concerns to an appointed University Officer and/or the President; to elect student representatives to committees and councils for consultation and cooperative planning; and to forward recommendations that affect only the Student Government Association directly to the President of the university.

Communication of Governance Processes and Activities

Members of the assemblies come together in a University Forum convened at least once each semester by the President. The University Forum allows all Viterbo University personnel to receive and discuss periodic reports concerning issues and trends affecting the total university community; to make suggestions to the President concerning such issues and trends; to improve direct communications between the President and the university community; and to provide an opportunity for mutual sharing of opinions and viewpoints on matters of general interest to the community.

Presidents of the university assemblies meet monthly to address common concerns.

Minutes of all assembly meetings are posted in the archives on the Viterbo University home page. Minutes of the President's Cabinet are distributed to all Viterbo University personnel via campus email and are posted in the online archives. The weekly newsletter Connections contains updates from administrative offices and serves as a vehicle of communication for the university community.

In 2006, the Viterbo University President formed a Planning Team to review the University of Opportunity: 2005-2015. From this review, the university accepted a revision of the University of Opportunity: Hope and Health, 2008–2013, the Vision, Values, Strategic Priorities, and the Planning Council. All constituencies on campus are represented on the re-formulated 2007 Planning Council which engages

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73 2004-2005 HERI Faculty Survey, 15.
constituents in planning issues, solicits input from constituents, and communicates planning issues and decisions to campus constituents.\(^{76}\)

The Board of Trustees evaluates the function of the governance system and takes such actions as may be necessary to assure the effectiveness of the system and to remedy any breakdowns which may occur in the system from time to time. In 2007, the Board of Trustees established a task force to evaluate the effectiveness of the Board.

The Enrollment Management Office has maintained a contract with Noel-Levitz since 1999 to conduct an annual enrollment review in relation to Enrollment and Management annual goals. The office receives weekly data reports from Noel-Levitz that reflect the progress on Enrollment and Management goals (Exhibit 1.1). The Enrollment and Management Office has used the Noel-Levitz reports to increase the number of "college prepared" students and science students. In 2007, the office and the Division of Natural Sciences implemented a plan to recruit additional science majors while raising the incoming ACT average. In 2008, the Division of Natural Sciences showed an increase enrollment of 20 students and an increase of ACT scores of two points.

In March, 2005, the Institutional Advancement Office underwent a development audit by Bentz Whaley and Flessner, an international development consulting firm, Minneapolis, Minnesota. The Institutional Advancement Office implemented all recommendations from the audit (Exhibit 1.2). In spring, 2007, Institutional Advancement conducted a feasibility study to provide direction for projects outlined in University of Opportunity: Hope and Help.

The Office of Communications and Marketing restructured in 2007 its office to increase the support the department provides the university in Web development and marketing initiatives. The office redesigned the composition and scope of the Integrated Marketing Committee Plan aligned with the strategic initiatives of the university to assist with direction and overall institutional marketing and university branding efforts.

Policies and procedures in the Student Development Office are reviewed annually and revised as necessary. Each of the unit operations within the division of student development – campus activities, counseling services, health services, intercollegiate athletics, recreational sports, residence life and student development – uses Student Learning and Development Outcome Domains and Examples of Achievement Indicators outlined by the Council for the Advancement of Standards when preparing missions and yearly goals. The lead administrator in each unit employs user data, standardized instruments prepared by respected professional organizations, performance appraisals, and informal assessment of services and activities to evaluate and to refine policies, programs and procedures. The standardized instruments administered by student development professionals for the purpose of improving service to students are: the American College and University Housing Organization – International / Educational Benchmarking, Inc. (ACUHO-I / EBI) Resident Assessment, the Core Alcohol and Drug Survey, the American College Health Association – National College Health Assessment, the Noel-Levitz Student Satisfaction Inventory and a survey developed by the ARAMARK Corporation.

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Results are reviewed by each director and the Vice President of Student Development and used to improve areas of concern.

The Office of Finance and Administration continuously evaluates its policies and procedures. Work in the Business Office by its nature results in many contacts with patrons. When issues are raised, any member of the Business Office may share opinions or recommendations which may result in a consideration and renewal of Business Office policies and practices.

The Office of Mission and Ministry is reviewed annually by the university President. The sponsoring order assesses the Mission and Ministry Office on an informal basis. The Viterbo University Mission Effectiveness Committee informally assesses the Mission and Ministry Office on an ongoing basis. The Vice President for Mission and Ministry attends meetings with other mission and ministry personnel from other Catholic and Franciscan universities semi-annually.

Academic Affairs is the largest division on campus and includes six schools (Nursing, Business, Education, Letters and Sciences, Fine Arts and Adult Learning), Graduate Studies, the Ethics Institute, and other academic service programs. All academic units, including deans, academic department chairs, and program directors, set their own policies. The school structure enables the creation and adaptation of new programs in response to constituents’ needs. The school structure has not had a review since its inception in 1993.

Department chairs are appointed to a four-year term by the President of the university on the recommendation of the Academic Vice President and the School Dean. Forty percent of all Viterbo University faculty have held an academic administrative post during their time at the university. Viterbo University does not provide training for new department chairs nor significant support to participate in leadership conferences.

Each academic program has an assessment protocol (mid-term and end-of-term) that ensures that all courses provide student learning outcomes that flow from the program goals and the university Mission Statement. Each program is responsible for reporting an annual “Assessment Plan” and “Results by the Assessment Method” on TracDat by the third Friday in September of the academic year.

A new academic program review protocol was developed in 2006 to correlate with the Title III assessment framework and external accreditation schedules. For a complete description of academic assessment, see Chapter Four, Criterion Two, Core Component 2C. For a complete description of General Education assessment, see Chapter Six, Criterion Four, Core Component 4C.

Each school dean submits to the Academic Vice President an annual report which includes a report of faculty, student enrollment (by department when appropriate), history, grants received, outcomes from the previous year’s initiatives, and initiatives for the next academic year. These reports are included as part of the annual review of the deans (Exhibit 1.3). The Academic Vice President’s Office has not consistently collected or analyzed the annual deans’ reports since 1998.

78 2004-2005 HERI Faculty Survey, 5.
School deans review non-tenured faculty in the second and fourth years and write reference letters in the third, fifth, and sixth years and for tenured faculty bi-annually. Students evaluate Academic Advising every three years. School deans are to be evaluated annually by the Academic Vice President and every four years by the faculty members in each school. Both of these assessment methods have been administered inconsistently the last five years. No formal evaluation process of department chairs exists.

Conclusion Core Component 1D

The President’s Cabinet provides ample opportunity for supportive collaboration. The Viterbo University vice presidents interact and integrate effectively within their particular area of responsibility. The deans meet monthly with the Cabinet. Individual assemblies have committee structures as required for carrying out their cooperative planning. Representatives from each assembly serve on university-wide committees. The current governance and administrative structures have produced effective leaders who collaborate to support institutional growth during the last decade.

The primary purposes of Viterbo University are to stimulate free inquiry, foster the integration of knowledge with religious and ethical values, and to facilitate a community of dialogue, honesty, and respect. These purposes are predicated upon the heritage of the FSPA and the stewardship of the current community to serve the common good. Included in that stewardship are the responsible use of all resources and the consistent and honest management of fiscal affairs.

Core Component 1E: Viterbo University upholds and protects its integrity.

Local, State and Federal Laws

Viterbo University meets the requirements of the Internal Revenue Service as a tax-exempt institution; thus, it is registered as an Internal Revenue Service not-for-profit corporation. The institution is nevertheless subject to a variety of governmental laws, rules and regulations. Viterbo University abides by applicable federal, state and local laws, regulations and covenants. The Board of Trustees and the Office of the Vice President for Administration and Finance view provisions of the law as a “best practices” standard.

Wisconsin authorizes Viterbo University to confer academic degrees. The HLC/NCA has recognized Viterbo University as a four-year, degree-granting liberal arts college since 1954. The HLC/NCA reconfirmed institutional accreditation in 1969, 1979, 1988, and 1998. In 1987, Viterbo University was recognized by the HLC/NCA to offer its first graduate degree. Viterbo University also meets the accreditation standards for seven accrediting agencies. The Resource Room has evidence of legal and accrediting approbation for Viterbo University to offer degrees and studies from other accrediting agencies.

Viterbo University is cited in The Official Catholic Directory, 2007, as a Catholic Franciscan University located in the Diocese of La Crosse, Wisconsin. The university is also listed in the Association of Catholic Colleges and Universities (ACCU), the Association of Franciscan Colleges and Universities (AFCU), and the Wisconsin Association of Independent Colleges and Universities (WAICU).

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80 501C Internal Revenue Service Code.
Dealing with Internal Constituencies

Viterbo University maintains a *Personnel Policies and Regulations Handbook 2008* which outlines the general principles of academic governance within the institution's religious and ethical traditions. The governance and decision-making system nurtures the vision and values which lie at the center of the University's mission.

The handbook is an organic document, and it is revised as needed by the Vice President of Finance and Administration and Director of Human Resources. The President directs members of the President’s Cabinet to review the handbook on an annual basis and recommend appropriate revisions. Any substantive changes in the handbook in university structure, policy, or procedure are approved by the President’s Cabinet and communicated to campus personnel via Cabinet minutes, *Connections*, and *VU Today*. All campus policies are posted with the handbook Web site. In May, 2008, the *Personnel Policies and Regulations Handbook, 2008* was re-named as *Personnel Policies, Administrative Procedures, and Regulations Handbook*. All changes made to the handbook are archived by the Director of Human Resources.

In an effort to ensure its compliance with applicable federal, state and local laws, rules and regulations, as well as with Viterbo University’s own internal policies, Viterbo University has a variety of grievance procedures through which faculty, staff, administration, and students can bring possible violations to the attention of Human Resources. According to the *Noel-Levitz 2006 Student Satisfaction Inventory*, Viterbo University students feel disciplinary procedures are fair.

*The Personnel Policies and Regulations Handbook, 2008* describes the Board of Review’s composition and functions. Its purpose is to resolve contractual disputes or disciplinary issues that may arise between current faculty members or students, and the Administration. The Board of Review also hears grade disputes with faculty that are not resolved through informal procedures.

The Board of Review is used only for alleged violations of written university policies. Matters involving alleged discrimination or sexual harassment are not considered under these procedures. Complaints of discrimination or sexual harassment follow the procedures for those specific matters as delineated in the *Personnel Policies and Regulations Handbook, 2008* and the *Viterbo University Student Handbook and Planner*. There is also a section for the grievance procedures to be followed by administrators and staff who are not faculty.

The annual *Student Planner and Handbook* provides students with procedures for the resolution of student concerns in academic areas and for filing an appeal of a

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82 Noel-Levitz 2006 Student Satisfaction Inventory.
disciplinary sanction. The planner also contains computer lab and computer classroom policies.

The Vice President for Student Development maintains a **student code of conduct**, which not only provides regulations for student behavior but also guides the division’s work related to students. The code relies on federal, state, and local law; adheres to due process; and also uses a college student development framework to create accountability balanced with learning opportunities for students.

All employees and students are responsible for reporting suspected fraudulent, or illegal conduct (e.g., theft or misappropriation of university assets, personal use of university tax exempt status, violation of state or federal laws, etc.) involving university employees or resources. Such reporting should be made initially to the Vice President of Finance and Administration according to applicable university policy as identified in the *Personnel Policies and Regulations Handbook, 2008*, and should reference the policy or regulation that has been violated.

**Non-discrimination**

In addition to the grievance procedures outlined above, Viterbo University has policies prohibiting discrimination and harassment based on race, national origin, religion, sex, age, sexual orientation, disability or other characteristics protected by applicable law. These policies advise members of the Viterbo community whom to contact if they believe they have been discriminated against or harassed. The Viterbo University community revised the policy prohibiting harassment and discrimination in the *Personnel Policies and Regulations Handbook, 2008*. In the fall of 2005, all faculty, staff and administration completed an online “Preventing Sexual Harassment” workshop provided by New Media Learning, LLC.

The vice presidents for Enrollment Management, Finance and Administration, Student Development, Communications and Marketing, Institutional Advancement, and Academic Affairs have policies and procedures for protecting the integrity of their activities.

**Affirmative Action**

Viterbo University is an Affirmative Action/Equal Opportunity Employer and is in compliance with Title IX of the Education Amendments of 1972. The Title I Coordinator and Affirmative Action Officer is the Vice President of Finance and Administration. As stipulated in the *Personnel and Policies and Regulations Handbook, 2008* qualified FSPA are given preference in certain administrative, faculty, and staff openings. This policy is in harmony with the university’s close historical ties with the FSPA and the continuing sponsorship by FSPA. Any
grievances related to a policy of nondiscrimination should be directed to the Vice President of Finance and Administration.

Viterbo University is committed to taking all reasonable steps to achieve a balanced workforce representing the labor market from which job applicants are recruited. There shall be no discrimination against any student and/or employee, or applicant for admission or employment, because of age, race, religion, color, handicap, gender, physical condition, developmental disability, sexual orientation, national origin, marital status, arrest and conviction record, military reserve duty, and use or non-use of lawful products.89

FERPA

Viterbo University adheres to The Family Educational Rights and Privacy Act of 1974, FERPA. Viterbo University maintains that no unauthorized persons outside the institution shall have access to nor will the institution disclose any non-directory information from students’ education records, without the written consent of students.

Academic Freedom

Art and artistic expression have been vital to the identity of Viterbo University since its founding by the FSPA in 1890. Today, as an institution of higher education, Viterbo University supports the free and open search for truth and its free expression while being respectful of its mission and various constituencies. In 2006, the Faculty Assembly composed and adopted a Viterbo University Policy on Artistic Expression approved by the President’s Cabinet which outlines the procedure to resolve disagreements.

Viterbo University adheres to the statement on academic freedom made by the American Association of University Professors (AAUP) and the Association of American Colleges (AMC) set forth in Association of American Colleges Bulletin, March, 1940. The university recognizes religious freedom, and extends this freedom to faculty and students.90

Viterbo University also ascribes to the principles of the Catholic tradition of higher education as found in Ex Corde Ecclesiae:

…a Catholic university has to be a living union of individual organisms dedicated to the search for truth...It is necessary to work towards a higher synthesis of knowledge, in which alone lies the possibility of satisfying that thirst for truth which is profoundly inscribed in the heart of the human person...In promoting this integration of knowledge, a specific part of a Catholic University’s task is to promote dialogue

between faith and reason, so that it can be seen more profoundly how faith and reason bear harmonious witness to the unity of all truth.91

The Academic Vice President oversees the faculty’s and academic administrators’ adherence to the university’s policies on academic freedom, faculty responsibilities, professional ethics and responsibilities, and good teaching practices.

Academic Integrity

Viterbo University students are expected to follow the policy of academic honesty that is outlined in the Student Handbook and Planner.92

The Viterbo University School of Nursing developed and implemented an Honor Code in congruence with the mission and values of the university during the 2004-2005 academic year. The Honor Code asks students to commit to academic honesty and the five core values of the School of Nursing: Caring, Integrity, Commitment, Collegiality, and Wisdom.

The School of Nursing presented their Honor Code to the Viterbo University faculty at the January, 2007, in-service. In fall, 2007, the university created an Academic Integrity Committee which began a discussion of the scope of a university honor code. In February, 2008, the Academic Integrity Committee presented their initial proposals to the Faculty Assembly for consideration. For a further discussion of the Honor Code, see Chapter Six, Criterion Four.

Technological Integrity

The Instructional and Information Technology department facilitates the incorporation of technology into the teaching/learning process, academic support services, and the delivery of administrative services. It has developed policies on computer and Web use designed to protect computing resources, the privacy of data, as well as Network and Web Guidelines regarding personal and commercial business use.

The Communications and Marketing Office maintains the Viterbo University home page and provides links from the home page to schools; departments; college faculty, staff, students, and administrators; programs; and other approved university organizations. Communications and Marketing developed a “Publications Policy Statement” which helps to ensure the integrity of the university’s communication.

91Ex Corde Ecclesiae. The 1990 Apostolic Constitution of Pope John Paul II takes its name from the beginning Latin phrase – from the heart of the church. "Born from the heart of the Church … a Catholic University has always been recognized as an incomparable center of creativity and dissemination of knowledge for the good of humanity. Being both a University and Catholic, it must be both a community of scholars representing various branches of human knowledge, and an academic institution in which Catholicism is vitally present and operative. Catholic instructors in the Philosophy/Religious Studies Department abide by the Guidelines Concerning the Academic Mandatum in Catholic Universities.

Criterion 1  MISSION AND INTEGRITY
Chapter 3

The university has established guidelines for online programs of study and the guiding principles for online learning. The guidelines include principles for online Program Development, Curriculum Design, Faculty Support, Student Support Services, and Course Development.93

Fiscal Integrity

The Board of Trustees approves the annual operating budget and sets tuition and fees; monitors the university's financial condition and establishes long range plans, financial policies, and investment policies designed to assure the financial strength and stability of the institution. It also assures the effectiveness of comprehensive planning for current and capital fund-raising; authorizes major campaigns for fund-raising and capital development; and participates actively in institutional fund-raising. The Board authorizes the acceptance of major gifts and bequests in accordance with board policies and public law.94

The Vice President for Finance and Administration monitors compliance of departments and divisions to laws, regulations, and correct accounting procedures. An independent public accounting firm, RSM McGladrey, performs annual audits of the university's financial system. The controller ensures that the university complies with local, state, and federal laws relating to taxes for which the University might be responsible. Other Business Office policies include, Purchasing Policy, Travel Policy, Parking Policies and Investment Policies. For each of the last 10 years of financial statement audits, McGladrey & Pullen, Certified Public Accountants, has issued an unqualified opinion that the university's financial statements are presented fairly, in all material respects, in conformity with accounting principles generally accepted in the United States of America.

Viterbo University publishes an annual President's Report to the college community and general public and makes available in the Business Office its certified audit report for inspection by any member of the university community and/or general public. The university makes available the yearly IRS 990 Report. A copy of the annual tax report is on reserve in the Todd Wehr Memorial Library for public review. Audit reports for the 1998-99 through 2006-07 school years are available in the Resource Room.

The annual audit as well as debt-equity ratios and cash reserves indicate that Viterbo University demonstrates fiscal integrity. The university has maintained a balanced budget for 30 years, and cash/investment balances have increased from $8,895,728 in 1998 to $28,102,305 in 2007.

Dealing with External Constituencies

The Viterbo University Undergraduate Catalog, 2007-2009 contains full information concerning accreditation including a statement of the university's accreditation by the HLC/NCA and a list of accreditation agencies affiliated with the university and a list of professional memberships with the university.95

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The Vice President for Student Development, the Director of Residence Life and other senior administrators regularly attend conferences on higher education law. They maintain a close working relationship with law enforcement, emergency management, and administrators in the City of La Crosse, the other higher education institutions in the region, and various task forces assembled by the city and county relative to college students.

Institutional Advancement Office

The mission of the Institutional Advancement Office is to support the university and its mission by educating its constituencies, developing relationships, and securing resources in an ethical manner. Viterbo University is a member of the Association of Fundraising Professionals (AFP). As a member of the AFP, the Institutional Advancement Office follows the code of ethics outlined by the association.

Viterbo University accepts gifts to its endowment fund and works with benefactors to establish how those benefactors would like their contributions to be used. With endowed scholarships, the university establishes a protocol with each benefactor. If the endowment comes as a bequest, and the university has not established a relationship with the benefactor, Viterbo University works with the attorney or next-of-kin to ensure the scholarship guidelines meet the wishes of the benefactor. The university endowment has increased from $7,591,731 in 1998 to $23,894,507 in 2007.

The Institutional Advancement Office works closely with the Business Office and the Financial Aid Office to ensure that scholarship guidelines are followed in awarding scholarships. Auditors review scholarship guidelines to ensure that scholarships are awarded appropriately. Viterbo University participated in the 2008 National Postsecondary Student Aid Study sponsored by the National Center for Education Statistics.

The Viterbo University endowment is managed by North Central Trust Company and UBS Financial Services. The Board of Trustees Finance Committee oversees the management of the endowment fund. The Vice President of Finance and Administration and Assistant Vice President of Finance review the performance of the funds on a quarterly basis and share the information with the Board’s Finance Committee on a quarterly basis. Upon the recommendation of the Board of Trustees Finance Committee, the Vice President of Finance and Administration decides where endowment contributions are invested.

Viterbo University reinvests the interest earned on board-designated endowment funds, and annual use of board-designated endowment funds is limited to debt service payments on the 2002 bond issue.

Enrollment Management Office

All materials sent from the Enrollment Management Office contain adequate and accurate information regarding opportunities and policies which may affect future students at Viterbo University. These materials, which include Viterbo University Viewbook and Take Some Credit Transfer Guide, are published by the Communications and Marketing Office.

Viterbo University offers admission to those students who have prepared for a competitive collegiate program and who are likely to succeed. All candidates are
evaluated individually by their class rank, grade point average, curriculum, and ACT scores. Viterbo University admission policies and procedures (including requirements for admission of transfer students, international students, high school students, special students, veterans, adult students, and re-entry students) are articulated in the university handbook. Viterbo University applies “federal methodology” of need analysis to each financial aid application.

University Publications

The Communications and Marketing Office Mission Statement and Values are published on the office’s home page. All official college printed materials must adhere to the Viterbo University Communications Style Guide and meet the approval of the Vice President for Communications and Marketing before being published. The Communications and Marketing Office publishes VU Today, a daily email in-house publication; Connections, a weekly internal newsletter for Viterbo employees; Strides, the semi-annual alumni magazine; and the annual President’s Report (Exhibit 1.4).

Viterbo University students produce two publications: The Lumen, a newspaper; and Touchstone, a literary-art magazine. Editorial principles and policies are outlined in the Policy Manual for Viterbo Student Publications which articulates basic journalism ethics. The Student Publications Board participates in the production of the publications in an advisory role.

Conclusion Core Component 1E

Viterbo University upholds and protects the integrity of its constituents through its governance structures and policies.

Major Strengths Criterion One: Mission and Integrity

1. The university has clearly stated mission documents. The Mission Statement is displayed in prominent sites throughout the campus.
2. The Viterbo University Mission Statement has evolved to reflect the changing needs of its constituents while adhering to the traditions and values of the Franciscan Sisters of Perpetual Adoration.
3. The university community fulfills the mission to serve others with human dignity and respect in its practices and policies.
4. The university’s governance structure provides opportunities for participatory decision making.
5. The university employs a variety of policies and processes to ensure the integrity of its dealings with members of the Viterbo University community and its external constituencies.

Major Challenges Criterion One: Mission and Integrity

1. As the number of new students and faculty increases, Viterbo University is challenged to carry out effectively the university's mission, traditions, values, policies, and obligations.
2. Because of the homogeneous demographics of Viterbo University’s geographic location, challenges exist in diversifying the student body, faculty, staff, and administration.
Major Recommendations Criterion One: Mission and Integrity

1. It is recommended that the university strengthen training and programs for new students, new faculty, adjunct faculty, and off-campus students and faculty in mission and identity to continue the heritage of the Franciscan Sisters of Perpetual Adoration, the founders of the university.

2. It is recommended that the university develop new strategies to increase the ethnic and racial diversity in the student body, faculty, staff, and administration and regularly review the effectiveness of those strategies.
Criterion Two PREPARING FOR THE FUTURE

Chapter 4

Criterion Two:
Viterbo University’s allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill its mission, improve the quality of its education, and respond to future challenges and opportunities.
Chapter Four Outline

Core Component 2A ........................................................................................................... 78
A History of Successful Planning ...................................................................................... 78
Administrative Planning .................................................................................................... 81
Preparing for the Future ..................................................................................................... 82
Attention to Enrollment Growth ......................................................................................... 85
Attention to Academic Distinction ................................................................................. 87
Attention to Innovation and Change ................................................................................ 88
Attention to Affordability, Access and Success ................................................................. 89
Attention to the Catholic and Franciscan Identity ............................................................ 93
Conclusion Core Component 2A ....................................................................................... 94

Core Component 2B ......................................................................................................... 95
University Resource Supports .......................................................................................... 95
Budget Planning Process ................................................................................................... 97
On-going Budgetary Control Measures ............................................................................ 98
Attention to Financial Support ......................................................................................... 99
Attention to Human Resources ......................................................................................... 102
Attention to Physical Resources .................................................................................... 105
Conclusion Core Component 2B ....................................................................................... 108

Core Component 2C ......................................................................................................... 109
Attention to Assessment and Evaluation Processes ....................................................... 109
University Personnel Assessment ................................................................................... 111
Academic Assessments ..................................................................................................... 112
Academic Support Services Assessments .......................................................................... 113
Physical Plant Assessment ............................................................................................... 116
Conclusion Core Component 2C ....................................................................................... 116

Core Component 2D ......................................................................................................... 117
Aligning Academics with the Mission .............................................................................. 117
Aligning Administrative Offices with the Mission Statement ............................................ 118
Aligning Budget Process with the Mission Statement ....................................................... 118
Internal and External Planning Participation .................................................................... 118
Conclusion Core Component 2D ....................................................................................... 119

Major Strengths, Challenges, and Recommendations Criterion Two:
Preparing for the Future .................................................................................................... 119
The Franciscan Sisters of Perpetual Adoration have a long history of fiscal responsibility, and this tradition is integral to the allocation of time, talent, and resources at Viterbo University. Viterbo University invests its assets wisely and allocates its resources fairly. This fiscal care allows the university to avoid reductions of educational services experienced in many universities and liberal arts colleges.

In order to extend Viterbo University’s capacity to prepare for a future shaped by social, economic, and other trends, the institution has in the past 10 years improved its planning processes and methods of scanning the environment for change.

A History of Successful Planning

Every strategic priority outlined in the previous 10-year strategic plan, Vision 2005: A Renaissance for Living and Learning in the 21st Century, was successfully completed within the 2005 deadline.

- Enrollment increase of 45.7 percent
- Diplomas awarded increase of 133.8 percent
- Budget increase of 84.2 percent
- Professional Development increased by $12,500 in 2007 and an additional $10,000 in 2008
- Endowment increase of 215 percent
- Expansion of Undergraduate and Graduate Programs
- Completion of Rose Terrace Apartments
- Completion of D.B. and Marge Reinhart Center
- Completion of Physical Plant Building
- Completion of Outdoor Athletics Complex
- Completion of Amie L. Mathy Center for Recreation and Education
- Completion of V-Hawk Court and Viterbo Court
- Renovations of Murphy Center, Fine Arts Center

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96 Viterbo University Vision 2005: Concluding Report, May, 2005

In August, 2003, the Viterbo University administration, faculty, staff, Community Board of Advisors, Corporate Members, and Board of Trustees participated in a two-day University Forum on Strategic Planning to discuss university strengths and weaknesses, opportunities and challenges, and to generate ideas, goals, objectives and strategies to accomplish the university mission in the next decade. These goals and objectives were collated and put forth before the Planning Council. The Planning Council reviewed, refined and developed the Viterbo University community's input into a strategic plan, The University of Opportunity: 2005-2015. The Planning Council then forwarded the plan to the President’s Cabinet where it was reviewed and finalized. This plan was shared with the university assemblies. The Board of Trustees approved The University of Opportunity: 2005-2015 on May 16, 2005.

Current Strategic Planning

Following the announcement of President William J. Medland’s retirement, the Board of Trustees conducted a national search for a new President and appointed Dr. Medland as Chancellor. Dr. Richard B. Artman was appointed President and began July 1, 2006 with a charge from the Board of Trustees to refresh the strategic plan and begin planning for a comprehensive fundraising campaign.

Prior to his arrival on campus, President Artman invited university faculty, administration, staff, students, alumni and trustees to serve on a Presidential Transition Team. The team assisted the President to develop a "New President’s Questionnaire," to collect information from multiple sources within the university. The questionnaire was distributed online to approximately 250 full time employees. Responses were invited online and by hard copy. Responses were anonymous unless self identified. About 170 questionnaires were returned within three weeks. The faculty and staff responded to the following seven questions:

1. **Points of Pride:** Please list three to five points about your unit/department in which you take great pride.
2. **Points of Progress:** Please list three to five points that describe special efforts in the past few years that have advanced the quality, service, and/or reputation of your unit/department.
3. **Improvement:** In your area of responsibility, work unit, or sphere of influence, what single improvement is most needed to enhance quality and excellence.
4. **Planning for the Future:** What opportunities do you see for your unit or for the university as a whole that are ripe for cultivation and implementation and will add to university’s distinctiveness and excellence?
5. **Outreach:** Please indicate one person in the community you think I should definitely meet during my first year.
6. **Partnerships:** Please list any community organizations which offer untapped opportunities for partnership or collaboration that should be explored within the next two years.
7. **Advice/Insights:** Please offer any advice or insights that would be helpful in my transition and success in leading and serving the university.

President Artman asked four members of the Presidential Transition Team to read through the responses, to provide historical context to various statements, and to compile key themes from the responses. The President read each returned questionnaire unedited.
At a University Forum in August, 2006, President Artman shared the summary of the questionnaire with the faculty and staff. At the first Board of Trustees meeting in October, 2006, the President presented the same summary and invited comments from the trustees.

The President’s questionnaire paved the way for the next step in strategic planning. Maintaining the University of Opportunity moniker, President Artman convened a University of Opportunity Planning Team which met twice a week from February, 2007, through May, 2007. The team drafted and re-drafted statements of Core Values, Vision, and Institutional Priorities. Several open forums were held to solicit feedback on the drafts and a Web page was available to submit comments to the President and the planning team. More drafts followed and were polished by the Planning Team, the President’s Cabinet and deans. A draft was presented to the Board of Trustees at its planning retreat in October, 2007. The Board affirmed the direction of the work, and requested that the President and his staff refine the strategic plan.

Near the completion of its task, the University of Opportunity Planning Team recommended to the President that the current mission statement should be reviewed by the Mission Effectiveness Committee. This committee agreed that a re-statement of the Mission and Identity was in order and throughout fall, 2007, the Mission Effectiveness Committee drafted and re-drafted Mission and Identity statements. Similar to processes with the Strategic Plan, these drafts were distributed by email to all employees and discussed at open forums. Comments were solicited through a Web page.

The emerging statements of Identity and Mission were incorporated into the draft of the Strategic Plan and reviewed by a subcommittee of the Board of Trustees and the President. A final draft was distributed to employees, a forum held in January, 2008. Comments on the Identity and Mission statements were again solicited via the Internet. Additional revisions were made and the planning document 2008-2013 University of Opportunity: Hope and Help strategic plan was approved by the Board of Trustees on January 28, 2008 (Exhibit 2.1).

The strategic directives of The University of Opportunity Hope and Help: 2008-2013 are framed within Viterbo University’s mission statement and serve as overarching goals for the Viterbo community. The new strategic plan outlines four institutional priorities.

- Academic Distinction
- Catholic and Franciscan Identity
- Access, Affordability, and Success
- Enrollment Growth

The Viterbo University Vision states that Viterbo University will focus its energies and resources to achieve the institutional priorities. Viterbo University will continue to strive for excellence in academia, service, ethical leadership, and professional training. Viterbo University students will serve their constituents with faith, wisdom and courage as they contribute to the common good. The vice presidents and deans have prepared action plans which advance the institutional priorities.
In keeping with the tradition of the Franciscan founders, the university holds the following Core Values:

- **Contemplation**: As we reflect upon the presence of God in our lives and work.
- **Hospitality**: As we welcome everyone we encounter as an honored guest.
- **Integrity**: As we strive for honesty in everything we say and do.
- **Stewardship**: As we practice responsible use of all resources in our trust.
- **Service**: As we work for the common good in the spirit of humility and joy.

**Administrative Planning**

Shortly after his arrival at Viterbo University, President Artman invited the school deans and the D. B. Reinhart Institute of Ethics in Leadership Director to join the Cabinet at regular monthly meetings. The President requested all vice presidents and deans to prepare a strategic plan built on the identified needs and trends in their specific areas related to the strategic priorities and mission of the institution by the end of December, 2007 (Exhibit 2.2). These action plans include the following components required to accomplish the stated goals:

- Risk Assessment
- Measurement
- Timeline
- Accountability
- Human Resource Needs
- Fiscal Resource Needs
- Facility Needs
- Technology Needs
- Marketing Needs

Several administrative areas are piloting TracDat as a tool in their planning and assessment process.

In December, 2007, the Vice President of Finance and Administration prepared a comprehensive Campus Facilities Master Plan to ensure that campus facilities allow for the successful recruitment and retention of students, permit the effective and efficient delivery of instructional and other student support services to existing student populations, and accommodate future development in accordance with strategic planning directives and stewardship responsibilities. The university employs the annual budget process to identify and assess physical plant projects that need to be addressed.

**Planning Council**

Strategic planning is the process whereby the campus community gathers to develop action plans to accomplish the goals and objectives of the university. The Viterbo University Planning Council, re-organized in spring, 2007, consists of representatives from all university constituencies. The Planning Council engages constituents in planning issues, solicits input from constituents, and communicates planning issues and decisions to campus constituents. The Planning Council also reviews and makes recommendations to the president with respect to:

- Campus master plan for technology and facilities
• Proposals to alter dramatically programs and services
• Proposals for new academic degrees
• Proposals for new sites requiring significant resource allocations

The President is responsible for the general direction of all university affairs and activities in accordance with the policies of the Board. Implementation of the Strategic Plan is a multi-departmental responsibility. Department heads, deans, and vice presidents implement the plan as needed in conjunction with budgetary guidelines, resources, input from the Viterbo University Board of Advisors, and the Viterbo University Corporate Members (FSPA).

Preparing for the Future

Understanding of Viterbo University’s Capacity for Growth

One institutional priority identified in University of Opportunity: Hope and Help, 2008-2013 is Enrollment Growth. The university’s goal is to increase full time undergraduates from 1400 students to 2000 students by 2012, and the number of the total enrollment from 3500 to 5000 by 2012. To achieve this goal, the Vice President for Enrollment Management and the Associate Director of Admissions composed a Freshman Enrollment Action Plan and a Transfer Enrollment Action Plan in March, 2008. The plans articulate yearly enrollment objectives, recruitment strategies, and the fiscal, facility, technology, personnel, and marketing needs to manage the plans.

In spring, 2008, the Enrollment Management Committee designed a retention program to complement the enrollment plans and to maximize the efforts to achieve the university’s comprehensive enrollment growth goals. In spring, 2008, the Director of Global Education composed a separate plan to increase international enrollment.

University Infrastructure

In February, 2008, the Vice President of Finance and Administration submitted an assessment of capacity in classrooms, residential facilities, dining room facilities, and other support spaces. The assessment concluded that Viterbo University’s existing infrastructure can support additional traditional undergraduate on-campus students with minimal cost. Academic classrooms average 66 percent of capacity. Increased classroom space (sufficient number of unoccupied desks) is available at specific time slots during the week and at the upper-division level. The university could support additional undergraduate students. The number of additional students that could be supported is dependent upon which academic programs experienced enrollment growth, as well as whether the enrollment growth is in new freshman/transfer students or upper-division transfer students. In July, 2007, the President challenged the Admission and Enrollment Management Office to increase their recruitment of transfer students and provided the Office with additional personnel and resources to meet the goals. In 2007, Viterbo University admitted 116 transfer students, an increase of 4.5 percent from the previous year.

100 TracDat. AP: Admissions-Freshman Enrollment; AP: Admissions-Transfer Enrollment.
The Campus Master Planning Assessment reported that because of the high traffic in the Learning Center, additional tutoring is scheduled for early morning during the weekdays, and Friday afternoons when attendance at the Learning Center is minimal. Because of limited space and significant student demands, Learning Center services and schedules are often “juggled” to accommodate all patrons. During some peak times of activity, tutoring is scheduled outside of the Learning Center which compromises quality control and confidentiality.

The Campus Master Planning Assessment indicated that two residence life buildings must be renovated to remain practicable for student housing or razed and replaced. Significant renovation (including installation of fire suppression systems) is necessary for two additional residence life dormitories.

Office space (especially for adjunct faculty) is becoming an acute problem. As many as eight adjunct faculty share office space in the School of Nursing, the School of Business, the Psychology Department, and the Natural Sciences Division. Other departments in the School of Letters and Sciences report a need to accommodate adjunct faculty.

Physical space exists within the existing campus footprint to increase academic and residential building capacities and parking needs. The Campus Master Planning Assessment reports that current campus parking needs are met; if the enrollment increases by 500 to 600 students, however, an additional 200 parking stalls will be needed.101

Demographic Changes

According to public records, more than 60 percent of the La Crosse County labor force is between the ages of 25 and 59. Viterbo University plans to address the education needs of that populace by expanding the reach of the School of Adult Learning with new programs, new locations, and new partnerships with business, industry, and other entities.

The growth on the Hispanic population in the Viterbo University recruitment area is not accurately reflected in census results because of the number of undocumented Hispanics living in the area. Data on Hispanic population growth in Monroe County, Vernon County, and Trempealeau County indicate that the Hispanic population has increased from 3,123 in 2000 to 3,854 in 2006, a 23.4 percent increase. In La Crosse County, the data show a small increase in Hispanic population from 3.6 percent of the population in 2000 to 4.5 percent of the population in 2004 but no significant change since 2004.102

It is projected that 67 million Hispanics will be added to the nation’s population by 2050, an increase of 188 percent. The Hispanic share of the nation’s population will nearly double, from 12.6 percent to 24.4 percent.103

In response to the increased number of Spanish-speaking population in Wisconsin and throughout the United States, Admissions began participating in 2004 in the Hispanic College Fair in Milwaukee. In 2006 the university initiated the Latin American Studies Program through a $151,941 Title VI matching grant.

It is projected that the non-Hispanic Asian and Pacific Islanders population will increase from 1.4 percent of the 1995 Wisconsin state population to 3.5 percent of the 2025 state population. The numeric change in the non-Hispanic Asian and Pacific Islander population change ranks as the 16th largest state gain in the United States.\textsuperscript{104} The Wisconsin Hmong population grew from approximately 16,000 in 1990 to approximately 34,000 in 2000, a 106 percent increase. La Crosse is one of three Wisconsin counties that has a population that exceeds two percent of the total county population.\textsuperscript{105} In 1997-98, 58 Asian students were enrolled as seniors at four area high schools (Central High School, Logan High School, Onalaska High School, Holmen High School). In 2006-07, 124 Asian students were enrolled as seniors at those same schools, a 113 percent increase.

Viterbo University recognizes the importance of attracting a diverse group of students to the campus each year to enrich the learning experience of all. The Admission and Enrollment Management Office has attended the African American College Fair in Milwaukee since 2002. As global societies become increasing interdependent, it is imperative that Viterbo University graduates experience working with diverse populations. The university has taken steps to assure that the Viterbo community participates in a meaningful way in global education: student exchange programs with Belize, and Japan, the establishment of connections with China and England, and the awarding of the Title VI Latin American Studies grant.

The university’s efforts to recruit minority students through various scholarships is described in detail in Chapter Three, Criterion One, Core Component 1B. Agreements also exist with Cameroon, Belize, and Colombia that offer reduced tuition rates for the recruitment of student from these countries. Limited financial assistance is available for international students from the FSPA Ministry Grant Fund, a program established to complement the mission of the university.

Viterbo University continues to increase the enrollment of international and minority students. The enrollment of international and minority students has increased during the past 10 years (Figure 4-1).

\textbf{Figure 4-1}

\begin{figure}
\centering
\includegraphics[width=0.5\textwidth]{Diversity_Enrollment.png}
\caption{Diversity Enrollment}
\end{figure}

\textsuperscript{104}U.S. Bureau of the Census, Population Division, 1996.
The number of Viterbo University students who have participated in both Viterbo University sponsored and non-Viterbo University sponsored global educational programs has increased steadily since 1998 (Figure 4-2). To accommodate and increase student access to global education, the Global Education Program hired a study abroad coordinator in 2005.

![Global Education Chart](image)

**Figure 4-2**

### Attention to Enrollment Growth

Viterbo University has a history of excellent in-state recruitment.\(^{106}\) Approximately 80 percent of the student body continues to come from Wisconsin. In 2005 and 2006, 75 percent of the incoming students came from a 137 mile radius of La Crosse.\(^{107}\) Several factors, however, compel Viterbo University to seek students from a variety of national and international regions. A state economic downturn could cause some families to delay college for financial reasons. Reductions in federal and state funding for student financial aid could cause a reduction in student applications for enrollment. Out of state recruitment will be more important as competition among private liberal art colleges and universities for Wisconsin high school graduates increases. Wisconsin and neighboring states are projected to experience a reduction in the number of high school graduates through 2015.\(^{108}\) Given these trends, it becomes imperative to attract and maintain more students from outside Wisconsin. Recruitment of students outside of western Wisconsin, which is predominantly white, will also help to increase the diversity of the student population on campus.

Viterbo University has initiated practices to attract more out of state students. Personnel from the Admission and Enrollment Management Office visit three national college fairs annually; six Minnesota Education Fairs annually; the Twin Cities Catholic School Week; the Northeast Wisconsin High School Diversity Leadership Conference; 25 high schools in Iowa, 45 high schools in Minnesota, and five high schools in Illinois each fall. In the spring, a representative from the Admission sends a representative to Illinois to visit 25 Catholic high schools.

The Theatre and Music Theatre Departments actively recruit for Theatre and Music Theatre majors at the Lincoln, Nebraska International Thespian Festival (since 2002),

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\(^{107}\)Noel-Levitz Student Satisfaction Inventory, 2006, 6-7.

the Las Vegas Academy of Performing Arts Unified Auditions (since 2004), the Texas Thespian Festival in Corpus Christi (since 2005) and the Illinois High School Theatre Festival in Bloomington, Illinois (since 2007). More than 30 out-of-state students have enrolled at Viterbo because of these recruitment efforts.

In 2007-2008, the Vice President of Admission and Enrollment and Admissions devised a Freshman Enrollment Action Plan, 2008–2012. The Plan contains the goals, risks, measurements, accountability, and timeline to enroll 410 first-time, full time traditional undergraduate first-year students, and to increase commensurately transfer students (Exhibit 2.3).

**75 percent of student enrollment comes from within 137 miles of La Crosse**

![Map of the surrounding area](image)

**Figure 4-3**

The university President has directed the projected enrollment growth to fall within existing capacity, and to target transfer students so that upper level division courses with existing capacity can absorb new students with minimum cost implications. A new residence hall and a new nursing building are planned to be built within the next five years.

The university has remodeled the cafeteria, bookstore and library to accommodate the students’ needs. The Amie L. Mathy Recreation Center enhances future recruitment and retention possibilities of prospective students.

Research of college selection practices by junior and senior high school students reveal that 89 percent of prospective students visit a college’s Web site and 71
percent of prospective students submit an online inquiry form. In response to this research, Viterbo University has remodeled its Web site to include more than 116 templates and 67 content blocks. The new Content Management System (CMS) will provide the flexibility to provide prospective students with a more dynamic and interactive Web site. The CMS allows prospective students to complete an application online, and that application is then entered into Datatel. From January, 2007, to January, 2008, 1,250 students enrolled online, approximately 66 percent of the total first-year and transfer student applications. Prospective students may apply for and take placement tests, submit online requests for information, and access university policies and procedures online. Viterbo’s Web site also provides links to financial assistance resources and the online FAFSA application.

Attention to Academic Distinction

Technology

As the world increasingly becomes an “e-universe,” Viterbo University continues to add multiple levels of new technology. In the late 1990's the university began an aggressive program to install multiple computer labs around campus. Currently, 14 computer labs exist on campus with an average of 24 computers per lab; an additional 80 computers are available in the library. By 2007, all classrooms on the campus housed a computer-based podium. The institution has installed fiber optics throughout campus, has upgraded the Internet service, installed additional T-1 lines and email providers, and in the summer of 2006 installed a voice over Internet telephone system with E-911 capability. The university is creating wireless campus wide Internet portals, “Wifi System.”

Technology has spread to almost all aspects of student life. In many classes students have access to classroom syllabi, assignments and discussion questions from faculty and advisors online. In 2005 the students began registering for classes; reviewing classroom schedules, degree audits and student account balances via the Internet. Viterbo University faculty enter grades online and access academic information on their advisees and classes.

Viterbo University significantly advanced its online educational tools with the purchase and implementation of Blackboard, an online learning program, in the spring of 2001. The overall usage and adoption rates among students and faculty have increased steadily. In 2004, 293 Blackboard courses were active each month, with a maximum of 424 active courses in September, and a minimum of 185 active

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110 See Title III Grant, 2001.
courses in July. In 2007, 655 Blackboard courses were active each month, with a maximum of 885 active courses in September and a minimum of 360 active courses in July.

In 2007, the university upgraded Blackboard and made it compatible with the university Web system. Entire courses are offered online using the Blackboard program or a similar online system to serve Viterbo University students who live outside of the La Crosse County region. “Blended” courses are offered in all disciplines.

In 2003, Viterbo University received approval from HLC/NCA to offer two fully online programs, Bachelor of Arts in Organizational Management and Bachelor of Arts in Management and Information Technology.

To accommodate questions and facilitate the use of new technology, Viterbo University established a technology help desk office in 2001. The university hired a full time Web manager in the fall, 2005, who is responsible for maintaining Viterbo University’s Web pages. In 2005, an Instructional Technology Support Specialist was added, with the assistance of a Title III grant, to integrate technology more effectively into the classroom. All residence halls are wired for network ports for students who bring their own computers to college. Common areas within the residence halls have computer access to network ports. Internet connections are also located outside for student use. Students with laptop computers have access, beginning in 2005, to the university wireless Internet portals which give them access to the Internet, campus email and student Blackboard accounts.

In 2004, Viterbo substantially upgraded the digital media labs to include new hardware and software for digital rendering and editing. Faculty now have the ability to review student work in real time greatly enhancing the faculty/student feedback. In 2006, the Computer Committee developed a five-year technology plan to accommodate future technology needs of the university.

**Attention to Innovation and Change**

Viterbo University realized more than a decade ago the need to create programs to serve adult students. In 1988, Viterbo University responded to the area teachers’ desire to accumulate continuing professional education credit and a graduate degree. This response led to the Graduate Program in Education, and in succession, other graduate programs in nursing, business administration, and servant leadership. Viterbo University also provides a Teacher Licensure program, a Reading Licensure program, Director of Instructional Licensure, Early Childhood Education (ECE), a Director of Special Education and Pupil Services Licensure, and a Principal Licensure program. The Graduate Program in Education plans to develop additional Continuing Education (CE) and certificate programs in the next five years.

Non-traditional adult students (25 years or older) comprise 25 percent of Viterbo University undergraduate population. One-third of the graduating undergraduates are from the School of Adult Learning. Viterbo University provides students with a supportive and flexible environment which meets the needs of working adults, business, and community. Evening classes, weekend classes, online courses, and a
“Fast Track” schedule allow students the flexibility to design their education experience.

Viterbo University has addressed the growth of health fields in Minnesota and Wisconsin by expanding the Viterbo’s School of Adult Learning, especially the BSN Completion Program. The School of Adult Learning has also addressed the rising number of adult learners in the area by offering a Bachelor of Individualized Learning and expanding the Bachelor of Business Administration Programs: Organizational Management, Management Informational Technology. The Organizational Management and Management Informational Technology programs are offered both online and on campus. Viterbo University is taking appropriate steps to enhance the integration of all adult programs at the undergraduate and graduate levels within the next five years.¹¹¹

Responding further to the changing needs of the area, Viterbo University began offering an Associate of Arts degree and an Associate of Science degree in conjunction with Western Technical College in the fall of 2004. This was the first program of its kind offered between a private university and a technical college in Wisconsin. In 2007, 53 students were enrolled in the Associate of Arts and Science degree programs. The average age of the students is 30 years; most of the students are employed full time off campus, and many are parents. To address these learners’ needs, Viterbo University offers many courses at night and online. The university is in the process of collaborating with all regional technical colleges to develop opportunities for partnerships.

In response to the growth in graduate programs, the university created an Office of Graduate Studies in the spring, 2008, with a Dean of Graduate Studies appointed in May by the President on the advice of the Academic Vice President. The dean is the chief administrative officer of the Office of Graduate Studies and the advocate for graduate education. The dean is a member of the Deans’ Council and Chair of the Graduate Council. The dean reports to the Academic Vice President, consults with other deans, and collaborates with graduate program directors and other appropriate university constituents to promote excellence in graduate teaching, research, program development and services in accordance with Viterbo University’s mission.

To enhance the students’ opportunities to develop and use life-long athletic skills, Viterbo University increased campus recreational activities: intramurals, special events, group fitness, sport clubs, personal training. At the NAIA level, in 2007, Viterbo University added varsity golf and in 2008 cross country for men and women.

**Attention to Affordability, Access and Success**

A core component of the 2008 Vision and Priorities is attention to making Viterbo University affordable and accessible to students. Through endowment campaigns, the university will provide scholarship funds to qualified students to obtain a values-centered education.

Economic Trends

The economic conditions for La Crosse and the tri-state area will continue to play an important role in Viterbo University’s ability to attract and retain students. The per capita personal income in 2005 in La Crosse County was $30,613. This income reflects a 2.7 percent increase in the last year and a 24.4 percent increase since 1997. College affordability remains a major local, state and national issue. Federal and state budget cutbacks have forced higher educational institutions to find alternative ways to provide financial assistance to students. In the early 1990’s Viterbo University engaged USA Group/Noel-Levitz to assist in analyzing the financial need of students and Viterbo’s ability to assist students in financing their education. The Noel-Levitz Study confirmed in 2007 that the university had the means to assist the students with financial needs (Figure 4-4).

Because of the Noel-Levitz study, the university expanded the tuition discount to almost 97 percent of all students, which strengthened student finances and protected Viterbo University’s annual enrollment. Viterbo University increased its tuition discounting from approximately 15 percent of total tuition revenue in the early 1990’s to the 24-28 percent today. Each fall, officers from the President’s Office, the Admission, and the Business Office meet with Noel-Levitz to review the discount rate, the level of student need, the planned tuition charges for the upcoming year, and projected enrollment by academic ability and financial need. The University of Opportunity: Hope and Help, 2008-2013 articulates the university’s priority “access, affordability, and success” by linking tuition increases to an appropriate range of CPI/Higher Education Price Index and to comparable institution levels. As of June 30, 2007 Viterbo was the fourth least expensive school to attend, compared to Wisconsin’s 20 private colleges and universities.

Discount Policy

Viterbo University discounts its undergraduate tuition at a budgeted rate of approximately 40 percent. The policy awards more discount to higher ability students who have financial need and awards less discount to lower ability students who have

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112 Bureau of Economic Analysis, Regional Economic Accounts
113 The University of Opportunity. La Crosse: Viterbo University, 2005, 5.
financial need. The overall goal is not to exceed an average discount rate of 40 percent for undergraduates. Figure 4-5 shows the percent of discount to total tuition revenue, which brings the discount rate down between 25 percent and 28 percent. Total tuition revenue includes graduate and adult learning courses.

![Discount Percentage](image)

**Figure 4-5**

To address the growing financial needs of its constituents, Viterbo University embarked on a major campaign to expand endowed scholarships. Endowed scholarships generate predictable, growing streams of income in perpetuity. A minimum principle of $10,000 is required to endow a scholarship; five percent of the fund is awarded each year. Earnings in excess of five percent are reinvested to the core. In the fall, 2007, Viterbo University had 94 endowed scholarships in 25 programs.

The Viterbo University tuition policy continues to be vigorous in tuition discounting; however, the challenge remains to provide financial assistance need, while maximizing net tuition revenue. This can be accomplished through increased endowment scholarships and aggressive recruitment.

**Environmental Sustainability**

St. Francis and St. Clare of Assisi regarded all of creation as a community to which we belong. This guiding principle affirms Viterbo University’s mission to prepare students for faithful service and ethical leadership. Stewardship, a Core Value, calls for practicing responsible use of all resources in the university’s trust. Viterbo University recognizes the need to preserve natural resources and demonstrates in its mission and values respect for the world.

Viterbo University makes daily decisions to do business in a more environmentally-friendly way. The university implemented PCounter (print management software) for its students in the 2005-06 academic year, and as a direct result, the use of printer paper (and associated toner) decreased by 25 percent. Viterbo University has replaced 90 percent of the tower-based Central Processing Units (CPUs) and Cathode Ray Tubes (CRTs) with more energy-efficient small form factor CPUs and Liquid Crystal Display (LCD) flat-panel monitors which consume one-third of the energy of the CRT monitors. All current CPUs and LCD monitors across campus come with power management software which is activated at the time of distribution.
In 2008, the university payroll department will convert to online pay advices to reduce the usage of paper, toner, and postage.

In 2007, Viterbo University completed a number of energy-saving projects to reduce the university’s carbon footprint as well as to save the institution’s financial resources. These projects include the conversion of the gymnasium lighting system in the Varsity Athletics Center to a high efficiency bulb and ballasts system; the replacement of all steam traps on campus to reduce the amount of steam that escapes from the system annually; the exchange of all shower heads and faucet aerators on campus to a low-flow head; a “tray-less” cafeteria; and the installation of new low-flow toilets when repairs are needed or new bathroom facilities are added. Viterbo University considers green building best practices when new construction is being planned, and the new Nursing/Dietetics building will be LEED certified or equivalent. New design concepts are slated to be incorporated into the designs of all new buildings on campus.

A university Environmental Survey, February, 2008, suggests that Viterbo University students are willing to participate in measures to protect the environment on campus. More than 90 percent of those surveyed said they would like to see Viterbo University shift towards more environmentally responsible practices even if they had to change typical behaviors. Almost 98 percent of those surveyed indicated they would be willing to pay additional fees to support environmental initiatives on campus. Almost 80 percent of those surveyed believed sustainability (meeting the needs of the present without compromising the needs of the future) is an important issue, and more than 75 percent of those surveyed strongly believed that plans for new buildings on campus should include sustainable construction methods.\footnote{Environmental Sustainability Issues Survey, 2008.}

In the spring, 2008, Viterbo University students and university personnel submitted a proposal to create a task force on environmental responsibility. The mission of the committee is to create a working and learning environment on the campus that advances the university’s commitment to sustainability and environmental stewardship.

In April, 2008, the Cabinet approved the Environmental Responsibility Statement:

\textit{St. Francis and St. Clare of Assisi regarded all of creation as a community to which we belong. This guiding principle affirms our commitment to environmental justice and stewardship.}

\textit{Viterbo University will practice environmental responsibility by:}

- \textit{Raising awareness of Viterbo University’s environmental impact, activities, and performance and promoting individual good practices that affect our education, daily lives, and health.}
- \textit{Encouraging conservation, recycling, and other sustainable practices as a component of planning and decision-making.}
- \textit{Continually seeking alternative practices and procedures to minimize negative impacts on the environment and improve our environmental performance by periodically reviewing our environmental policy.}
- \textit{Committing to lead by example and to integrate environmental awareness and responsibility through the curriculum and community.}
The university is converting to more fuel efficient vehicles (possibly hybrid vehicles) when the need for fleet replacement occurs.

Attention to the Catholic and Franciscan Identity

A central component of the 2008 Vision and Priorities is to amplify and apply the Catholic and Franciscan identity for the betterment of all university constituents. The university will continue its ecumenical tradition, expand opportunities for all constituents to understand the Catholic and Franciscan traditions and values, strengthen partnerships with the FSPA and the Diocese of La Crosse, develop degree and certificate programs directly connected to the university's Catholic and Franciscan identity. In spring, 2008, the Mission Effectiveness Committee prepared and distributed to the university community Viterbo University: Catholic Identity which delineates the Catholic/Franciscan heritage, mission, values, and purposes.

Conclusion Core Component 2A

Viterbo University responds to its constituents’ needs within the bounds of its mission and has enjoyed increased enrollment and financial and academic success since 1998. The Strategic Priorities of The University of Opportunity: Hope and Help, 2008-2013 emphasize responding to the needs of working adults, business, and community for associate and baccalaureate degree completion, certificate programs, continuing professional education, Graduate Programs, and life-long learning.

Viterbo University recognizes the economic, environmental, and demographic challenges it faces in the next decade. The university understands the future is shaped by a variety of societal and economic trends, and the university has identified and continues to monitor those trends.
Two pillars of every great institution of higher learning are its financial and human resources. How an institution acquires and safeguards these resources is as important as how they are utilized.

CORE COMPONENT 2B: Viterbo University’s resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.

University Resource Supports

Attention to Financial Resources

Viterbo University experienced significant increase in the university’s financial resources since 1998. Maintaining proper fiscal control and increasing fundraising have provided a substantial increase in the university’s accumulated net assets.

Total unrestricted revenues have grown from $19,700,000 in 1997 to more than $35,000,000 in 2006, a 77 percent increase. This increase in revenue along with responsible fiscal management and increased fundraising have allowed the net assets to increase substantially since 1998 to $47,643,247 in 2007 (Figure 4-6).

The university debt to equity ratio shows a strong commitment to the use of debt only when absolutely necessary. Viterbo University’s debt to equity ratio dropped substantially from 1998 to 2001, when the university borrowed to construct the D. B. and Marge Reinhart Center. Careful fiscal management brought the debt to equity ratio down consistently from 2002 to 2007 (Figure 4-7).
Viterbo University’s budgeting process and implementation continues to be an institutional strength. Viterbo has maintained a balanced budget each year for more than 30 consecutive years. This fiscal restraint is vital to “weathering” fluctuations in the economic market and to strengthening Viterbo University’s financial resources. Viterbo University’s 10-year budget plan provides a roadmap for future financial strength and resources to carry out its mission (Exhibit 2.4).

Viterbo University’s budget is dependent primarily upon tuition revenue. In 2006, more than 80 percent of Viterbo University’s operating budget was financed by tuition revenue. Endowment income has not significantly changed the institution’s reliance on tuition.

The Viterbo University Board of Trustees establishes the annual tuition cost based on inflationary pressures with a goal to keep the increase to inflation or less. Tuition rates are only one side of the revenue equation; enrollment is the other. In order to
generate a stable tuition revenue stream, enrollment must be constant or grow slightly. University enrollment in undergraduate programs has grown since 1998 from 1,790 to 2,019 in 2007, a 12 percent increase. The enrollment in graduate programs has increased from 308 to 1,069 in the last decade. This consistency in enrollment has led to stable tuition rates and the annual budgeting process (Figures 4-8 through 4-10).

**Undergraduate Enrollment**

![Undergraduate Enrollment Chart](image1)

**Graduate Enrollment**

![Graduate Enrollment Chart](image2)
Composite Financial Index (CFI)

On an annual basis, the Vice President of Finance and Administration submits the CFI calculation to the Higher Learning Commission. Viterbo University's reported CFI for each of the last six years has been 3.0, the maximum reportable score based on the HLC's reporting requirements (Exhibit 2.5).

Budget Planning Process

The President, Cabinet, and Board of Trustees make budgetary decisions based on reports collected from the various administrative and academic departments and information and trends obtained from The Information for Decision-Making Booklet. These decisions include future enrollment benchmarks, personnel needs, diversifying the student body, campus expansion and remodeling plans, and student retention.

With the addition of the Datatel administrative software, the collection of university data has become much more efficient and accurate. The university budgeted $31,672 in fiscal year 2007 to support data collection. This is a substantial commitment as no budget or personnel existed in 1998. The President, Cabinet, and Board of Trustees use information gleaned from Datatel in their budgetary planning.

Once the tuition rates and enrollment estimates are established, the administration solicits budget requests from the university’s departments and offices (Exhibit 2.6).

Fiscal requests for controllable budget items, equipment, and minor physical plant improvements are solicited from each academic department and reviewed by the Deans’ Council and Academic Vice President. Administrative department requests are reviewed by the appropriate administrative vice president or director. Fiscal requests which require significant expenditures for a new project or program (e.g., a new minor or major, additional personnel needs) are made via an Action Plan form. The Action Plan is reviewed by the Vice President of Finance and Administration and then forwarded to the President. The President then consults with the Cabinet and the Deans’ Council before accepting the Action Plan.

Physical plant projects are funded by an annual budgeted reserve (approximately $400,000 per year) for plant improvements. The Physical Plant Director itemizes and prioritizes physical plant requests, utilizing the university’s long range Facility Management Plan, as well as knowledge of other physical plant needs. The Physical
Plant Director, in conjunction with the Vice President of Finance and Administration, makes recommendations to the President’s Cabinet for utilization of the annual reserve. In 2007-2008, the university added an additional $100,000 to the budget for improvements to student housing. Dorm fees were increased to finance the improvements.

Technology expenditures are funded by an annual technology fee that is assessed to students (approximately $400,000 per year). The Computer Committee reviews all requests for computers and related equipment, prioritizes the requests, and makes recommendations to the President’s Cabinet for budget inclusion.

The Vice President of Finance and Administration compiles requests for controllable budget items and forwards them to the university’s Finance Committee for review and prioritization. The university’s Finance Committee is comprised of four members of the President’s Cabinet (Vice President of Finance and Administration, Academic Vice President, Vice President of Student Development and Vice President of Institutional Advancement), two elected representatives from the faculty, and one each from administrative and staff assemblies. Finance Committee recommendations are forwarded to the President’s Cabinet for review and budget inclusion.

The President’s Cabinet reviews all requests and recommendations, sets parameters for the budget, and provides a recommendation for the annual budget to the Finance Committee of the Board of Trustees, and the Board of Trustees at its annual December meeting.

The budget development process ends with the budget’s provisional approval by the Finance Committee of the Board of Trustees and by the Board of Trustees at its annual May meeting. Final budget approval is granted by the Board of Trustees at its annual December meeting. The adopted budget becomes the Board’s policy statement on university operations for that fiscal year.

The Assistant Vice President of Finance and Administration reviews monthly controllable line items for deficiencies, and contacts the responsible budget manager in case of a deficiency. The Datatel Administrative Software allows budget managers, as well as deans and vice presidents, to have access to their budgets 24 hours a day, seven days a week via the Internet.

On-going Budgetary Control Measures

- A contingency equal to two percent of the annual budgeted revenues (approximately $840,000 for the 2007-08 fiscal year) is incorporated into the annual budget. Ten percent of this contingency is available to the President, while the remaining 90 percent cannot be expended without Board approval. This contingency provides protection in the event of an enrollment decline.
- A Physical Plant improvement reserve of approximately $400,000 is budgeted annually to address equipment and plant needs identified during the budget process and as part of a multi-year facilities plan.
- An annual pool of approximately $86,000, funded by the Board designated quasi-endowment earnings, is set aside to fund entrepreneurial programs only.
- An annual $400 technology fee, assessed per full time student, provides approximately $400,000 to fund technology and computer acquisitions and replacements.
Viterbo University receives a Title IV Federal Student Support Services Grant (TRIO Program) that acts as the primary funding of the Learning Center. This Title IV Grant was first awarded to Viterbo University in 1979 and has been renewed every four years. The university, however, budgets for the personnel and fringe benefit costs of approximately $160,000 in its operational budget to prepare for a fiscal period when the university no longer receives such funding.

Functional expenses categories have remained constant in the past nine years with instructional expenses consistently more than 48 percent of the total university spending (Figure 4-11).

Cost Containment Measures

- Implementation of a print management software program, managing printing on a per student basis (2005)
- Funding for the remodeling of the bookstore and cafeteria based on the extension of long term contracts with service providers (2005)
- The adoption of a Dual Choice PPO Health Insurance Plan for employees with Franciscan Skemp and Gundersen Lutheran health care facilities (2005-2006).
- Web-based registration, reducing the preparation and distribution of the University catalog and class schedules (2005-2006)
- Viterbo University maintains self-insured health insurance. The university maintains a re-insurance that carries a maximum annual claim of $75,000 per employee covered with an annual aggregate ceiling of $1,927,000. By self-insuring health insurance, Viterbo University maintains competitive premiums and low annual increases.

Attention to Financial Support

Institutional Advancement

Viterbo University's endowment has grown from $6,747,000 in 1998 to $23,894,507 in 2007 a 227 percent increase despite the equity market correction in 1999 and the Board’s approval of an endowment spending rate of five percent of the previous
year’s balance (Figure 4-12). Viterbo University is committed to increase significantly endowment and unrestricted support for scholarships, faculty development, increase in technology and education ventures and academic programs, and endowed professorships. Pledges and Gifts have increased from $1,425,665.96 in 1998 to $5,004,290.98 in 2007. The FSPA continue their history of significant annual financial support of Viterbo University through major gifts. Figures 4-13 and 4-14 indicate increasing growth in “gifts” from various constituents and total fundraising.

To accomplish these directives, in early 2005, Viterbo University contracted with an outside consultant to review and make recommendations for improvements in the Institutional Advancement office. The consultant recommended a number of changes to Institutional Advancement including the reorganization of the department, the addition of two new “Major Gift” employees, systematic expansion of the active donor base, and the reduction of project-based fundraising.

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In addition, the Finance Committee of the Board of Trustees conducted a substantial review of the university’s investment policy that included a review of goals and strategies. The policy was modified in 2007 and governs the investment objectives of endowment resources.

Grants provide a much needed source of funding for various programs. In 2007-2008, Viterbo University received more than $500,000 of grants from federal and state government agencies and private foundations. Viterbo employs a full time grant coordinator whose job is to assist in obtaining grant and foundation support.

**Accounts Receivable**

Viterbo University takes great care in monitoring its accounts receivable and bad debt exposure. In 2004 the university experienced its highest rate of student defaults (Federal Perkins Loan Program and Federal Nursing Loan Program) in the last decade. To mitigate this trend of increasing bad debts, Viterbo University hired a full time Director of Student Billing, 2005, to monitor student account balances and to meet with students to minimize student account write offs and to assist the students with their financial obligations.

Although student receivables continue to grow because of the enrollment growth and tuition increase, the ratio of bad debts to revenue has decreased from a high of 1.98 percent in 2004 to a current rate of .95 percent, a drop of 47 percent (Figures 4-15 and 4-16).
Viterbo University changed its recognition of accounts receivable and deferred revenue in 2006. This accounting change increased accounts receivable and deferred revenue.

**Fiscal Flexibility**

Viterbo University's flexibility and willingness to meet future student and mission needs continue to be a hallmark of the institution. The university continues its practice of researching and adding new programs by budgeting $86,000 annually for this purpose. All programs are reviewed by the Academic Vice President and Vice President for Finance and Administration to ensure that the programs remain mission oriented and economically feasible.
Attention to Human Resources

Financial resources are irrelevant without human resources to manage them. Viterbo continues to increase the quantity and quality of its staff. Since 1998, Viterbo has seen a substantial growth in the number of full and part time employees.

The undergraduate university faculty has increased from 95 full time and 73 part time in 1998 to 109 full time and 116 part time in 2007. The increase in faculty has not reduced the average full time undergraduate student-to-faculty ratio, 15 to one in 1998 and 18 to one in 2007. The 2007 student-to-faculty ratio is in line with the Board of Trustees’ 1998 budgetary guidelines.

More than one-half of the full time undergraduate faculty have been appointed at Viterbo University since the last Self-Study, 1998. At the end of 2007-2008, the university lost 11 faculty to retirement or change in employment. Within the next five years, 10 additional faculty will be within retirement age. By 2018, the time of the next scheduled HLC/NCA Self-Study, 46 faculty (42 percent) will be within retirement age.

In 2001, Viterbo University employed 135 full time and part time administration and staff. In 2007, the university employed 174 full time and part time administration and staff. The increase of all support staff has not kept pace with the increased student enrollment growth (Figure 4-18). The 2007 NSSE Report indicates that 62 percent of Viterbo University first year students and 64 percent of seniors consider the quality of relationships with administrative personnel and offices to be helpful, considerate and flexible, compared to the NSSE population of 55 percent first year students and 53 percent of seniors.116

Personnel by Position

![Personnel by Position Chart]

Figure 4-18

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116 National Survey of Student Engagement, 2007, 10
PREPARING FOR THE FUTURE

The University of Opportunity: Hope and Help, 2008-2013 priority to increase the university’s total enrollment to 5,000 students and the full time undergraduate enrollment to 2,000 will necessitate a corresponding increase in human resources in student support programs (the Learning Center, the Registrar, the Library, Recreational Sports, the Business Office, Registrar’s Office, Financial Aid, Campus Ministry, Career Services, Counseling, Health Services) as well as in faculty and staff.

Salaries and Benefits

In order to maintain current faculty and entice new faculty, Viterbo University strives to be competitive in the employment market place. The Board of Trustees has established guidelines for maintaining faculty salary between the 25th and 75th percentiles based on their rank and disciplines as compared to benchmark institutions throughout the United States. The Board monitors this peer group compensation and benefit levels annually. The 2004-2005 HERI Faculty Survey Institutional Profile indicates that only one-third of the full time undergraduate faculty feel that salary and fringe benefits are satisfactory, and almost 73 percent of all full time faculty consider the teaching load as a source of stress. Faculty salaries generally hover around the 50 percentile compared to benchmark institutions. The salary range for an Assistant Professor is $40,152 to $63,000; for an Associate Professor, $47,854 to $69,400; and for a Professor, $57,632 to $75,895.

Administration and staff salaries are also indexed against Board guidelines so that they remain competitive in the market place. Administrators are compared against the benchmark institutions by job classification, while staff are compared against local labor markets. Salaries for both groups are adjusted accordingly if they fall below the minimum Board guidelines.

The Board of Trustees pursues alternative arrangements with health care providers for the health insurance plans to ensure affordable health care on an annual basis. In addition to health care and compensation, basic benefits for all employees include a match of five percent of the employee’s base salary to a 403(b) plan, 85 percent contribution to a health insurance plan, sick and vacation (non-faculty) leave and life insurance equal to two times the employee’s salary. Employees may also participate in the university’s Flexible Spending Plan. Viterbo University also offers scholarships (tuition remission) for employees and dependents to attend Viterbo University or other colleges in the Catholic College Cooperative Tuition Exchange, the Tuition Exchange Program, or the Council of Independent Colleges.

Data from the faculty survey suggests that a review of faculty salaries and benefits, workload and research productivity is warranted. The faculty, administration and trustees have compiled a list of 49 comparable institutions to serve as benchmarks in this endeavor. Based upon data from these institutions, the Faculty Concerns Committee in concert with the Academic Vice President will explore the various aspects of the faculty compensation and benefits and faculty workload (teaching load, advising load, committee assignments, number of preparations, total number of students taught). Additionally, the committee will investigate the likelihood of increasing faculty participation in disciplinary, pedagogical, and/or student/faculty research.

117The American Association of University Professors reports that the Viterbo University average faculty salary at all ranks is lower than the twentieth percentile nationally compared with other IIA institutions. “Appendix 1,” Academe, March-April, 2008, 78.

1182004-2005 HERI Faculty Survey: Institutional Profile for All Respondent Types, 15.
Professional Development

Viterbo University provides sabbatical leave for faculty for professional development. Viterbo University has received two Title III grants: $1,686,739 from 1995-2000, to incorporate technology in the teaching and learning process; and $1,755, in 2002 - 2003 to improve academic programs college wide through outcome oriented curricular reform and to improve teaching and learning through faculty development. Department funds are available for guest speakers and interdisciplinary training opportunities. In September, 2006, President Artman authorized a one-time allocation of $10,000 to each academic dean for academic program enhancement.

Faculty and staff development is important to maintaining highly qualified and skilled employees. Viterbo University’s budget for the Faculty Development Program has increased from $25,000 in 1999 to $56,080 in 2008. See Chapter Five, Criterion Three, Core Component 3B for a full description of faculty participation in professional development.

In 2005, Viterbo University recognized the need for additional staff and administrative development opportunities, and introduced a campus-wide in-service program. Administrative and Staff Assemblies have $2,500 available for in-service programs.

In January, 2008, The Administrative Concerns and Development Committee (ACDC) submitted a position paper to the Administrative Assembly which addresses professional development concerns: job titles, job descriptions, performance evaluations, commensurate compensation, transfer procedures, and advancement procedures. The position paper is posted on Blackboard for further review, and the Administrative Assembly will address the issues raised by the ACDC in fall, 2008.

As computer software, telephone and Internet opportunities become more integrated into the university’s day-to-day working environment, employees must become more sophisticated developers and end user’s of today’s leading edge technology. Employees are trained to operate in the Datatel and Blackboard software systems and they are offered a variety of software training opportunities (including word, Excel and PowerPoint) to strengthen their skills and improve their overall productivity. Approximately 30 to 40 employees take these workshops each term.

Attention to Physical Resources

Viterbo University’s urban campus of 12.5 acres is adjacent to St. Rose Convent and Franciscan Skemp Healthcare facility, both affiliated organizations. An additional 50-acre (17 acres usable) athletics complex is located six miles north of the main campus on State Highway 16. The V-Hawk Outdoor Athletics Complex contains the varsity baseball, softball and soccer fields.
**Viterbo University’s main campus** has five residence halls: Rose Terrace, Bonaventure Hall, Marian Hall, Treacy House, and McDonald Terrace that support either dormitory or apartment-style living. The university owns and maintains four houses in the neighborhood for off-campus living. In 2008, the university purchased a residential duplex which will be designated a substance and alcohol free theme house.

Five buildings on campus are used for instruction, instructional support or administrative purposes: Murphy Center, the Fine Arts Center, the Brophy Nursing Center, the D. B. Reinhart Center, and the Student Development Center. The remaining buildings include the Student Union, the San Damiano Chapel, the Physical Plant Office, the Varsity Athletics Center, and the Amie L. Mathy Center. A report of improvements to the Todd Wehr Memorial Library is detailed in Introduction, Progress on 1998 Concerns. A full description of the university library as an important campus resource to support student learning and effective teaching is found in Chapter Five, Criterion Three, Core Component 3D.

**Planned Plant Additions**

As part of the new strategic plan, a new nursing and dietetics center and a new residence hall are planned to be built within the next five years. The nursing and dietetics center is proposed to be a state of the art educational facility of approximately 60,000 square feet with an estimated cost of $15,000,000 to $18,000,000. The planned residence hall would house approximately 150 students.

**Long-Term Facilities Management Plan**

A Facilities Management Plan is updated annually. Projects from the list are given priority during the annual budgeting process. Additional projects are added annually by administrators and faculty when their physical plant projects are submitted during the annual budget process. The Physical Plant Director reviews them in detail, identifies the project scope and places an estimated cost on each project. They are then prioritized within the 10-year facility plan with the assistance of the Vice President of Finance and Administration. Current year projects are submitted to the Board of Trustees for completion during the upcoming fiscal year.

**Space Utilization**

The Viterbo University campus has undergone a physical transformation since 1998 with extensive remodeling and the addition of three buildings. Campus physical resources (library, laboratories, offices, and classrooms) are described in more detail in Chapter One, Concerns and Suggestions, and Chapter Five, Criterion 3D. Figure 4-20 shows the growth in net plant, property and equipment since 1998.

**Net Plant, Property and Equipment**

![Figure 4-20](image-url)}
Campus Accessibility

Viterbo University incorporates the requirements of the Americans with Disabilities Act (ADA) for building access for the physically challenged in its revised ADA Policy. Viterbo University is handicapped accessible and plans to include the installation of additional ADA compliant doors. New elevators for the FAC and the library were installed in 2006 and 2007.

Security

The 2006 Noel-Levitz SSI indicates that campus safety and security is perceived by the students as an institutional strength, and students rated a higher satisfaction than the national group means on campus maintenance.\(^\text{119}\)

In 1998, Viterbo University contracted its security service from Franciscan Skemp Healthcare System, an affiliated organization, for nights, weekends and holiday service. Today Viterbo University contracts directly with an independent contractor, Per Mar Security Services. Currently campus security is provided from 5 p.m. to 6 a.m. Monday through Friday and 24 hour coverage on weekends and holidays.

Security Officers are equipped with cellular phones and on weekdays, the Physical Plant Director carries a cellular phone for emergency calls. Campus security is trained to respond to police, fire, and medical emergencies that occur on campus. They also provide escort services, enforce parking regulations, and investigate and report campus crimes.

Emergency phones “Code Blue” that ring directly to security have been placed throughout campus. A door card system has been implemented in all buildings on campus including the residence halls. Exterior lighting has been added to areas of poor lighting or no lighting at all. In 2005 additional lights were installed along Franciscan Way and in 2006 lights were added to the exterior of the Amie L. Mathy Center located on Eighth Street. Bushes and trees are regularly trimmed and pruned to improve safety. Since 1998, the university closed off Ninth Street between Winnebago Street and Mississippi Street, and Winnebago Street between Eighth Street and Ninth Street and converted the streets to pedestrian malls. The street closures add to campus security.

The university administration worked with local Emergency Management personnel and other tertiary institutions in 2007 to update an Emergency Response Plan which deals with responses to potential natural or man-made disasters. In April, 2008, the Vice President of Student Development presented to the University Forum a draft of the Viterbo University Emergency Response Plan. The plan contains detailed procedures for all university personnel and students for the following:

- Active/Armed Shooter and Weapons
- Alcohol Poisoning or Alcohol Overdose
- Biological or Chemical Accident/Hazardous Material
- Bomb Threat, Telephone Threat
- Civil Unrest/Demonstration
- Fire
- Hostage
- Medical Emergency

\(^{119}\)Noel-Levitz Student Satisfaction Inventory, 2006, 2, 3.
PREPARING FOR THE FUTURE

Criterion 2
Chapter 4

- Physical Assault
- Sexual Assault
- Suicide
- Suspicious Individual, Mail, or Package
- Telephone Stalking/Obscene Phone Call
- Tornado or Severe Thunderstorm

The Viterbo University’s Annual Security Report is available on the university Web site. The report includes statistics for the three previous calendar years on reported crimes that occurred on campus, in off-campus buildings or property owned by Viterbo University and on public property within, or immediately adjacent to and accessible from, the campus. The report also includes institutional policies concerning campus security.

The City of La Crosse is consistently rated one of the safest cities of its size in the United States.\textsuperscript{120} The 2006 Viterbo University campus crime statistics show Viterbo to be safe and free of criminal threat. While the campus is located in a changing urban neighborhood, this has not negatively affected the university’s crime statistics. Viterbo University experiences very low crime rates. Minor alcohol and drug usages on campus exist on campus but substance abuse tends not to cause major problems. School safety statistics are published in the \textit{Lumen} and \textit{Connections} and are available online. The 2006 Noel-Levitz SSI indicates that students feel safe and secure on campus; the campus is well lighted; and the parking lots are secure.\textsuperscript{121}

In fall 2006, Viterbo University, UW-L, and WTC were awarded $397,000 for a consortium grant through the U.S. Department of Justice program, Grants to Reduce Violent Crimes against Women on Campus. The two-year grant funds a full or part time educator, trainer and advocate (ETA) to each of the three campuses. The ETAs offer education, consultation and training on sexual assault, stalking, dating violence and domestic violence to various campus groups and individuals in need of assistance.

\textbf{Conclusion Core Component 2B}

Viterbo has maintained a balanced budget each year for more than 30 consecutive years, and the university’s financial, human and physical resource bases have improved substantially since 1998. This has allowed for the growth and support for the institution’s educational programs. The strength in these resource bases and Strategic Plan will provide a stable platform for the future of Viterbo University. Viterbo University’s flexibility and willingness to meet future student and mission needs continue to be a hallmark of the institution.

\textsuperscript{120}La Crosse was listed as the eighth safest metropolitan community of 2006 in a national ranking published by Morgan Quitno.
\textsuperscript{121}Noel-Levitz Student Satisfaction Inventory, 2006, 2.
Viterbo University collects evidence about institutional effectiveness in a variety of ways. Responsibility for gathering, evaluating, and acting on this evidence is widely distributed. Since 2000 the university has expanded its evaluation and assessment capabilities with the creation of an Institutional Research and Assessment Office.

**CORE COMPONENT 2C:**
Viterbo University’s ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.

**Attention to Assessment and Evaluation Processes**

The National Survey of Student Engagement (NSSE) is increasingly becoming an institution’s most trustworthy lens for seeing deeply into the quality of the students’ experiences. The survey results can translate directly into plans for action and reform and transformation strategies. The 2007 NSSE Survey results provide a snapshot of Viterbo University in five key benchmarks of educational performance: level of academic challenge, active and collaborative learning, student-faculty interaction, enriching educational experiences, and supportive campus environment.

Fifty-one percent of first-year students responded to the 2007 NSSE Survey (compared with 35 percent of Catholic institutions and 29 percent of NSSE participants) and 57 percent of senior students responded to the survey (compared with 36 percent from Catholic institutions and 31 percent of NSSE participants).

The university scored above all participating institutions in the NSSE survey for first-year students in the following:

- Writing more than 10 papers of fewer than five pages
- Making a class presentation
- Working with other students on projects during class
- Practicum, internship, field experience, clinical assignment
- Institution provides substantial support for academic success

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Seniors at Viterbo University scored higher than all comparison NSSE groups in the following:

- Wrote more than four papers or reports between five and 19 pages
- Wrote more than 10 papers or reports of fewer than five pages
- Worked with other students on projects during class
- Did a community-based project as part of a regular course
- Discussed ideas from readings or classes with others outside of class

The 2007 NSSE Survey reveals notable growth from first-year students to senior students in the five benchmark areas, especially in the area of Supportive Campus Environment.

Viterbo University scored below the benchmark schools, the participating Catholic colleges and university, and all other institution participants in the NSSE in the following “high impact practices”

- Students Learning Communities
- Research with Faculty
- Study Abroad
- Culminating Senior Experiences

The Director of the Office of Institutional Research conducted the survey and analyzed the data and disseminated the information to various groups throughout the institution.

**Office of Institutional Research**

The Office of Institutional Research (OIR) focuses the attention of the Viterbo University community on the advancement of the university’s mission, vision, and values. The office supports the university’s strategic evaluation, planning, and decision-making processes by serving as a centralized resource to develop and provide timely, accurate, and consistent quantitative and qualitative information to internal and external constituents. Viterbo University continues to identify ways to use the office effectively.

OIR goals and responsibilities are detailed in Chapter One, “Concerns.” Since its inception in fall, 2000, the office has expanded its services to include external reporting (e.g., IPEDS, WAICU, HLC/NCA, Equity in Athletics, Commercial Publishers, Consortia Benchmarking) and preparing the Information for Decision-Making Booklet which provides common data sets for internal constituents. The OIR also supplies data for grant-writing projects across campus.

In addition to assembling and analyzing internal data related to academic and administrative programs, the OIR coordinates the university’s participation in national surveys including NSSE, BSSCE, FSSE, HERI, CIRP, YFCY, CSI, and CSS).

**University Offices Assessment**

Each Administrative Office Mission Statement and goals align with the university Mission Statement. Department directors provide the appropriate vice president with annual department goals. The vice president and director review the goals and the progress made to achieve them, and establish new goals. This progress report is kept on file with the appropriate vice president (Exhibit 2.7).
The OIR prepared and disseminated an Administrative Services Survey to all Viterbo University personnel in spring, 2005. The results were given to the President’s Cabinet; each vice president took appropriate steps within his or her area to address any concerns that surfaced. This assessment process has resulted in the sharing of personnel among offices and the employment of additional work study students.

In 2007-08, the Administrative Assembly began preparing a protocol for a formal review of the administrative offices (Exhibit 2.8).

University Personnel Assessment

Administration and Staff Assessment

Annually employees set performance goals. Together the employee and supervisor complete a performance review form and discuss the goals and self-assessment (Exhibit 2.9). During the next review, these goals are re-examined to determine if they have been met. This process allows both supervisors and employees to collaborate on strengthening performance and improving job satisfaction. The Director of Human Resources reviews all evaluations. If a concern is noted, the information is discussed with the appropriate vice president. If there are no concerns, the evaluation is filed in the individual's personnel file.

Supervisors carry out regular evaluations of those they supervise according to guidelines in the Personnel Policies and Regulations Handbook, 2008. The President is evaluated by the Board of Trustees; vice presidents are evaluated by the President; the deans are evaluated by the school faculty every four years and the Academic Vice President annually. Department chairs are reviewed by the dean of the schools, but the Personnel Policies and Regulations Handbook, 2008 does not prescribe a formal process. The university has been inconsistent in implementing personnel assessment of deans and academic and administrative department chairs.

This assessment process promotes dialogue between employees and supervisors that is open-ended and positive. As a result of this assessment process, duties and responsibilities have been reallocated in larger offices, and more support has been provided to smaller offices.

Faculty Assessment

The faculty evaluation process is designed to encourage continuing professional growth and development of the faculty member. The process is also used for faculty promotion in the academic ranks, for awarding faculty tenure, and for maintaining effective adjuncts.

All non-tenured faculty (full time and part time faculty) are required to administer teaching evaluations to all of their classes every semester. Once tenure has been attained, faculty evaluations are required only for those courses taught during the two semesters immediately preceding the regular three-year reviews. These evaluations are reviewed by the Academic Vice President, the appropriate dean, and the chair of the respective department before being returned to the faculty member. Academic
advisors are evaluated every three years using a prescribed form.\textsuperscript{125} Formative faculty assessment of pedagogy is provided by the Title III Director, the Instructional Design Specialist, Instructional Technology Support Specialist, Title III Coaches, and the Faculty Development Committee.

According to the 2004-2005 HERI Faculty Survey, more than 70 percent of all full time faculty believe that the criteria for advancement and promotion decisions are clear.\textsuperscript{126} The \textit{Promotion and Tenure Policy} does not reflect the increased emphasis placed upon faculty research as Viterbo University increases its number of graduate programs and as it strives to fulfill the institutional priority of an institution of academic distinction. A Promotion and Tenure task force was constituted in 2005 to review the Promotion and Tenure policy and present to the faculty and administration a document with more explicit guidelines for professional scholarly work, teaching, service to the community, and service to the school. A framework for promotion and tenure guidelines was passed by the Faculty Assembly in spring, 2007. In 2008 the task force combined with the Promotion and Tenure Committee to develop specific guidelines for tenure and rank promotion.

Development and assessment of all academic affairs begin and end with the mission of the university. To obtain tenure, all faculty demonstrate how their course assignments, student learning outcomes, and assessment tools align with the mission and priorities of the institution.

\textbf{Academic Assessments}

In 1999, the Academic Vice President asked all academic programs to conduct an intensive internal review and submit a summary. In fall, 2000, an Academic Program Review Task Force began to review all academic program summaries. The objectives of the review were:

- To ensure that all programs were aligned with the university mission
- To ensure that all programs were relevant and fulfilling the mission for which they were created
- To assess the programs’ effectiveness in leading to student learning
- To ensure all programs were current and met accepted standards of the discipline
- To encourage programs to adapt and change to meet emerging societal trends
- To ensure that programs were efficient and cost effective

During the 2001-02 academic year, the task force met with department chairs and program directors of those programs that needed further review or additional evaluation. In the spring of 2003, the Academic Vice President presented the Task Force findings to the Board of Trustees Academic Affairs Committee. The Academic Affairs Committee forwarded the findings to the entire Board of Trustees. Recommendations to the Board included the addition of a Digital Media program, the elimination of the Human Resource Development and Health Care Administration major, re-evaluation of the sociology major in two years, the name change of the Foreign Language Department to World Languages, the monitoring of enrollment in the Master of Science in Nursing, the elimination of the Music Pedagogy program, the ongoing assessment of the Nutrition and Dietetics program, and the addition of


\textsuperscript{126} 2004-2005 HERI Faculty Survey, 13.
faculty to the Religious Studies Department. Additional recommendations were made concerning minors, fine arts appreciation, and the development of a substantial scholarship program for the arts. The recommendations were adopted by the Board of Trustees April 7, 2003.

The Academic Improvement and Quality Committee (AIQC) insures the establishment, development and maintenance of Academic Outcome Assessment Plans and oversees their implementation by coordinating the continuous review of academic programs through examination and evaluation of departmental and school assessment plans and insuring that academic programs use the feedback from assessment to validate or improve the curriculum in academic programs.

The Undergraduate Academic Program Review Committee systematically reviews each undergraduate program to assure that the program is congruent with the university’s mission, vision, and values. The committee reviews the undergraduate programs’ relevance, design, and resources, and makes recommendations to the Academic Vice President to ensure the legitimacy and quality of the programs.

Title III Grant, 2003-2008

In October, 2003 Viterbo University was awarded a $1.77 million Title III Strengthening Institutions Program Development Grant from the U.S. Department of Education for “Becoming Learner-Centered: Improving Academic Quality through Outcomes Assessment and Active Learning Strategies.” To enhance the quality of undergraduate education, the Title III program operates under two overarching goals: to increase the use of outcomes-based assessment in courses and programs and to increase the use of active learning strategies and technologies in the classroom.

In the five years of the grant, faculty developed and/or refined program-level student learning outcomes and aligned course-level intended student learning outcomes with the program-level outcomes. The faculty incorporated various assessment techniques to measure the achievement of those intended outcomes, and integrated active learning strategies into courses. By the time the faculty completed the Title III project, all of the programs were formally assessed, and conclusions from the assessment were used to improve student learning. Results from student surveys suggest high student involvement in the learning process.127 For a full description of the Title III Grant, 2003-2008, see Chapter Five, Criterion Three, Core Component 3B.

Academic Support Services Assessments

Viterbo University’s primary academic support service programs are Academic Advising, Career Services, and the Learning Center.

Advising Assessment

Academic advising is reviewed by students every three years using the Academic Advising Perception Inventory (AAPI), an outcomes based assessment tool. In 2007, approximately 70 percent of all students responded to the survey.128 A review of summary results is followed by written comments from the Assistant Academic Vice

127National Survey of Student Engagement, 20076, 1-6, 12.
President to each academic advisor and a meeting to plan change where it is warranted. A summary report is generated and shared with all advisors. Survey results indicated that the overall quality of advising is very good, a conclusion supported by the 2007 NSSE Survey. One concern that arose from the survey was the desire for students to relate Viterbo University experience to the professional world. The Academic Vice President added training sessions in the fall, 2007, in-service, and in a spring, 2008, Faculty Assembly meeting that addressed this concern.

Learning Center Assessment

The Learning Center provides services through the Student Support Services Program (SSSP) to students with special needs and all students requesting academic assistance. The center conducts evaluations of services provided by the Learning Center at the close of each semester. These evaluations serve a dual purpose, evaluating services and tutors. Tutors evaluate their own performance as well as the overall delivery of Learning Center services. The information collected is reviewed by the Director of the Learning Center and shared with individual tutors to improve their tutoring. This information is used in the planning of tutor training sessions. More than 90 percent of all full time Viterbo University students utilize the Learning Center.

Student Development Operations Assessment

Each of the Student Development unit operations—including campus activities, counseling services, health services, intercollegiate athletics, recreational sports, residence life and student development—uses student learning outcome domains set by the Council for the Advancement of Standards in Higher Education when outlining annual goals. The program administrator in each unit employs user data, logs, informal evaluations and standardized instruments to evaluate and to refine policies, programs and procedures. The Vice President for Student Development reviews survey results with the program directors. The 2007 Noel-Levitz SSI is used by each Student Development operation as one measure to be considered in evaluation and refinement of services and activities.

The Office of Residence Life regularly conducts a survey contracted through the Association of College and University Housing Officers – International and Educational Benchmarking Incorporated. The most recent survey performed in fall, 2005, indicated that room assignment and room change procedures were in need of revision. These procedures have since been changed. Student lounge areas have also been remodeled to better serve students. Viterbo University’s food service provider, ARAMARK, conducts a customer survey each semester. Based on survey results, Viterbo University (2005-2006) implemented a declining balance option for students selecting food service and has eliminated the requirement that first year freshmen select the 19 meal plan. The entire dining area was remodeled in 2006-2007 in response to student feedback.

Internal evaluations of coaches are conducted annually with input from players. Goals and objectives are set each year by the Athletic Director and the coaches. Once evaluated, the new goals for fundraising, recruiting student athletes, etc., are set. The fitness programs and intramural services offered through Recreational Sports in the Amie L. Mathy Center are monitored and assessed regularly. The

director tracks center usage and adjusts programs accordingly. At the end of each intramural season, the director administers a survey to evaluate programs. Respondents to the spring, 2006, survey indicated a desire for online intramural registration which was initiated the next fall.

Counseling Services and Health Services assess services using logs and short satisfaction survey forms which are completed at the close of an office visit. Health Services also uses data from the American College Health Association National College Health Assessment to determine necessary educational programs and office services. The Core Alcohol and Drug Survey developed by the U.S. Department of Education in the 1980’s was administered at Viterbo in 1999, 2004 and 2006. The survey provides information on student opinion and usage of alcohol and drugs. This data and that from the National College Health Assessment are used to implement and develop educational programs and social norms campaigns, develop and change policy, and target groups in need of information related to alcohol and drugs.

Since 1998, Viterbo University has taken significant steps to extend student learning outside of the classroom, heighten personal growth and produce servant leaders who make substantial contributions to the community. Specific changes in Student Development operations include the following:

- Increasing the student activity fee from $60 to $95 per semester to offer more extracurricular programs and services
- Initiating the following intercollegiate athletic programs: men’s and women’s Golf, 2007; men’s and women’s cross country, 2008; men’s and women’s bowling, 2009
- Appointing a Violence Prevention Educator, Trainer, and Advocate with consortium grant funding with other La Crosse postsecondary institutions in 2007
- Initiating VU After Dark, weekend late night activities, World View Week, Healthy Living Week, and a Family Day partnership with Historic Downtown La Crosse Day
- Initiating a one-credit student leadership course, a student leadership conference, and a student leadership recognition dinner in 2007
- Initiating systematic assessment of Student Development operations and programs in 2007
- Offering online screening for depression, anxiety, alcohol and eating disorders in 2007
- Debuting the Community Health Fair and Lunch ‘N’ Learn programs in 2006-2007
- Restricting outdoor smoking to designated areas in 2006, with further limitation effective July, 2008
- Establishing a full time Coordinator of Campus Activities and Orientation in 2006
- Upgrading job descriptions, the Code of Student Conduct, the Sexual Assault Policy, the Alcohol and Drug Policy and the Tobacco Policy in 2006
- Employing a new Vice President for Student Development in 2005
- Opening the Amie L. Mathy Center in 2005 to provide students with a wide range of recreational sports opportunities
- Hiring a full time Director of Recreational Sports prior to the completion of the Amie L. Mathy Center and a half-time Assistant Director after the Amie L. Mathy doors opened
• Forming the Tri-Campus Advocacy Group with students and professionals from UW-La Crosse and Western Technical College to reduce binge drinking in 2004
• Increasing the position of Health Services Nurse and Educator from half-time to full time in 2004

Physical Plant Assessment

Physical Plant needs are reviewed on an ongoing basis throughout the year. The Director of Physical Plant and the Assistant Director of Physical Plant, perform a facility management assessment annually, documenting the needs for improvements. University personnel are asked to present identified plant needs to the Director of Physical Plant Project or the Vice President of Finance and Administration. Plans from this assessment are incorporated into the Long Term Facility Management Plan. The Director of Physical Plant meets with the Vice President of Finance and Administration and reviews the Long Term Facility Management Plan.

Conclusion Core Component 2C

Viterbo University’s ongoing assessment of institutional programs, personnel, student learning, and facilities provide reliable evidence of institutional effectiveness. The assessment processes, including the newly-adopted academic assessment framework plan and academic program review provide strong methods for continuous improvement throughout the university’s campus and community. Viterbo University’s ability to adapt assessment techniques and procedures to current trends has enhanced student learning.
The University of Opportunity: Hope and Help reflects the university’s mission and vision to lead and serve with faith, wisdom and courage in contributing to the common good. Viterbo University fosters a Franciscan culture of ethics and service with all constituencies by modeling the values: hospitality, stewardship, contemplation, service, and integrity. The Viterbo University planning process and practices are aligned with the institution’s mission at all levels and thus facilitate the enhancement of the mission.

All university schools and departments have mission statements that express the values and commitments embedded in the Viterbo University Mission Statement. Each administrative office has a mission statement that complements the institution’s mission.

The Viterbo University priorities: Academic Distinction; Catholic and Franciscan Identity; Access, Affordability, and Success; and Enrollment Growth frame all institutional planning. The initiatives of all schools, departments, offices and programs are guided by their mission statements and university priorities.

### CORE COMPONENT 2D:

**Aligning Academics with the Mission**

Viterbo University’s Mission Statement is incorporated in all aspects of the educational experience. Each of the university’s six schools is responsible for both undergraduate and graduate level educational programs and drives the planning and missions of each department. The Graduate Studies Office oversees graduate policies and procedures common to all graduate-level programs.

Viterbo University sustains its mission through the undergraduate graduation requirements of each major and the specific general education core abilities requirements which flow from the university’s Philosophy of General Education.

1. Thinking: Students engage in the process of inquiry and problem solving.
2. Ethical Decision Making: Students respond to ethical issues, using informed value systems.
3. Communication: Students speak and write to suit varied purposes, audiences, disciplines, and contexts.
5. Cultural Sensitivity: Students understand their own and other cultural traditions and demonstrate a respect for the diversity of the human experience.
6. Community Involvement: Students demonstrate social responsibility by serving their communities.
With its emphasis on particular skills, attributes, and values, the university's General Education Program prepares students for life in a rapidly changing world. The program is rooted in the mission of the university and its liberal arts tradition. All disciplines provide special emphasis on developing in the students a sense of faithful service and ethical leadership. All disciplines provide the necessary training for the students to practice this service and leadership.

The significance of the Mission Statement to prepare for the future begins in the hiring process for new faculty and continues throughout the faculty members tenure at Viterbo University. The Academic Vice President emphasizes the importance of the mission with each academic candidate.

**Aligning Administrative Offices with the Mission Statement**

Administrative offices serve the university in a support capacity. Their job duties and performance of said duties allow the greater Viterbo University community to meet the institution's mission. While these job duties do not directly prepare students for leadership and service, they allow faculty and student services the opportunity to do so. All Administrative office descriptions are detailed in the *Personnel and Policies Handbook 2008*. Mission Statements and Planning and Evaluation Processes are outlined in the “Administrative Office Assessment Review Document” (Exhibit 2.10).

**Aligning Budget Process with the Mission Statement**

Viterbo University strives to match the strategic plan with its mission in its daily operations by creating operational budgets that incorporate the university's vision for the future. Departmental goals and missions are incorporated into the annual budget solicitation process. These requests are reviewed by the Finance Committee and analyzed by the President's Cabinet, prioritized and inserted into the annual budget. The annual budget is approved by the Board of Trustees.

The remodeling of the Todd Wehr Memorial Library, the student cafeteria, and the campus bookstore support the mission by providing a student-centered and learning-focused education environment. A student-centered and learning-focused education is also enhanced by the university's commitment to maintain cutting edge technology throughout the campus. Viterbo University fulfilled this goal by assessing a student technology fee and producing additional resources to leverage further information technology.

Viterbo University's goals and long-term plans are incorporated into practice in all academic areas. In response to constituencies' needs, and to achieve national recognition for the D.B. Reinhart Ethics Institute and regional academic distinction in nursing and dietetics education, the university is considering the addition of a doctoral program in ethical leadership and a doctorate in nurse practitioner. The university has committed budget resources to develop these programs and to expand the Master of Arts in Servant Leadership and the Nursing Degree Completion Program to new locations in Wisconsin and Minnesota. With the addition and expansion of these programs, Viterbo University will continue to provide a values-based liberal arts education that is rooted in human dignity and respect for the world.

**Internal and External Planning Participation**

Viterbo University's planning process is a product of its governance plan. All levels of governance are stakeholders within the planning process. Each academic and
administrative department has its internal planning process which makes recommendations through the appropriate vice president. The Planning Council has the following functions:

- Assist in developing the university’s strategic plan
- Monitor the implementation of the strategic plan
- Engage constituents in planning issues
- Review and make recommendations to the President
- Evaluate major institutional planning decisions

The Board of Trustees along with the Board of Advisors represent a cross section of society. Executives, FSPAs, doctors, lawyers, retailers, priests, community volunteers, alumni, and other constituents, make up the Viterbo Board of Advisors and Board of Trustees. While the Board of Advisors acts as an external advisor, the Board of Trustees is legally responsible for the operations of the university. There are 20 standing committees of the university that have representation from the three assemblies and student government. These committees make recommendations to the President’s Cabinet. The President and Cabinet present recommendations to their Board committees and the Board committees recommend action to the Board of Trustees.

The school deans meet monthly with the President’s Cabinet to enhance the involvement between academic arenas as they focus on student learning. The Cabinet/Deans meeting also provides an increased diversity of administrative voices in communication and decision-making processes.

**Conclusion Core Component 2D**

Viterbo’s commitment to its mission is evident in all areas of its planning. The transition to *University of Opportunity: Hope and Help, 2008-2013* has been made with attention to study, collaboration, inclusion, and response. The planning efforts from all areas of campus provide an atmosphere conducive to preparing students for leadership and service. From the construction of new buildings to the creation of new academic programs, from the remodeling of the cafeteria to the addition of more diversified student body and campus—all plans lead to the fulfillment of the university’s mission.

Viterbo University is strong and prepared to enter the next decade to lead with faith, wisdom and courage in contributing to the common good. The university leadership, faculty, and staff have a clear vision of the university’s future. The university’s financial, human, technological and physical resources meet the broader community’s education and service needs and will continue to sustain the institution in the foreseeable future. The governance structure and processes are designed to respond to change and demands from internal and external constituents. Viterbo University’s Strategic Plan, *The University of Opportunity: Hope and Help, 2008-2013* articulates the vision for the next decade.

**Major Strengths Criterion Two: Preparing for the Future**

1. The Viterbo University Strategic Plan provides a blueprint for the future.
2. Viterbo has maintained a balanced budget for more than 30 consecutive years.
3. The Office of Institutional Research consolidates data to develop and provide timely, accurate, and consistent information to all constituents.
4. The adult learning and off-campus graduate programs have expanded to meet the needs of constituents.
5. Technological resources and training have kept pace with the changing environment.
6. Physical, financial and human resources are strong.

**Major Challenges Criterion Two: Preparing for the Future**

1. Because approximately 80 percent of Viterbo’s operating budget is financed by tuition revenue, the university continuously focuses attention on enrollment management issues, especially those related to undergraduate recruitment and retention.
2. A formal process and procedure for assessing administrative offices is not clearly articulated to improve quality of services.
3. As society requires higher levels of education, Viterbo University is challenged to seek the ways and means to increase its adult-learning and graduate programs.
4. As the university increases in enrollment and programs, it is challenged to practice responsible stewardship and provide an infrastructure to support the growth.

**Major Recommendations Criterion Two: Preparing for the Future**

1. It is recommended that the university increase endowment funds to provide additional support for enrollment growth, scholarships, endowed professorships, retention, and other elements of the Strategic Plan.
   - University of Opportunity: Hope and Help, 2008-2013, Strategic Priority: Affordability, Access and Success
2. It is recommended that the university develop formal procedures for assessing administrative offices to assure continuous improvement in quality of services.
   - University of Opportunity: Hope and Help, 2008-2013, Strategic Priority: Affordability, Access and Success
3. It is recommended that the university create additional adult learning and graduate programs to meet the regional needs and to provide diverse revenue streams for the university.
   - University of Opportunity: Hope and Help, 2008-2013, Strategic Priority: Academic Distinction
   - University of Opportunity: Hope and Help, 2008-2013, Strategic Priority: Enrollment Growth
4. It is recommended that the university address the implications of enrollment, faculty, classroom, office space, and program growth upon student support services and student housing.
   - University of Opportunity: Hope and Help, 2008-2013, Strategic Priority: Enrollment Growth
   - University of Opportunity: Hope and Help, 2008-2013, Strategic Priority: Affordability, Access and Success
Criterion Three: Viterbo University provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.
Chapter Five Outline

Core Component 3A ................................................................. 122
Student Learning Outcomes ......................................................... 122
Viterbo University Academic Program Assessment Framework .......... 123
Annual Assessment Report ........................................................ 124
Active Learning Assessment ....................................................... 124
National Accreditation Reviews .................................................. 125
Conclusion Core Component 3A .................................................. 126

Core Component 3B ................................................................. 127
The University Values Effective Teaching ........................................ 127
Supports for Effective Teaching ..................................................... 129
Conclusion of Component 3B ....................................................... 133

Core Component 3C ................................................................. 134
Academic Support Services .......................................................... 134
Opportunities for Scholarly Work .................................................. 136
Opportunities for Service Learning ................................................. 138
Opportunities for Field Placements and Internships ....................... 138
Opportunities for Study Abroad .................................................... 139
Opportunities for International Students ....................................... 139
Student Learning Support Programs ............................................ 139
Academic Advising ................................................................. 141
Learning Environment .............................................................. 142
Special Programs that Impact the Learning Environment ................. 142
Conclusion Core Component 3C .................................................. 144

Core Component 3D ................................................................. 145
Learning Resources Support ....................................................... 145
Physical Resources ................................................................. 148
Informational Resources ............................................................. 149
Conclusion Core Component 3D .................................................. 150

Major Strengths, Challenges, and Recommendations Criterion Three:
Student Learning and Effective Teaching ..................................... 150
Core Component 3A

Viterbo University’s goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.

Student Learning Outcomes

The Viterbo University Mission Statement, 2003-2008, identified the learning goals for all educational programs. The university provides a student-centered, values-based, learning-focused liberal arts education.

The first institutional priority of The Strategic Plan 2008-2013, “Vision and Priorities,” delineates achieving academic distinction in the School of Fine Arts, the D. B. Reinhart Ethics Institute, the School of Nursing, the Social and Natural Sciences, and Teacher Education.

Viterbo University educational programs and academic departments have clearly stated student learning outcomes that flow from the university’s 2003-2008 mission statement.¹³⁰ Viterbo University students, through their accomplishments, provide evidence of their mastery of the student learning outcomes. MSN students present and receive honors for their research at state nursing association conferences. Science students co-author articles with faculty published in professional journals. Science graduates regularly matriculate in medical school programs. Psychology majors present scholarly work with their professors at national conferences. Music and Music Education majors are annually accepted in prestigious conservatories and win significant competitions and scholarships.

Viterbo University Academic Program Assessment Framework

The Viterbo University Academic Program Assessment Framework provides a structure for the continuous improvement of academic program quality. The framework is designed to gather information about the knowledge, abilities, and values of program graduates; and to use that information to improve teaching and learning in the program. The Framework contains the following three components:

Define and Update Programs
- A mission statement that flows from the Viterbo University mission statement
- Program goals
- Student learning outcomes
- Curriculum map

Define Program Outcomes
- Assessment methods
- Criteria for evaluation
- Timeline
- How data/results will be used

Assessment Impact
- Results
- Action plan
- Follow up

General Education Assessment

The General Education Assessment Program is described in detail in Chapter Six, Criterion Four, Core Component 4C.

Academic Program Assessment

In 2005, Viterbo University filed with the HLC/NCA an Assessment Progress Report which documents the university’s commitment to institution-wide assessment. The university also submitted to HLC/NCA a Program Assessment Plan Summary which describes all program mission statements, student learning outcomes, and assessment plans. The university also published an Academic Assessment Program Handbook (Exhibit 3.1).

In response to faculty and department chairs questions regarding assessment reporting methods, a task force was convened in March, 2006, to restructure the reporting of assessment results. A new reporting framework was presented to the faculty for consideration in August, 2006, and adopted by the faculty in January, 2007. In February, 2007, after extensive research and testing, the university purchased TracDat software to collect electronically all university assessment data. TracDat personnel and Title III administrators trained the faculty to enter their assessment plans into TracDat in May, 2007.

The Viterbo University Assessment Framework encourages assessment that is course embedded and thus integral to teaching and learning. Faculty define student learning outcomes, and from these outcomes they develop criteria for judging student performance. In summary, faculty ask themselves:
What are realistic and optimal learning outcomes for this course?
What learning strategies and experiences will lead to these learning outcomes?
What is the best method to assess an outcome?

Course syllabi for academic programs provide statements of student learning outcomes for the course and evidence that opportunities for learning linked to the student outcomes are incorporated in courses. Student learning outcomes at the course level link to program learning outcomes. Faculty also provide students with criteria used to assess their work in the course.

Viterbo University programs have a midpoint assessment to review the students’ progress within the major. The midpoint assessment is course-embedded and informs the program faculty of what the students are learning and not learning via the curriculum in place.

Faculty employ multiple types of assessment: direct—assignments, tests, papers, projects, portfolios; and indirect—surveys, focus groups. Programs involve stakeholders (students, faculty, graduates, administrators, advisory boards) and programs communicate with them regarding assessment initiatives. Programs use assessment findings annually to make changes for improvement. Programs work under an eight-year timetable to assess all student learning outcomes.

Annual Assessment Report

The TracDat electronic reporting system facilitates budget planning based upon program assessment action plans, following in a chronological sequence. The reports are available to department chairs, deans, the Academic Vice President, and the Office of Institutional Research and Assessment. The annual report includes the following for each outcome:

- Outcome
- Assessment methods, criteria, timeline, and use of data
- Results
- Action plan
- Follow-up: What are the effects of the changes?

A sample of the TracDat Assessment Report may be found at Biology Assessment Report. The Resource Room contains all of the Program Assessment Reports (Exhibit 3.2).

Active Learning Assessment

Faculty, primarily through participation in the Title III Program, have increased the use of active learning strategies and technologies to effect a learner-centered classroom. All faculty participated in intensive active learning workshops during university in-service and out-service weeks from 2004 to 2008. All faculty had access to a Title III coach who was trained in active learning teaching strategies and who reviewed the faculty’s approved projects, observed the faculty’s teaching, and evaluated the faculty’s practice. Faculty submit Work Reports to the Title III Director and Coaches indicating the progress in the active learning strategies.

The 2007 NSSE Survey results indicate that Viterbo University students learn more when they are intensely involved in their education and asked to think about what they are learning in different settings. Collaborating with others in solving problems or
mastering difficult material prepares students for the unscripted problems they will encounter daily during and after college. Viterbo University students report that challenging intellectual and creative work is a central part of their learning and collegiate quality at the university (Figures 5-1 and 5-2).

**Active & Collaborative Learning**

**Level of Academic Challenge**

Figure 5-1

Figure 5-2

**National Accreditation Reviews**

Several Viterbo University programs are accredited by national or international accrediting agencies in their fields. See Chapter One, History of Viterbo University. These accredited programs include all undergraduate and graduate programs leading to education licensure in the School of Education (NCATE and WDPI); as well as chemistry (ACS), dietetics (CADE), Social Work (CSWE), in the School of Letters and Sciences; nursing (CCNE and WSBN which approves the undergraduate program) in the School of Nursing; Business Administration (IACBE), in the School of Business; and Music (NASM) in the School of Fine Arts. All accreditations include educational effectiveness among their criteria. Viterbo University has consistently been awarded accreditation by the various accrediting agencies, and Viterbo University graduates from accredited programs demonstrate academic excellence:

- One hundred percent of the education graduates pass Praxis II, the exit content exam required by WDPI.
- Eighty-four percent of the Viterbo University graduates who took the Association of Social Work Boards (ASWB) Exam in 2007 passed the exam the first time they took it. This compares to a 78 percent national pass rate. The total pass rate for 2007 was 81 percent for Viterbo University graduates compared to 69 percent nationally.
- The Nurse Practitioners in the MSN have had a 100 percent first-time pass rate of the national certification exam for Adult Nurse Practitioners since the inception of the adult nurse practitioner specialty.
- BSN graduates of the School of Nursing had consistently scored a higher pass rate on the National Board Exams than the national mean from 1998 to 2006. In 2007, 69 percent of the graduates passed the Board Exams at the first attempt compared to 87 percent nationally. The School of Nursing initiated a study of the cause for the decrease, devised an action plan to address the issues they identified, and prepared a summary of their research for the Wisconsin State Board of Nursing.
- In the Nutrition and Dietetics Department, from 2002 to 2006, 83 percent of the Viterbo University dietitians who took the Examination for Dietitians passed the exam on the first attempt. In 2003 and 2004, 100 percent of the university dietitians passed the exam on the first attempt.
Viterbo University academic programs seeking national and international endorsement have been successful in acquiring and maintaining accreditation. Copies of the accreditation reviews are available in the Resource Room.

**Conclusion Core Component 3A**

Institutional assessment informs the decision-making processes in academic and administrative planning.

Academic programs have clearly stated student learning outcomes for each major, and assessment strategies are in place to identify the achievement of these outcomes. A system is in place to monitor outcomes and to analyze and make necessary changes to outcomes, assessment strategies, budgeting priorities, and teaching strategies. Academic assessment of program, course, and student learning outcomes is a regular part of full time faculty workload. As a result, academic program changes have been made to improve student learning.

Viterbo University uses a variety of assessment data to inform its planning and budgeting. An annual assessment of the university’s admission and financial aid data and processes by Noel-Levitz helped administrators plan for a specific number of new students and set budget numbers for revenue and institutional discount accordingly. In 2007-2008, 32 traditional undergraduate students were added to the budget model.

An assessment of the Institutional Advancement Office resulted in the office setting fund-raising goals and hiring new personnel to achieve those goals. Viterbo uses data from each school program review or curricular review in strategic planning: budgeting, adding resources, hiring personnel, re-designing programs, and adding majors. Viterbo University’s Entrepreneurial Fund is a good example of the university’s response to fund and assess new revenue generating proposals. In previous years the Entrepreneurial Fund has provided resources to plan and initiate the MSN Program, the MBA Program, and the MASL Program. The Entrepreneurial Fund also provided funds to enhance the CIS Program.
The Franciscan Sisters of Perpetual Adoration came to the United States to teach the children of German immigrants. Viterbo University began in 1890 as St. Rose Normal School, existing for the sole purpose of preparing Franciscan Sisters to teach in the many elementary schools located in the tri-state corner of Wisconsin, Iowa, and Minnesota. As the Sisters ventured out to teach, they were repeatedly encouraged to “be firm and determined, but exceedingly kind.” Teaching with rigor within an ethic of care continues to be the attribute that characterizes the Franciscan Sisters and the Viterbo University educators.

The University Values Effective Teaching

Viterbo University appropriately rewards faculty for excellence in teaching, scholarly work, service to the community, and service to the university through established promotion and tenure policies (Figure 5-3).

According to the 2004-2005 HERI Faculty Survey, 93 percent of all full time faculty recognize that teaching is their principal activity at Viterbo University, and almost one-half of full time undergraduate faculty have received an award for outstanding teaching. Nearly 97 percent of all full time faculty state that their primary interests lie in teaching.131

The Noel-Levitz 2006 Student Satisfaction Survey132 indicates that Viterbo faculty score higher student satisfaction than the national average in the following:

- Instruction in my major field is excellent.
- There is a commitment to academic excellence on this campus.
- Faculty provide timely feedback about student progress in a course.
- Adjunct faculty are competent as classroom instructors.

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131 2004-2005 HERI Faculty Survey, 1, 5.
132 Noel-Levitz Student Satisfaction Inventory, 2006.
Faculty Honors

Outstanding accomplishments in teaching are honored annually with special awards. Each year the Promotion and Tenure Committee accepts nominations from the university community and selects one faculty member as the Teacher of the Year. The award comes with a $1000 honorarium and is awarded to a distinguished faculty who fosters and stimulates teaching excellence at Viterbo University. The Promotion and Tenure Committee also accepts nominations for the Alec Chiu Memorial Award to award a professor who fosters and stimulates efforts to engage students and faculty in scholarly activities. The Alec Chiu Fellow receives a $500 honorarium. The Outstanding Academic Advisor Award is awarded annually by the Academic Advising Committee to a faculty member, and the award is accompanied with a $500 honorarium. Faculty achievements are recognized annually in the Find the Good and Praise It booklet distributed to all Viterbo University community members. Faculty accomplishments are also published weekly in Connections (Exhibit 3.3).

In 2006-2007, the President began a University Recognition Committee to honor monthly faculty, administration, and staff who serve beyond their job descriptions.

Faculty, staff, and administration have also received other honors that are awarded to members of Viterbo University community: The Servant Leader Award, The Pax et Bonum Award, the Sister Helen Elsbernd Distinguished Service Award, and the Finucan Exemplar of Mission Award.

Student and Faculty Value of Education

Students are highly satisfied with the reputation Viterbo University has within the community. The 2007 NSSE Survey results indicate the value students place upon their educational experience at Viterbo University. A significant number of students reported they highly valued their entire educational experience at Viterbo

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133 Noel-Levitz Student Satisfaction Inventory, 2006, 3.
University, and they felt that they worked harder than expected to meet the instructors’ standards or expectations.

Eighty-six percent of the graduating seniors indicate that they would attend Viterbo University if they could start over again. Ninety percent of seniors evaluate their entire educational experience at Viterbo as good or excellent. The university faculty rank significantly higher statistically than both the Carnegie peers and the 2007 NSSE population in the following:

- Quality of academic advising
- Positive relationship with students
- Providing academic support\textsuperscript{134}

The 2004-2005 HERI Faculty Survey indicates that 60 percent of faculty interests lie heavily in teaching. More than a third of the faculty indicated in the 2004-2005 HERI Faculty Survey that their interests lie in both research and teaching, but leaning towards teaching.\textsuperscript{135}

**Supports for Effective Teaching**

Viterbo University faculty can find support for their efforts to raise the quality of their teaching from a variety of sources on campus.

**Professional Development Programs**

**Faculty Development Program**

*The Faculty Development Program* (FDP) began in 1995 to provide supplemental funding for faculty to attend off-campus professional activities including conferences and workshops; to assist faculty in the reporting of research efforts; and to assist faculty members in pedagogical and other scholarly work activities which enable professional growth. All faculty who have full-time status or have a permanent part time faculty appointment in the graduate or undergraduate on-campus curriculum, are eligible to apply for professional enrichment funds. Faculty who have dual faculty/administration status may also apply for FDP money that applies directly to their academic scholarship and/or classroom teaching. The FDP budget in 1999 was $25,000 and 27 faculty received FDP grants. At the conclusion of the 2006-2007 academic year, 47 faculty received grants from a $34,000 budget. For the 2007-2008 academic year, the FDP budget was increased to $44,080, and for the 2008-2009 academic year, it is increased to $56,080. Viterbo University budgeted $400 to Faculty Development for new books and films to support learner-centered teaching and assessment.

The FDP provides classroom support for the faculty: pedagogy workshops, book groups, and classroom observations and evaluations. FDP Committee members offer promotion and tenure workshop consultations, and the program regularly sponsors opportunities for the faculty to share their success with their colleagues in Seventh-Day Discussions, formal luncheon discussions, and Faculty Celebrations. Faculty report the scholarly work or sabbatical work in *Occasional Papers* and

\textsuperscript{134}National Survey of Student Engagement, 2007, 1.

\textsuperscript{135}2004-2005 HERI Faculty Survey, 1.
samples of their professional work are posted on the Faculty Development Web Page (Exhibit 3.4). The FDP has not had a formal review of its guidelines or practices since 1998. The program offers projects on an “as needed” basis.

Although the university faculty has access to more than $50,000 for professional development, that money has historically been used up by the mid-spring of the academic year. Fifty-nine percent of all faculty believe that there is adequate support for faculty development, and 50 percent of part time undergraduate faculty agree that there is adequate support for professional development. Part time faculty were not included in the Title III 2003-2008 Program training on assessment and active learning, and part time faculty are generally not eligible for grants from the FDP. Viterbo University recognizes the difficulty in training faculty who are hired on an adjunct basis. The university is addressing this issue by expanding the programs for adjunct faculty in the FDP in the fall, 2008.

In the 1996-1997 academic year, an anonymous donor made a 10-year endowment pledge. A portion of that gift was allocated for faculty development monies. During the 10-year period, gifts approximating $298,000 were collected for faculty development endowment, and the endowment fund has grown to exceed $400,000. Approximately $20,000 is available annually from endowment earnings to fund faculty development initiatives. Such initiatives are presented to the Academic Vice President, who may forward and recommend approval to the President. The President, in consultation with the Academic Vice President, approves initiatives from the available annual funds.

Beginning in 2007-2008, the University’s Board of Trustees members pledged donations to fund annually a Trustees’ Opportunity Fund which included funds restricted for international experiences, academic distinction, university growth, and presidential determination. The Trustees’ Opportunity Fund provides financial resources for initiatives not available in the operating budget. The fund collected more than $200,000 in 2007-2008, and provided resources for faculty research, program development, and professional development. Because of the success of the 2007-2008 campaign, the Board of Trustees members again pledged donations to fund the program for 2008-2009. Faculty may make request for funding research, program development, and professional development initiatives through school deans and/or the Academic Vice President. The President, in consultation with the deans or the Academic Vice President, approves initiatives from the annual Trustees’ Opportunity Fund.

Mentoring

There is no official mentoring program for new faculty in place at Viterbo University; nevertheless, two-thirds of the faculty believe that the university does a good job of working with new faculty.

Global Education Office

The Global Education Office offers Faculty Development in International Education. The office provides support for faculty to develop a new course or revise an existing course, to include a significant cross-cultural learning component, to build

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137 2004-2005 HERI Faculty Survey, 13
capacities for teaching in a field of cross-cultural learning, and to advance cooperative projects with institutions of higher education outside of the United States.

**Title III Programs**

*Title III Strengthening Institutions Program: Improving Instruction through Faculty Development and Incorporation of Appropriate Technology into the Teaching-Learning Process, 1995-2000* assisted the university in acquiring and maintaining a reliable communications network that facilitates a seamless interface of the campus-based learning community with the resources available through external networks. The Title III Program (1995-2000) also provided the campus community with training services and workshops to maximize the capabilities of the available technology. Faculty began to incorporate Blackboard and PowerPoint presentations into their teaching as a result of the technology training.

*Title III Strengthening Institutions Program: Becoming Learner Centered, 2003-2008* provides technical and classroom support to help faculty develop new teaching strategies and enhanced course-embedded assessment efforts with active learning. The Program also offers workshops, poster fairs, book talks, and classroom observations to assist the faculty in augmenting their interactive teaching methods. Viterbo University faculty have presented original research in active learning teaching at local, national, and international conferences in the 2006-2007 academic year; more than $11,000 was awarded in 2007 by the Title III Program to faculty to assist them in their scholarly presentations and effective teaching strategies (Exhibit 3.5).

The Becoming Learner Centered, team has trained 100 percent of the full time undergraduate faculty (including those faculty hired after the Title III Program began) in active learning strategies, and more than 95 percent of the faculty report that they have used new active learning strategies in the classroom, assessed those strategies, and revised their methods. Title III reports indicate that more than 90 percent of the faculty now use active learning strategies in the classroom on a regular basis. The 2007 FSSE Survey reveals that more than 65 percent of the faculty structure their courses so that students learn and develop in the following areas:

- Thinking critically and analytically
- Working effectively with others
- Learning effectively on their own
- Solving complex real-world problems

The NSSE Mean Comparisons study confirms the reports from Title III on active learning at Viterbo University. The students report that they engage in the following classroom activities at a higher rate than peers at other Catholic colleges and universities and Carnegie peers:

- Classroom discussion
- Classroom presentations

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139Faculty Survey of Student Engagement, 2007, 5, 6.
STUDENT LEARNING AND EFFECTIVE TEACHING

Criterion 3
Chapter 5

132

- Group projects
- Individual projects
- Community-based projects
- Use of electronic media in the classroom

The Title III grant and the Faculty Development Program provide an up-to-date resource library for faculty support in teaching and assessment strategies. Title III 2003-2008 allotted an additional $1,280 for books and $268 for active learning DVD’s.

Title III has provided the impetus in the implementation of Viterbo University’s Academic Program Assessment Framework and the development of an assessment culture on campus. Prior to the conclusion of the Title III Grant in September, 2008, Viterbo University selected one of the Title III coaches, a full time faculty member, to function as Director of Academic Assessment at one-half release time for the 2008-2009 academic year. The Academic Assessment Director will report to the Academic-Vice President who will evaluate the program and budget assessment priorities for the future. The Instructional Design Specialist, hired through Title III, will continue in the position of full-time Faculty Development Coordinator at the conclusion of the Title III Program.

External Grants

Viterbo University offers faculty a grant-writing specialist to assist them in finding a appropriate grant-giving agencies, implementing the institution’s grant filing procedure, and writing and revising grants.

In the 2006-2007 academic year, Viterbo University received $460,339 in grant money that directly support faculty teaching (Exhibit 3.6).

Technological Support

The university completed wiring of all academic buildings and residence halls in 2001 with high-capacity cabling for network and Internet access. Subsequent addition of wireless networking in all academic buildings was completed in 2006. All classrooms on campus are fully equipped with technology presentation stations. All faculty received new desktop computer hardware in 2004, and Instructional and Information Technology (IIT) began implementing Microsoft Vista in 2008. The university’s primary course management system, Blackboard Learning System, was completely integrated into the curriculum in 2002 and upgraded in 2007; currently 75 percent of the faculty use the system in some form. Seventy-nine percent of the faculty surveyed in the 2004-2005 HERI Faculty Survey agree or strongly agree that Viterbo University offers adequate resources to help them use technology effective for teaching and learning.

The IIT Office offers continuous training services to all faculty, staff, and administration. The TracDat Assessment Monitoring System, financed initially by the Title III Grant, is supported by the IIT Office.

140 National Survey of Student Engagement, 2007, 1, 2.
Library Support

The Todd Wehr Memorial Library participates in a consortium sponsored through the Wisconsin Association of Independent Colleges and Universities (WAICU) which enables the library to provide high quality data base resources used by faculty. Faculty requests for monographs and videos are provided through library funds. The library provides reliable interlibrary borrowing and lending of articles, journals, books, and other research materials which support teaching and learning.

Sabbatical Awards

A tenured faculty above the rank of instructor is eligible for a sabbatical leave of one or two semesters after seven years of full time service. The number of faculty awarded sabbaticals increased from four in 1998 to six in 2007-08 (Exhibit 3.7). Faculty utilize their sabbatical experiences in a variety of ways: developing or revising courses, researching innovative active learning strategies, and continuing original research. Faculty publish reports of their sabbaticals in professional journals and in Occasional Papers, a faculty publication. Faculty also present their sabbatical work to the university community in a Faculty Development Program conference, Celebrate Faculty Scholars (Exhibit 3.8). Thirty-four percent of the Viterbo University faculty have taken a sabbatical since 1998.

Conclusion of Component 3B

Viterbo University continues the FSPA tradition of excellence in teaching and care. Viterbo University recognizes, values, and supports effective teaching through a variety of means. The Administration and Faculty Development Program provide financial support, technology support, and teaching support for all full time faculty. The university demonstrates the value of effective teaching through various Faculty Honors.

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Two measures of effective learning at Viterbo University are the accomplishments of its students and the success of its alumni. University graduates are regularly accepted in prestigious masters programs. Graduates receive post-graduate fellowships. Employers value the comprehensive education received by Viterbo University graduates.

CORE COMPONENT 3C: Viterbo University creates an effective learning environment.

Academic Support Services

A measure of an effective learning environment at Viterbo University is found in the responses students made to the NSSE and other national and institutional surveys (Figure 5-4).

National research indicates that students perform better and are more satisfied at colleges that cultivate positive working and social environments among different groups on campus. Viterbo University students reported that the university provides the necessary learning support to succeed in the following:

Supportive Campus Environment

- The campus environment provides the support you need to help you succeed academically.
- Campus environment helps you cope with your non-academic responsibilities (work, family, etc.).
- Campus environment provides the support you need to thrive socially.
- Quality of relationships with other students.
- Quality of relationships with faculty members.
As indicated in the discussion of Core Component 3A, the Viterbo University students’ NSSE mean scores were significantly higher than the mean scores of students from the NSSE population. Viterbo University students consistently reported that they were highly engaged in active learning in the classroom: contributing to class discussions, making class presentations, integrating ideas and information from various sources in essays and projects, including diverse perspectives in discussions and essays. The students also reported that they often work with students on projects for a class and correlate ideas and concepts from different courses in those projects. Communication between the student and the instructor is frequent via emails, written or oral feedback on academic performance and office conferences.

The 2007 NSSE Survey indicates that although Viterbo University students scored below their peers on memorizing facts, ideas, or methods from courses so they could later repeat them in the same form, they scored higher than their peers in analyzing, synthesizing, evaluating, and applying information. The Viterbo University students typically write more extended essays (5 to 19 pages) and more short essays (fewer than 5 pages) than their peers.

The 2006 Noel-Levitz Student Satisfaction Inventory reports that the Viterbo University students place a high priority in the content of their coursework, the quality of instruction in the classroom, and the expertise of the faculty. The Noel-Levitz survey shows that these priorities are Viterbo University’s strengths.143

The results from the 2007 NSSE and 2006 Noel-Levitz surveys suggest that, compared to peers from other universities, the Viterbo University students are more engaged in higher levels of learning and more exposed to interactive teaching methods that require more effort than memorizations. The Viterbo University students spend more time preparing for class than students in the Carnegie Peer institutions, and they perceive that they are receiving a liberal education while developing job-related knowledge and skills. Viterbo University students receive the academic support they need to succeed, including strong academic advising and rewarding working relationships with their professors.144

Academic and Intellectual Experiences

The University of Opportunity: Hope and Help, 2008-2013 places strategic importance upon developing and maintaining a university of “academic distinction.” To effect this initiative, the university has committed to increase university-wide academic programs, endowment and unrestricted support for student scholarships; faculty development; endowed professorships; and technology. Viterbo University is submitting to the HLC/NCA requests to expand the Master Level Programs and initiate two doctoral programs, the Doctorate of Nursing Practice and a Ph.D. in Ethical Leadership. The university plans to upgrade and expand its academic facilities to include a new nursing and nutrition and dietetics building.145

Honors Program

In 2005, Viterbo University implemented a Student Honors Program for undergraduate students to provide a supportive, enriched learning environment responsive to the educational needs of highly able and exceptionally motivated

143 Noel-Levitz Student Satisfaction Inventory, May, 2006, items 8, 16, 58, and 68.
144 National Survey of Student Engagement, 2007, 2.
undergraduate students who are committed to achieving academic excellence. The program provides honors sections general education courses, honors credit within regular sections, interdisciplinary Honors Capstone courses, senior honors projects. The program complements and enhances the Liberal Arts mission of the university by providing student scholars opportunities for leadership and service.

The Honors Program is coordinated through the School of Letters and Sciences and is overseen by the Honors Committee and two honors co-directors whose positions are funded through the Annual Opportunity Fund. The program operates with $3900 allocated for administration and a $4,300 budget for recruitment, activities, and events. The syllabi for honors sections, the contracts for honors credit in regular sections, and students' senior projects are approved by the committee. The Student Honors Program began with 12 students in 2005 with three honors courses. In the 2007-08 academic year, 65 students were enrolled in the program with six course offerings. Honors students, studying under a student-professor Honors Contract, may also receive honors credit in regular course sections (Exhibit 3.9). Although the Honors Program has been an option for university students for only three years, honors students have earned significant achievements:

- Marcia Harr, an MASL graduate, received a Fulbright Scholarship in the spring, 2008, to study in the Lao People's Democratic Republic.
- Jonathan Metzger, Art, had two works included in Touchstone Magazine 2007, and displayed abstract paintings Our Perspective at the Pump House Regional Art Center in La Crosse, Wisconsin. The exhibit was focused on youths’ perception of the world.

Viterbo University has membership in the following Honors Societies:

- Pi Phi chapter of Sigma Theta Tau International Honor Society of Nursing
- Alpha Phi Sigma of the National Criminal Justice Honor Society
- Alpha Kappa Delta of the National Sociology Honor Society
- Omega Psi Chapter of the Beta Beta Beta Biological Honor Society
- Pi Lambda Theta of the Education Honor Society

Opportunities for Scholarly Work

In the fall of 2003, the Natural Sciences Division held its first Seven Rivers Undergraduate Research Symposium. Initially sponsored in part by a MERCK/AAAS grant, and now fully funded by the Academic Vice President’s Office, the regional symposium highlights student research accomplishments in all disciplines, and it includes a keynote address, student oral presentations, reception, and a poster session. In 2003 there were 20 poster or oral presentations from university and college students in Iowa, Minnesota, and Wisconsin. In 2007, the
annual symposium had 16 oral presenters and 25 poster presentations with student and faculty from seven universities and colleges.

Viterbo University students participate in faculty-student research projects in a variety of disciplines. The Natural Science Division received $4,844.25 in 2007-2008 to provide stipends for faculty and undergraduate summer research from the Trustees’ Annual Opportunity Fund. Art education majors participate in a mentorship program that pairs university printmaking students with teens at the Amie L. Mathy Center and present their conclusions at the Wisconsin Art Education Association’s Fall Conference.

Nearly two-thirds of all full time undergraduate faculty use scholarship to address local community needs. In the 2007 NSSE Survey, Viterbo University seniors indicated that 30 percent participated in a research project with a faculty member outside of course or program requirements.

The Master of Arts in Education graduates present their action research projects to Graduate Faculty and peers at a week-long Graduate Pro-seminar. Sample projects from MA in Education projects include:

- The Effects of Initial Touch Keyboarding Speed Achievement of Fifth Graders and Touch Keyboarding Skill Retention in Seventh Grade, 2007.
- The Effects of Differentiated Instruction on the Achievement of Spanish I Students, 2007.

Sample MBA integrative research projects by the MBA graduates include:


Sample research titles from MASL graduates include:

- Organized Humanitarian Relief Trip to Iraq, 2002
- Developed Occupational Therapy Assistant Leadership Curriculum for Western Tech. College, 2007
- Directed Viroqua, Wisconsin, Downtown Revitalization Project, 2007

Sample research titles from the MSN graduates include:

- Factors That Influence the Self-Management of Diabetes, 2007
- Complementary/Alternative Medicine: Nurse Practitioner Knowledge Levels, Beliefs, Attitudes, and Role Expectations, 2007
- Health Professionals Role in Impacting Healthcare Disparity, 2007
- Technology Changes in Nursing: Email and Web-based Messaging, 2007

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146 2004-2005 HERI Faculty Survey, 5.
147 National Survey of Student Engagement, Mean Comparisons, August, 2006, pp. 3, 4, 10.
Fifty-one percent of all Viterbo University indicate that they spend zero hours a week working with undergraduates on research. To expand the culture of undergraduate scholarship on campus, in 2007, the Viterbo University Biology Department received a $2000 Faculty Development grant to sponsor a workshop on undergraduate research. Participating faculty engaged in breakout sessions to discuss current undergraduate research opportunities, and measuring success in undergraduate research. In the fall, 2007, the faculty prepared an action plan to increase undergraduate scholarly work on campus (Exhibit 3.10).

Opportunities for Service Learning

The Catholic Franciscan mission is a mission of service. Each student at Viterbo University completes a service component designed by his or her major program or department. The number of required hours of community service and the avenues of student accountability of service are not consistent across the majors.

Campus Ministry provides service learning opportunities with service trips, Theo Thursdays, and occasional special events with a service component. These experiences focus on cultural awareness, the inherent goodness in each living being, and the contribution of each individual to the community at large. Campus Ministry provides the volunteer service coordination for the university community which connects students to community organizations in need of volunteers with no clear learning objective outlined.

Service Learning is enhanced by service programs provided through the Campus Ministry Office and through external grants, e.g., a three-year $35,410 3M Vision Grant for projects involving service learning in art, philosophy, and dietetics with Boys & Girls Club youth at the Amie L. Mathy Center (2006-2009); and a $6000 Midwest Campus Compact grant for service learning projects at Hixon Forest Nature Center (2005-2006).

The 2007 NSSE Survey indicates that a greater number of Viterbo University students participate in community volunteer work than their NSSE counterparts.

Opportunities for Field Placements and Internships

As part of their academic program, Viterbo University students may participate in full time or part time internships to gain work experience related to the student’s’ academic major and to earn academic credit. Internships may be completed locally, regionally, or internationally. All internships are coordinated through the Career Services Office except for Social Work and Education (both of which involve state licensing), Religious Studies, and Arts Administration.

The number of students completing internships has doubled at Viterbo University since the 1999-2000 school year. Of the 415 students who earned bachelor’s degree in 2006-07 school year, 76 completed Experiential Learning: Internships 287 or 487.

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148 Faculty Survey Student Engagement, 2007, p. 7.
Opportunities for Study Abroad

Viterbo University’s Global Education Office provides students opportunities for immersion in cultures different from one’s own to gain understanding of other world views and insight into one’s home culture, and to develop the ability to work collaboratively with people of diverse cultures. University students may participate in a variety of study abroad options: Faculty-developed programs, nationally-developed programs, or independently-created programs. In 2007, the Global Education Office and the Philosophy Department collaborated in developing and teaching a “Majestic China” course, a short term study abroad course which concluded with a three-week trip to Hong Kong, Xi’an, Louyang, and Beijing, China. Fourteen students participated in the three credit course.

Viterbo University provides a study abroad coordinator who provides support for students interested in study abroad opportunities. In 1999, 26 Viterbo University students participated in study abroad programs through the Global Education Office. In 2006-07, 82 students took part in study abroad programs.

Students use federal and state financial aid to help pay for the study abroad experience. Viterbo University offers a study abroad scholarship which substitutes for the university aid for the semester the student is away. Institutional funding to support the needs of students who wish to study abroad resides in University Study Abroad Scholarships.

In 2006-2007, a $10,000 benefactor gift enabled Viterbo University nursing professors and students to participate in a 10-day study tour of health care in Japan.

Opportunities for International Students

International student services are coordinated through the Global Education Office. International students at Viterbo University have a remarkable graduation rate. Since 1981, all but two of the international students who started at the university have successfully completed their degrees. The graduation success can be attributed to many factors: the determination of the students, a dedicated staff, scholarship opportunities, special international student orientation, international student academic advising through the Learning Center and through the Office of Global Education, Global Rhythms Club, off campus tours, and personal assistance in applying for Optional Practical Training and Curricular Practical Training. Viterbo University maintains an agreement with WTC and UW-L to assist the international students in the English as a Second Language Program (Exhibit 3.11).

Student Learning Support Programs

The Learning Center

The Learning Center is the hub which provides academic support for all learners through a variety of services including workshops, disability accommodations, PPST and Praxis II exam preparation, and individualized tutorial assistance. The center is located in the middle of the third floor of Murphy Center, in close proximity to many faculty offices, four computer laboratories, and many classrooms. Full time staff, retired volunteer teachers, and students serve as tutors. The student tutors attend mandatory training sessions. The tutoring groups are limited to no more than four students. Writing specialists use a holistic approach to assist individuals with their composition skills.
The Learning Center accommodates all students including those with disabilities and special needs. Accommodations include note takers, test proctoring and transcription, extended test time, alternative test location, software for visually impaired students, and sign interpreters.

The Student Support Services program (TRIO), an academic support program funded by the United States Department of Education, assists first generation, low-income, and/or students with disabilities in pursuit of a college degree. The goal of the program is to increase graduation and retention rates of first generation or low income students. The Learning Center staff created a Blackboard “course” to address these students’ needs, and the staff provides one-on-one tutoring for the students as well.

In 2006-2007, more than 70 percent of Student Support Services students continued at the university from one year to the next. The 2006-2007 graduation rate for Student Support Services students was 70 percent graduation within five years, and 72 percent within six years.

The Learning Center has served more than 1000 students each year since 1998, and approximately 80 percent of full time undergraduates have used the Learning Center services each year since the last accreditation report. The pass rate for students who use the tutorial services is approximately 95 percent for the corresponding courses. The Learning Center tracks services provided to off campus students enrolled in the School of Adult Learning, the various master’s programs, and the education licensure programs. Online writing assistance for off campus students is also offered (Exhibit 3.12).

Viterbo University students recognize the Learning Center as a resource to improve student learning for all university students, and not only as a support for those with learning disabilities. A majority of students perceive that the tutorial services in the Learning Center are readily available and that the services are an institutional strength. A majority of the students also perceive that the Learning Center helps to provide the support they need to help them succeed academically.

Student Transition and Registration: Parent/Guardian Program (STAR)

The summer of 2007 marked the third STAR Program registration of new students. The STAR Program provides students and parents a one-day orientation seminar to assist with the transition from high school to college. The STAR Program builds student confidence and eases student anxiety in the transition to college. An integral part of the program is the inclusion of parents/guardians in all information affecting their sons or daughters as students at Viterbo University. Aside from registering for fall semester classes, students (and parents/guardians) learn about university academic standards and student support services available on campus. Survey results indicate that students and parents/guardians are especially satisfied with the faculty sessions on “transition,” the opportunity to meet the deans of schools, the sessions on college academic expectations, the Academic Fair, and the ease of registration. Ninety-five percent of the students, and 89.5 percent of the parents who participated in the STAR Program rated the overall content of the day as good or

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151 Noel-Levitz Student Satisfaction Inventory, May, 2006, item 32.
152 National Survey of Student Engagement, Mean Comparisons, August, 2007, 8.
excellent. One-hundred percent of the students and parents stated that the program met their expectations (Exhibit 3.13).

Using the data from the STAR Program satisfaction surveys from 2005 and 2006, the Retention Task Force, the STAR Program sub-committee, and the Admission Staff identified 15 items for consideration to improve the STAR Program. Among these considerations are to improve the dissemination of information about Viterbo University to the students, avoid repetition of information in the presentations, shorten the process, include more faculty in the program.

Nevertheless, even with these items of concern, the attrition of students from summer registration to fall attendance was less after the implementation of the STAR Program, and the retention rate for first-year students who attended a STAR Program session was greater by four percent than for those students who did not participate in the STAR Program.

Academic Advising

Viterbo University faculty advisors play a key role in maintaining on campus the Franciscan values: hospitality, stewardship, integrity, reflection, and service. This culture has a profound influence on the students’ learning environment. The Viterbo University academic advising program has an exemplary record of focusing on student learning, assisting the students to master the skills necessary for academic success, and furthering ethical values. Students are assigned faculty advisors from their major department. A trained core of advisors are assigned to students who have not declared a major. This practice provides the students interaction with the advisors within the classroom as well as outside of the classroom. Time is set aside the first day of classes for first-year students to meet with their advisors. At mid-semester, all faculty members report to the Assistant Academic Vice President the academic status of each student in every class. The Assistant Academic Vice President sends students with unsatisfactory performance reports (D or F grade) a letter, and invites them to confer with their advisor to address the situation. A similar process is used when students have low semester GPA’s. In the spring, 2006, the university transitioned to a Web-based registration system, VitNet, which provides immediate access to a great deal of student information: financial aid status, registration procedures, grades, GPA, transcript, degree audit, class schedule, educational plan, and student profile.

The majority of first-year faculty are not assigned advisees, and the Faculty Development Program and the Advising Committee provide workshops throughout the year to introduce the advising responsibilities to the new faculty. Most faculty do not have more than 20 advisees; however, schools with larger enrollments occasionally exceed this number, e.g., faculty in the School of Business. The Student Services Coordinator advises more than 180 RN to BSN students; the Assistant Director of Adult Learning advises approximately 150 students; and the Assistant Director and Outreach Coordinator of Adult Learning advises 150 students.

An in-house Academic Advising Perception Inventory is administered to students every three years. The 2007 survey reports that students strongly agree that their advisors help them to clarify program questions, engage them in realistic self-assessment, encourage them to develop decision-making skills, demonstrate a genuine interest in their academic progress, and offer suggestions when appropriate. In a 5.0 scale, 21 of 21 items were scored above 4.1, and all of the items showed improvement from the 1998 scores (Exhibit 3.14). The in-house advising survey is
also administered to the Nursing Degree Completion Program students (since 2001) and to the School of Adult Learning students (since 2004). The School of Adult Learning Academic Advising Perception Inventory (2007) cites major advising strengths in accessibility and assistance in scheduling classes; in a 5.0 scale, 13 of 15 items were scored above 4.2 (Exhibit 3.15).

The in-house advising results are confirmed by the 2007 NSSE Survey. Viterbo University students report a significantly higher quality of academic advising than other NSSE participants. Analysis of the mean scores for the survey revealed that Viterbo University students place a high importance upon academic advising, and they ranked their advising experience with “high satisfaction” in the advisor’s knowledge about requirements in the major, the concern demonstrated by the advisor for the advisee’s success, and the accessibility of the advisor.

Learning Environment

Viterbo University creates an effective learning environment by using active learning strategies and by offering small classes. A full description of how the Title III Grant and the Faculty Development Program support this is detailed in Chapter Five, Criterion Three, Core Component 3B. The average class size is 20 students per class and the typical lab size is 24 students. Only 10 percent of Viterbo University’s classes enroll 50 or more students. No classes are taught by teacher assistants or graduate students. Results from two national surveys, the NSSE, 2007, and the Noel-Levitz SSI, 2006, indicate high student satisfaction in the following:

- Excellent instruction in major field of study
- Concern of the academic advisor for the student’s success
- Institutional commitment to academic excellence
- Faculty concern for the individual
- Helpful faculty/student relationship

Special Programs that Impact the Learning Environment

Viterbo University integrates numerous academic programs that expand the learning environment to include all university constituents.

**Ethics Lectures Series**: Each academic year, the D. B. Reinhart Institute for Ethics in Leadership sponsors a series of lectures by nationally and locally known speakers on a variety of topics related to ethics and leadership, e.g., support for Wisconsin public schools, the Holocaust, religion, the criminal justice system, and philanthropy. The lectures are intended to be both informative and inspiring, and to address ethical issues in a variety of settings, including business, health care, science, religion, politics, and technology. Typical attendance at the lectures is 250, and yearly attendance is approximately 3000. Fifty percent of those who attend the lectures are community members (Exhibit 3.16).

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153 National Survey of Student Engagement, Mean Comparisons, August, 2007, 10
154 National Survey of Student Engagement, Mean Comparisons, August, 2006, p.
155 Noel-Levitz Student Satisfaction Inventory, May, 2006, items 6 and 33.
In January, 2008, the D. B. Reinhart Institute for Ethics in Leadership received the first installment of a $3 million gift. The gift will consist of $500,000 per year for six years. The funds will be used to establish an Endowed Chair in Ethics, to create an Endowed Fellowship Program, to enrich the Ethics Lecture Series, and to support programs that enhance the reputation and quality of the Institute. In the spring, 2008, Viterbo University initiated a series of publications on leadership published by the D.B. Reinhart Institute for Ethics in Leadership. The first publication is *Doing What’s Right, Right* by Lindon Saline, a member of the Board of Trustees.

**Ethics Conferences:** The series of Ethics Across the Disciplines Conferences brings scholars from throughout the nation into conversation with students, faculty, and other members of the La Crosse community to discuss the meaning and implications of traditional ethical values and practices that are fundamental to the Franciscan and Catholic heritage of Viterbo University. The series began in 2001 and topics include hospitality, community, service, stewardship, justice, and courage. Selected papers from each conference are published in a special issue of *Analytic Teaching* (Exhibit 3.17).

**Fall Faculty Symposium:** The Faculty Development Program initiated the Fall Faculty Symposium in 2003 to provide the faculty an opportunity to share their research talents with their colleagues and to commence the school year with an intellectual dialogue. Topics for the symposium include Walt Whitman, Latin American Studies, Death and Dying, Women’s Voices, and Research in the Humanities. The Symposium features an address by a keynote scholar, and Viterbo University faculty participate as concurrent presenters (Exhibit 3.18).

**Humanities Symposium:** The Viterbo University Humanities Symposium has evolved into a major community event since 1999. Originally called “Diversity Days,” the event was expanded by the School of Letters and Sciences into an annual Humanities Symposium. The Humanities Symposium brings interdisciplinary perspective and debate to contemporary topics. It demonstrates Viterbo University’s conviction that the liberal arts develop wise and informed citizens. The symposium is organized by a volunteer, interdisciplinary committee and chaired by a member of the School of Letters and Sciences. This event, anticipated each year by many in the La Crosse community, gives students an opportunity to participate as informed citizens in discussion of current issues and topics. Faculty plan curriculum around the symposium topic each year. International, national, regional, and local scholars speak on panels, give debates, and deliver keynote presentations. General topics have included forgiveness, the Mississippi River, the media, genetics and ethics, the notion of evil, poverty, and immigration. Faculty and students participate along with guest presenters and performers (Exhibit 3.19). The university budgets $3000 for the symposium. The D. B. Reinhart Institute for Ethics and Leadership provides funding for a keynote speaker, and for seven of the past nine years, a Wisconsin Humanities Council grant has provided additional support.

**Performing Arts:** The Viterbo University Fine Arts Center (FAC) is the focal point for the arts in western Wisconsin. Annual programs include the Bright Star Season, Arts for Young America: Family Series and School Series, NexStar Season, the La Crosse Symphony, and Viterbo University Theatre and Music Theatre productions. Partial funding for the programs come from the Ronald McDonald House Charities, the Wisconsin Arts Board Performing Arts Network, Arts Midwest, the Wisconsin Arts Board Arts Challenge Initiative and sponsorships from local businesses for various performances.
The FAC has several venues for the performing and visual arts. The Main Theatre seats 1100 and converts from a proscenium theatre into a concert hall with a specially designed acoustical shell. The theatre is completely equipped and adaptable to accommodate drama, musical comedy, opera, ballet, concerts, lectures, and conferences. The Recital Hall, an acoustical and aesthetic environment, was remodeled in 2006 to seat approximately 170 for solo and small group ensemble performances and other presentations. The FAC Hospitality Suite adjoins the Recital Hall for receptions and art exhibits. The La Croix Black Box Theatre, a stage with the audience on three or four sides, seats approximately 140 for dramatic presentations. The Art Galleries on the third floor of the FAC and throughout the lobby areas of the Main Theatre include exhibits by nationally known artists, as well as regional professionals, faculty, and students. The Main Theatre Lobby features a promenade balcony which is adaptable to a wide variety of activities, including dinners, meetings, exhibits, and receptions. The Dance Studio is reserved for training dancers and presenting special dance performances. All FAC facilities are available to the public when not in use by the university. The high demand by the public for the use of the FAC places scheduling challenges for faculty and students.

**Conclusion Core Component 3C**

Since 1998, Viterbo University has undergone a remarkable transformation in enrollment growth, endowment growth, academic programs, construction and renovation of facilities. The completion of the Vision 2005 goals provided all students significant physical, technological, and human resources that support an effective learning environment.
Excellence in teaching remains the primary focus of Viterbo University. The university supplies numerous resources to support student learning and effective teaching.

CORE COMPONENT 3D: Viterbo University’s learning resources support student learning and effective teaching.

Learning Resources Support

Faculty

Nearly 60 percent of Viterbo University’s full time faculty have doctoral or terminal degrees appropriate to their teaching assignments. The remaining 40 percent of the full time faculty have master degrees except for two who have undergraduate degree (Figure 5-5).

Through individual departments, faculty determine the curricular content and strategies for instruction. Faculty are responsible for designing and updating courses and participating in educational planning. Each department is responsible for maintaining a curriculum map that outlines how learner outcomes are achieved for each major. The Faculty Assembly has the responsibility to develop recommendations for the academic requirements and the general education program.

In 2007-2008, approximately 95 faculty participated in professional activities funded by the Faculty Development Program. Faculty also attend, on average, one professional development activity every two years that is not funded through the Faculty Development Program. Twenty faculty provided poster presentations for their colleagues in the Third Annual Title III Demonstration Fair, January, 2008.

Technology

Viterbo University has invested heavily in making technological resources readily available to support student learning and interactive teaching. Viterbo University maintains more than 860 computers on campus on a four-year replacement rotation. More than 450 computers are student accessible. All classrooms, offices, laboratories,

and meeting rooms have high-speed Internet, Microsoft Office, and DVD access. All PCs on campus are connected to the Viterbo computer network.

The academic wireless network (2006-07) provides ease and flexibility for faculty and students to connect without physical tethers to the network. All campus residence hall rooms also have high-speed Internet access.

There has been a steady growth in the number of computers across campus as reflected by the numbers below for the last four academic years:

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Student Accessible or Classroom Podium Computers</th>
<th>Total University Computer Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>2003–2004</td>
<td>306</td>
<td>642</td>
</tr>
<tr>
<td>2004–2005</td>
<td>359</td>
<td>716</td>
</tr>
<tr>
<td>2006–2007</td>
<td>381</td>
<td>756</td>
</tr>
<tr>
<td>2007–2008</td>
<td>466</td>
<td>868</td>
</tr>
</tbody>
</table>

Viterbo University faculty are satisfied with the technological resources the university provides. In a 2007 Internal Faculty Survey, 78.6 percent of the faculty agreed or strongly agreed that the university provides adequate resources to help them use technology effectively for teaching and learning (Exhibit 3.20). Two-thirds of all full time undergraduate faculty indicate that “keeping up with information technology” is a source of stress in their work. 159 Blackboard course management software is used by 75 percent of the faculty. In 2005, 225 faculty and 3500 students utilized active Blackboard accounts.

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159 2004-2005 HERI Faculty Survey: Institutional Profile for All Respondent Types, 15.
Training

In response to the faculty’s desire to maintain competency with information technology, the IIT Office regularly provides Blackboard training courses as well as Microsoft Office training workshops to faculty, administration, and staff. The IIT Office provides university support through a telephone Help Desk and a nine-person support staff. One full time Micro-computing Systems Specialist provides technical assistance during “off-hours” for online program needs and evening studies. An Instructional Design Specialist assists faculty with instructional technology needs.

Student Use of Technology on Campus

The 2007 NSSE Survey indicates that the mean scores of Viterbo University senior students using computers in academic work and using computing and information technology are higher than the mean scores for all other NSSE participants (Viterbo University, 3.53 and 3.34; NSSE, 3.47 and 3.21). The 2007 NSSE Survey also indicated that the use of an electronic medium to discuss or complete an assignment and using email to communicate with an instructor yields higher mean scores for Viterbo University senior students than all other NSSE participants (Viterbo University 2.89, 3.36; NSSE, 2.85, 3.31). The 2006 Noel-Levitz SSI indicates that the Viterbo University students place a high priority on computer labs and are highly satisfied with the adequate and accessible computer labs on campus. All computer laboratories are staffed by trained laboratory assistants.

A computer laboratory for graphic design and digital media majors was added in the Fine Arts Center through monies from the Title III grant. A computer-based video interview lab was also added in the Murphy Center for social science majors and Career Services. A Nursing Simulation Mannequin (SimMan) purchased in 2004 through a grant and upgraded in 2007 with Trustees’ Opportunity Funds allows nursing faculty to program a computer-based mannequin with a variety of physiological anomalies for nursing students to diagnose and then provide intervention. The School of Nursing purchased a Virtual IV and Phlebotomy arm with Opportunity Funds in 2007. The School of Nursing used Title III funds for additional technology for SimMan in 2007.

Library computer laboratories are available to students during regular library hours, and other computer laboratories are available to students from 8 a.m. to 11 p.m. on Monday through Thursday except when used for scheduled classroom instruction. An IIT Help Desk is available to all Viterbo University personnel and students Monday through Friday, 8 a.m. to midnight.

Long-range Technology Planning

The Computer Committee assists the IIT Office with the allocation of the technology fee funds. The committee is also an essential element of the annual and long-range technology planning process. The annual funding requests and IIT Department research bring to light the longer term planning needs and trends in technology. Elements of long-range technology planning align with the designated initiatives from the strategic planning process.

Viterbo University continues to address the challenge of addressing mounting costs for annual maintenance fees to software providers such as Microsoft, Blackboard,
Datatel, SPSS. Once a software vendor for a mission critical system is selected, the company has near monopolistic power to change prices since it would incur significant difficulty to switch to another vendor. While maintaining sufficient Internet bandwidth while monitoring Spam, network attacks, and peer-to-peer (music/video sharing) applications on a cost effective basis is an on-going challenge, it is considered in the long-term budgeting plans.

The IIT Office has increased its staff and provided university personnel opportunities for professional development. Viterbo University faculty are satisfied with the technological resources the university makes available. Approximately 79 percent agree or strongly agree that Viterbo University offers adequate resources to help them use technology effectively for teaching and learning.\textsuperscript{162}

**Physical Resources**

The Physical Plant personnel provide excellent maintenance of the buildings and grounds. The V-Hawk Court, Viterbo Court, and Assisi Courtyard afford the entire neighborhood a setting of beauty, reflection, and play.

**Learning Center**

A complete description of the Learning Center may be found in Chapter Five, Criterion Three, Core Component 3C.

**Instructional Space**

Currently the following rooms are available for instruction:

- Brophy Nursing Center (BNC) has 12 classrooms, all with multimedia podiums and overhead projectors, one PC laboratory and three additional clinical laboratories. The BNC was built in 1954, and updated in 2005. Because Viterbo University is a leader in health professions education in western Wisconsin, the university must provide multi-faceted clinical learning laboratories equipped with appropriate health care equipment to address the changing health care dynamics of society. In the fall of 2006, the university president charged the School of Nursing to organize a task force to research the resource needs of the Nursing Department and the Nutrition and Dietetics Department and to draft a proposal for a new Nursing and Dietetics Center.

- Murphy Center has 26 classrooms, all with multimedia podiums and overhead projectors, five PC laboratories and two additional rooms available for classrooms by request. Additional interview rooms were added in 2006 for the Psychology Department which allows video monitoring. One classroom, a computer laboratory and two study rooms were added to the Todd Wehr Memorial Library in 2007.

- The D. B. Reinhart Center has four classrooms (two with state-of-the-art distance learning capabilities) with multimedia podiums and overhead projectors, 14 science laboratories and two computer laboratories.

- The Fine Arts Center serves dual purposes: a student education center for the university and a community arts center for the La Crosse region. Although both purposes are vital to the university and community’s arts, conflicts in scheduling events, reserving “space” for creative projects, and providing avenues for other campus group special events persist.

\textsuperscript{162} 2004-2005 HERI Faculty Survey, 13.
The Fine Arts Center has 25 classrooms, all with multimedia podiums and all but two with overhead projectors, three PC laboratories, 12 performance and art related rooms and laboratories. In the fall, 2007, the Theatre Department enhanced and redesigned its existing Digital Design Laboratory, purchased and configured a Mobile Video Laboratory, and purchased and assembled a modular, small-scale lighting laboratory. The FAC houses the Viterbo University Art gallery, a recital hall, a dance studio, a darkroom, a piano laboratory, Hospitality Suite, School of Fine Arts offices and School of Adult Learning offices.

Since the faculty have been participating in active learning workshops since 2003, they have recognized the need for seating flexibility in the classroom to facilitate group work. However, the tables in most of the classrooms on campus are cumbersome and difficult to move—making “active learning” challenging.

### Informational Resources

The Todd Wehr Memorial Library is situated on the first and second floors of the Murphy Center, with public access directly from ground level at the south side of the building. There is an emergency exit at the elevator in the center of the building and delivery/emergency exit at the northeast point. There is also a mezzanine level which houses additional stacks near the south entrance of the library.

Prior to 2006, the total space in the library was 22,460 square feet, of which approximately 15,500 square feet was usable by patrons. In the summer of 2006 the library underwent a complete remodeling adding 4,000 additional square feet of space. The remodeling project provided a library instruction room, quiet study areas, additional study rooms, space for additional stacks and reconfigured staff spaces. The remodeling provided new carpet, paint, and an elevator with direct access from the second floor; and “Franny’s Café,” a 24-hour cyber-space coffee shop with computers and tables. The cost of the library renovation was $1 million. This project was done in response to the library concerns addressed in the 1998 NCA report.

The staff of the library has changed from 2.1 FTE staff and 5.25 FTE librarians in 1997 to 4 FTE staff and 5 FTE librarians in 2006.

As part of the remodeling, the Educational Media offices were moved to the library. Educational Media personnel are part of the library staff. An additional 7500 hours of student work study employees assisted in library operations in 2005-2006. In September, 2007, the library initiated an orientation for new MSN students. The library assigns a liaison librarian to the MSN students to foster communication and facilitate library requests. A portion of the library budget is assigned to the MSN Program to meet the program’s curricular needs.
The 2006 Noel-Levitz SSI indicates that the Viterbo University students place a high priority on library resources and service, and they are highly satisfied with the library staff, resources, and services. A Reference Desk Assessment of library services conducted in 2003-2004 revealed that more than 85 percent of the students who responded to the questionnaire were satisfied or very satisfied with library services (Exhibit 3.21).

A 2007 survey of MAE students shows a high satisfaction of library services. Ninety-seven percent of on-campus summer graduate students used articles from Viterbo University data bases; 75 percent used Viterbo University data bases extensively. Almost three-fourths of the students reported they found articles in the library’s print collection, and 56 percent took advantage of the university library’s inter-library loan practice. One hundred percent of those surveyed found the library staff to be friendly at all service points and effective in staff presentations.

Surveys of the School of Nursing students indicated that a high percentage of students are satisfied with their ability to find the necessary research materials to complete their assignments at the Viterbo University library. A majority of the students indicated that the library staff provides helpful assistance in obtaining information (Exhibit 3.22).

The IIT Office responds to technology problems experienced on a daily basis. The library does not have an IIT personnel assigned specifically to the library and its patrons. The library continues to seek funding for subject-specific databases, journals, books, and DVD’s to satisfy the changing university curriculum.

Conclusion Core Component 3D

Viterbo University provides the necessary learning resources to support effective teaching and student learning. Placement rates of Viterbo University graduates have exceeded 98 percent for the past decade. The Viterbo University students’ success is due in great part to the willingness of the administration, faculty, and support staff to provide the necessary resources to enhance active learning teaching strategies and assessment methods to improve academic programs.

Major Strengths Criterion Three: Student Learning and Effective Teaching

1. Viterbo University students are highly satisfied with their education which includes significant engagement in higher levels of learning and exposure to interactive teaching methods.
2. Viterbo University has generated a culture of assessment through training, coaching, and technology which leads to program improvement.
3. Viterbo University faculty use active learning strategies which enhance classroom learning.
4. Students and staff view and use the Learning Center as a valuable service to enhance learning.
5. Viterbo has experienced an unprecedented acceleration in technology since 1998, including increased staff support, equipment, and continuous upgrades. The university is committed to sustain self-sufficiency in technology through a

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163 Noel-Levitz Student Satisfaction Inventory, May, 2006, items 13, 18.
student technology fee and budget funds targeted for on-going capital expenditures.
6. Viterbo emphasizes and rewards strong academic advising.

**Major Challenges Criterion Three: Student Learning and Effective Teaching**

1. As Viterbo University strives to keep pace with new learning strategies and the growth of graduate and undergraduate programming, the university is challenged to provide the necessary faculty, facility space, and technology.
2. Viterbo University is challenged to expand the Faculty Development Program to include orientation, mentoring, training on technology, assessment, and active learning strategies for all faculty including part time and adjunct faculty.
3. The Fine Arts Center serves dual purposes as a student education center for the university and as a community arts center for the Coulee Region which results in conflicts in scheduling events, reserving space for creative projects, and providing avenues for campus special events.
4. Limited funding for faculty and faculty/student research impedes opportunities for scholarly work.
5. Viterbo University is challenged to continue the strides it has made in academic assessment and to expand its success in academic assessment to the General Education Program and Graduate Education Studies.

**Major Recommendations Criterion Three: Student Learning and Effective Teaching**

1. As buildings are constructed, and old classrooms are renovated, it is recommended that rooms are designed to facilitate active learning and research.
   - *University of Opportunity: Hope and Help, 2008-2013, Strategic Priority: Enrollment Growth*
   - *University of Opportunity: Hope and Help, 2008-2013, Strategic Priority: Affordability, Access and Success*
2. It is recommended that the Faculty Development Program be evaluated with the aim of coordinating the programming/resources to meet the mentoring, technology, and scholarship needs of all faculty and connecting faculty development with the university mission and strategic plan.
   - *University of Opportunity: Hope and Help, 2008-2013, Strategic Priority: Academic Distinction*
   - *University of Opportunity: Hope and Help, 2008-2013, Strategic Priority: Affordability, Access and Success*
3. Viterbo University recognizes the immediate and long term cultural benefit the Fine Arts Center programming brings to the campus community and the region. It is recommended that the university assures that the practice and learning activities for Viterbo University students are given scheduling priority so that academic programs can successfully address strategic priorities.
   - *University of Opportunity: Hope and Help, 2008-2013, Strategic Priority: Academic Distinction*
   - *University of Opportunity: Hope and Help, 2008-2013, Strategic Priority: Affordability, Access and Success*
4. It is recommended that the university seek increased opportunities for funding faculty and faculty/student research.
5. To maintain growth in student learning, it is recommended that the university allocate sufficient resources to continue systematic personnel training, review, and evaluation of all assessment activities which assures the maturity of an assessment culture.

- University of Opportunity: Hope and Help, 2008-2013, Strategic Priority: Academic Distinction
- University of Opportunity: Hope and Help, 2008-2013, Strategic Priority: Affordability, Access and Success
Criterion Four

Chapter 6

ACQUISITION, DISCOVERY, AND APPLICATION OF KNOWLEDGE

Criterion Four:
Viterbo University promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.
Chapter Six Outline

Core Component 4A................................................................. 154
A Life of Learning................................................................. 154
Administrative Support for a Life of Learning......................... 154
Faculty Support of a Life of Learning..................................... 155
Student Accomplishments.................................................... 159
Conclusion Core Component 4A............................................. 160

Core Component 4B................................................................. 162
General Education............................................................ 162
Associate Arts and Science Degrees................................. 164
Breadth of Knowledge and Intellectual Inquiry in Graduate Studies 164
Certificate and Licensure Programs.................................... 166
Opportunities Beyond the Academic Curriculum.................. 167
Conclusion Core Component 4B............................................. 168

Core Component 4C................................................................. 169
Curricula Assessment......................................................... 169
Preparing Students for a Global, Diverse, and Technological Society 170
Preparing for a Global Society............................................. 170
Preparing for a Diverse Society......................................... 171
Preparing for a Technological Society.............................. 172
Assessment of Preparation for Students for a Global, Diverse and Technological Society 173
Academic Program Review............................................... 175
Conclusion Core Component 4C............................................. 175

Core Component 4D................................................................. 176
University Support............................................................ 176
Student Development Support........................................... 178
Conclusion Core Component 4D............................................. 178

Major Strengths, Challenges, and Recommendations Criterion Four: Acquisition, Discovery, and Application of Knowledge................................. 179
Viterbo University promotes academic excellence and an intellectual climate through competent instruction, campus activities, and a vibrant learning environment. The university community fosters and maintains an institution where the responsible acquisition, discovery, and application of knowledge is the focus of the community’s daily life.

CORE COMPONENT 4A
Viterbo University demonstrates through the actions of its board, administrators, students, faculty, and staff, that it values a life of learning.

A Life of Learning

Above the main entrance to the D. B. and Marge Reinhart Center is a quote by Franciscan philosopher, John Duns Scotus: “Throughout human generations, new understanding of truth is always coming to light.” Scotus serves as a model for Viterbo University’s commitment to a life of learning. This commitment is demonstrated in the teaching, service, scholarly work, and creative activity that permeate the campus.

Administrative Support for a Life of Learning

Viterbo University maintains an educational environment which stimulates free inquiry, a search for truth, aesthetic appreciation, intellectual integrity, and leadership potential. University academic programs offer the students opportunities to enhance their appreciation of their cultural heritage and traditions, as well as the culture and heritage of others. The Viterbo University’s Educational Philosophy articulates the institution’s belief that higher education is a dynamic and life-long process which facilitates the integration of knowledge and values with life experiences. This integration of knowledge and experience produces scholars who embrace idealism and faith in a world of realism.165

The administration has amplified the “Learn for Life” creed by expanding the

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programs for adult learners through new graduate programs, licensure programs, and the School of Adult Learning. The programs of studies are adapted to the needs and interests of students and the university's constituents to stimulate intellectual and creative growth. According to the 2007 FSSE Survey, 95 percent of the surveyed faculty agree that the institution provides the students the support they need to succeed academically. Almost 88 percent of all faculty surveyed in the 2004-2005 HERI Faculty Survey indicated that the university places a high priority on promoting the intellectual development of the students.

**Board of Trustees**

The Viterbo University Board of Trustees endorses the university's mission to prepare students for leadership and service by providing a learning-focused liberal arts education. The Board recognizes the need to provide exemplary facilities and affirms the Viterbo University Statement of Purpose which endorses a life of learning.

The Board of Trustees, recognizing the place of life-long learning in the tradition of Viterbo University, has regularly approved the expansion of the School of Adult Learning to include online degree programs, new majors, and associate degrees in conjunction with Western Technical College. The Board also approved additional graduate-level programs. The Board of Trustees supports the university's request to move the institution to the doctoral level. All of the academic programs are taught within a milieu which fosters self-actualization, emotional maturity, religious strength, and service.

In 1998, the Board of Trustees established the D. B. Reinhart Institute for Ethics in Leadership to promote the concepts of ethics in leadership as integral to the advancement of American society and to promote leadership and ethics for area high school and college students, the employers and employees of the Coulee Region, and the people of western Wisconsin, northeastern Iowa, and southeastern Minnesota. In 2007, the D. B. Reinhart Institute for Ethics in Leadership established the "Fellows of the D. B. Reinhart Institute for Ethics in Leadership" endowment. The endowment provides annually competitive fellowships ranging from $1000 to $7500 for faculty to conduct research related to ethics in leadership. In 2008, four fellowships were awarded: two in the Dahl School of Business, one in Sociology/Social Work/Criminal Justice, and one in Religious Studies/Philosophy.

The Board of Trustees supports the FDP and budgets $55,000 annually for faculty professional development. In 2005, the Board incorporated $5000 in the budget for administrative and staff development.

**Faculty Support of a Life of Learning**

The Viterbo University faculty demonstrate support of a life of learning through their involvement in professional development, scholarship and creative activity, and research endeavors.

**Professional Development**

Viterbo University provides financial support for faculty research, scholarly work, and creative projects. The university budgeted $650,000 in 2006-2007 for administrative, ..
faculty, and staff travel to professional conferences and training workshops. The university also pays $170,000 annually for faculty, staff and administrative memberships in professional organizations and associations (Exhibit 4.1).

Some departments are allocated travel funds to attend professional conferences or meetings. This dollar amount varies among departments. Because of the increasing fuel prices, accommodations costs, and registration fees, most faculty draw upon their own funds to supplement Viterbo University travel funds.

The Academic Vice President budgets $18,719 for institutional-wide professional development. The monies are used to supplement faculty and staff development for institution-wide programs and to support institutional research. Most administrative departments have funds budgeted for professional development. The Todd Wehr Memorial Library staff has $2500 to support attendance at conferences and professional organization meetings.

Staff, administration, and faculty (and their dependents) are eligible for full tuition remission. Since 1998, approximately 50 university personnel have continued a “life of learning” through the tuition remission program. Since 2001, four Viterbo University personnel have earned an MASL degree and one an MBA degree. University personnel enrolled in a Viterbo University graduate program receive 50 percent tuition remission. All university personnel have opportunities to improve their technology skills through free institutional workshops. Viterbo University supports personnel participation in professional organizations.

Scholarship and Creative Activity

Viterbo University’s commitment to the pursuit of knowledge within a climate of freedom of inquiry is outlined in the institution’s policy on academic freedom. Academic freedom at Viterbo University applies to both teaching and research, and to students and teachers. It is fundamental to the advancement of truth.

Research Activity

The Viterbo University financial report prepared for IPEDS does not indicate funds formally dedicated for research. Faculty research activities and their students are funded by benefactor donations and limited university resources. These research activities are tied closely to academic programs and are therefore reflected in the instruction category of the IPEDS report. The Viterbo University Institutional Review Board (IRB), in compliance with the Public Health Service Act, reviews all research involving human participants. The IRB assists researchers in the protection of the rights and welfare of human participants and implements institutional policies and programs of instruction in ethical issues associated with research.

Policy on Research Grants

The Institutional Advancement Office supports faculty seeking funding for Viterbo related research projects. The Institutional Advancement Office assists in identifying organizations to fund research projects and supplies guidelines for writing a letter of inquiry or proposal, assists in editing a draft and gathering materials required for submission, and provides information on deadlines for proposal submissions.

Faculty Research Accomplishments

Since the Medieval Ages, Franciscan communities have engaged their Christian convictions with the arts and sciences to create a blend of faith and reason that has produced major cultural changes of thought and behaviors. Today, Viterbo University faculty continue the tradition of engaged scholarly work in research and service (Exhibit 4.2).

Three Viterbo University faculty have received Fulbright Fellowships and one faculty received a National Science Foundation Fellowship since 1998. Faculty are awarded semester sabbaticals annually (Exhibit 4.3). Faculty utilize their sabbatical experiences in a variety of ways:

- Research resulting in the development of a new course or a revised course
- Research resulting in a peer-reviewed publication and presentations
- Research resulting in development of community programs

**Natural Sciences:** Faculty in Chemistry and Biology publish in peer-reviewed journals and present at national conferences.

**Social Sciences:** Social Work faculty have published research reports of community studies in La Crosse.

**Fine Arts:** Art faculty present their work at national juried shows, and Music and Music Theatre faculty perform, direct and produce in professional companies throughout the country. Music faculty publish in peer-reviewed journals and direct music workshops throughout the nation.

**Liberal Arts:** Faculty in the English, Philosophy, Math, and Psychology departments publish their research and creative works in peer-reviewed journals and books. Faculty in World Languages publish in peer-reviewed journals and have designed and implemented diversity workshops. Faculty also serve as consulting editors for journals and textbooks, as well as primary editors for peer-reviewed journals. Viterbo University publishes the *Journal of Analytic Teaching*, an international, peer-reviewed professional journal.

**Professional:** Faculty in Dietetics, Nursing, Education, and Business publish in peer-reviewed journals and present at national and international professional conferences. The Education faculty have researched and developed licensure programs for the university and professional development school programs with local school districts. Faculty in the different schools serve as peer reviewers for various accrediting bodies.

Evidence from internal assessment and external assessment agencies indicate that the demonstration of life-long learning through the production of scholarly work by the university faculty is not a high priority. Outside accrediting agencies in nursing (CCNE) and education (NCATE) noted that faculty met the accreditation criterion for scholarship. The CCNE challenged the School of Nursing to develop a formal definition of nursing scholarship and to consider how a 12-credit teaching load per semester mandated by the university for all full time faculty, including those teaching in graduate programs, affected the faculty's ability to complete scholarly work. NCATE noted that the School of Education faculty's scholarly endeavors are consistent with the NCATE definition of scholarship, but that only 50 percent of the
unit’s full time professional education faculty were actively engaged in scholarly activities appropriate for professionals preparing educators to work in schools.

The 2004-2005 HERI Faculty Survey supports the accrediting agencies’ concerns. Nearly a third of all Viterbo University faculty report that they spend zero hours a week on research and scholarly writing. Fifty-three percent of all faculty report that they spend only one to four hours a week on research or scholarly writing. More than 80 percent of all faculty reported that they have not published any books, manuals or monographs, and nearly 68 percent of all faculty report that they have not published any professional writings in the last two years. Almost 57 percent of all faculty report that they did not produce any creative products or performances during the academic year, and one-third of all faculty said that they produced only one to four creative works or performances. Even though three-fourths of the faculty believe that diversity should be more strongly reflected in the curriculum, less than 17 percent of the faculty report any research or writing on diversity issues. More than 70 percent of the faculty express teaching load as a source of stress at work, while only 37 percent reported the same for “research or publishing demands.”

The 2007 FSSE Survey reports that 61 percent of all faculty respondents spend four hours or fewer on research and scholarly activities. The same survey reports that 76 percent of the faculty spend between nine and 16 hours teaching per week and 63 percent spend between five and 12 hours preparing for teaching. Eighty-seven percent of the faculty spend up to eight hours per week advising students.

Recognition of Faculty Research and Accomplishments

Viterbo University recognizes faculty research and accomplishments in several ways: publication of faculty papers and sabbaticals in Occasional Papers, recognition of faculty at faculty forums and faculty celebrations, luncheons, and Connections. Copies of faculty, students, and staff presentations and publications are posted on the Faculty Development home page and department home pages.

In 2007 the D. B. Reinhart Institute for Ethics in Leadership Institute and the Faculty Development Program inaugurated “Virtue in the Learning Community,” a scholarly workshop designed to enhance a culture of scholarly work on campus. The Ethics Institute and Faculty Development Program provide funds for faculty research, and four faculty who participated in the program presented their research at national symposia.


Faculty Workload

The workload for a full time undergraduate faculty member is the equivalent of 16 semester hours. The normal teaching load is the equivalent of 12 semester hours devoted to instructional activities; the equivalent of four semester hours is to other professional activities. Variations in the actual numbers of semester hours being

170 2004-2005 HERI Faculty Survey, 6, 9.
171 2004-2005 HERI Faculty Survey, 15.
172 Faculty Survey of Student Engagement, 2007, 4.
taught depend upon the number of sections of the same course being taught, the number of laboratory or clinical hours involved, the number of separate course preparations needed, the requirements of discipline specific accrediting associations, and the size of the class. Private studio teaching, faculty performance, and the directing of performances, as well as duties of department chairpersons and other professional activities are taken into consideration when preparing teaching assignments.\(^{173}\)

In 2007-2008, 30 full time undergraduate faculty (approximately one-fourth of the faculty) taught overload courses. According to the 2004-2005 HERI Faculty Survey, approximately 12 percent of all full time undergraduate faculty have taught courses at more than one institution during the same term, and 72.7 percent of all full time undergraduate faculty surveyed reported that the teaching load was a source of stress.

In 2007-2008, the MSN Program was the only graduate program with full time faculty. The workload for a full time graduate faculty in the MSN Program was in 2007-2008 the same as for the full time undergraduate faculty. In the spring, 2008, the MSN Program prepared an action plan to revise the MSN faculty workload to be the equivalent of 16 semester hours: nine semester hours devoted to instructional activities, three semester hours devoted to scholarly work, and four semester hours devoted to other professional activities. The action plan was approved for the 2008-2009 academic year.

With the institution of the Graduate Studies Office, the university began a coordinated effort to address teaching loads for faculty teaching at the undergraduate and graduate levels.

**Student Accomplishments**

Viterbo University formally recognizes the students' accomplishments, thus demonstrating the value the institution places on life-long learning. Each year approximately 150 students are recognized. In May, 2008, 36 percent of the seniors graduated with honors.

Viterbo University student, Margaret Elvekrog, received a Fulbright Scholarship to conduct chemistry research at Stockholm University in 2004-2005. Kevin Sante, Chemistry, was accepted in the Ph.D. Program in the Department of Chemical Engineering at Stanford University. Other Viterbo University students have completed research internships at Stanford University; Columbia University, Yale University, the Mayo Clinic in Rochester, Minnesota, the Center for Disease Control in Harare, Zimbabwe; and the Guthrie Theatre in Minneapolis, the Dallas Children's Theatre, the HECUA City Arts Program in Minneapolis, and the Semester-in-Residence Internship at the Commonweal Theatre in Lanesboro, Minnesota.

Research is a component of capstone projects for most academic disciplines; capstone projects are mentored by experienced faculty. Students present their research projects at a range of conferences and symposia: The annual [Seven Rivers Undergraduate Research Symposium](http://www.viterbo.edu/rm/research/symposium), the Annual Research on the Green Conference, and the Student History Research Symposium.

Students in the fine arts perform and display their work throughout the world. Students from social work, nutrition and dietetics, nursing, psychology, math, and business also travel with faculty to present research they have conducted with their professors. The 2007 Dahl School of Business student-directed symposium, “Vision for Success,” brought together professionals and business students to explore how life experiences and creative practices enhance a formal education and contribute to building successful business relationships.

Examples of discipline’s requiring capstone projects include the following:

- **Art:** Senior Exhibit
- **English:** Senior Thesis and Senior Portfolio
- **Music:** Senior Performance Recital
- **Theatre:** Senior Performance Project, Senior Theatre Design Project, Senior Technical Direction Project
- **Psychology:** Senior Project and Portfolio
- **Education:** Teaching Practicum and Portfolio
- **Dietetics:** Senior Portfolio
- **Nursing:** Senior Portfolio

**Student Support for Research:** Students may make budgetary requests for student research support through the Student Government Association. In 2007-2008, the SGA allocated $10,974 in travel scholarship funds. School departments may use discretionary professional development money to support student research.

From 2003 to 2005 Viterbo University benefitted from a $60,000 MERCK grant which allowed the Science Division to strengthen interdisciplinary student/faculty research projects, provide stipends, supply and travel money for Viterbo University students to conduct research with faculty, build a seminar series and journal club which promotes the integration of the sciences, and host the Seven Rivers Undergraduate Research Symposium.

Viterbo University students are directly involved in research activities in a variety of venues (including capstone projects). The 2007 NSSE Survey scores reveal that 16 percent of the Viterbo University senior students indicate that they have “worked on a research project with a faculty member outside of course or program requirements,” and 20 percent of senior students report that they have been involved in a “Culminating senior experience (capstone course, senior projects or thesis, comprehensive exam, etc.).” Fifty-one percent of the senior students indicate that they have worked on a “practicum, internship, field experience, co-op experience, or clinical assignment.”

**Conclusion Core Component 4A**

The Viterbo University Mission Statement, Statement of Purpose, and Educational Philosophy articulate the university’s commitment to a values-based, broad liberal arts education fostering a life of learning. The university provides opportunities for a life of learning for university personnel through several venues including tuition remission, funded research projects, sabbatical leave, Faculty Development grants, Faculty Development programs, and other resources.
and numerous symposia. The university provides opportunities for students to begin their life-long journey of learning through grants, symposia, expanded School of Adult Learning Programs and graduate programs. Students and faculty demonstrate their academic skills and community values through publications in professional journals, presentations at professional conferences, exhibits at juried shows, creative productions, and consultations for professional accreditation bodies.
The Viterbo University educational philosophy is consistent with the founding philosophy of the Franciscan Sisters. All Viterbo University educators believe that higher education fosters the development of self-knowledge, competence, values, wholesome relationships, community involvement, and global awareness. Just as the Sisters taught immigrants how to succeed in a new land, Viterbo University continues to prepare students for a life in a rapidly changing world.

**CORE COMPONENT 4B**
Viterbo University demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.

**General Education**

The Viterbo University undergraduate academic programs are complemented by the university’s General Education Program. The General Education Program provides the framework by which the students can develop the intellectual and spiritual tools they will need to succeed beyond their major and to become life-long learners. The General Education Program encourages the acquisition of a broad knowledge base in the liberal arts through the general education requirements in English, Religious Studies, Philosophy, History, Fine Arts, Literature, Natural Science, and Social Science. The General Education Program also provides for the framework for the development of specific core abilities:

- Critical Thinking
- Ethical Decision Making
- Communication
- Aesthetic Sensitivity
- Cultural Sensitivity
- Community Involvement.

These core abilities were derived from faculty and community discussion and subsequently revised in 2005. The General Education Program provides curricular and co-curricular opportunities for students to broaden their participation in the Christian tradition, to discover and deepen their spirituality, to recognize the dignity and value of each individual culture, and to develop personally as productive, creative, and empathetic persons.\(^{175}\) To date the

\(^{175}\) Viterbo University Undergraduate Catalog. 2007. La Crosse: Viterbo University, 27.
GEUAPC has assessed the acquisition of Critical Thinking, Ethical Decision Making, and Communication at the senior level (Exhibit 4.4).

The GEUAPC, formerly the Curriculum Committee, approves courses for the general education program and general education course revisions, and the committee assesses the Core Abilities and General Education Program. Criteria, course submission forms, and a description of the process is available for faculty and administration at GEUAPC. Representatives from all schools serve on the GEUAPC with the Academic Vice President, the Registrar, and the Director of Institutional Research. Faculty design courses to achieve outcomes implied in the Core Abilities. In congruence with Viterbo University’s mission to root the students’ educational experience in “values of human dignity, faithful service, ethical leadership, and respect for the world,” courses are also developed to focus specifically on diversity and on the environment. Students are required to complete six semester hours of courses designated as “diversity overlay,” three semester hours designated as “environmental awareness overlay,” and one course designated as “Writing Across the Curriculum.” The attention to the core abilities, ethics across the curriculum, science and math requirements, and the overlay requirements further the development of the complete liberal arts students and enhance sensitivity to diverse cultures, dedication to community involvement, and ethical decision making.

As an endorsement of the university’s philosophy of active learning, Viterbo University requires students to demonstrate the core ability of Community Involvement by engaging in community service. Each academic department establishes the criteria for appropriate community service for their students, and the department faculty monitor and evaluate the students’ community skills-service learning experience. Although some individual departments design their community service guidelines to address the students’ specific discipline, the high degree of variability among the departments’ skills-service learning requirements creates a disparity from major to major. This makes an institutional assessment of the service-learning component problematic. A 2007 Viterbo University General Education Survey revealed that the number of hours required for community service ranged in departments from zero hours to 40 hours.

Viterbo University has maintained a Writing Across the Curriculum Program (WAC) since 1992. All students must pass at least one writing-intensive course or sequence of courses within their major field at the junior or senior level. The WAC Committee provides writing workshops for individual instructors (and their students), departments, and schools. The university does not have an assessment program in place to evaluate the effectiveness of the WAC Program. All students must also demonstrate competency in mathematics and science.

According to the 2004-2005 HERI Faculty Survey, fewer than one-third of all full time undergraduate faculty agree that most students are well prepared to do college academic work, and more than one-half (56 percent) of all full time undergraduate faculty agree that most of the students they teach lack the basic skills for college level work. Several items in the 2007 NSSE Survey measured areas relating to general education and Viterbo University’s Core Abilities. Each of the following items scored above the mean score of all NSSE participants.

176 Viterbo University Undergraduate Catalog, 2005-2007. La Crosse: Viterbo University, 28.
177 2007 Viterbo University General Education Survey, 5.
ACQUISITION, DISCOVERY, AND APPLICATION OF KNOWLEDGE  
Criterion 4  
Chapter 6

- Acquiring a broad general education
- Writing clearly and effectively
- Speaking clearly and effectively
- Thinking critically and analytically
- Contributing to the welfare of the community
- Developing a personal code of values and ethics
- Understanding people of other racial and ethnic backgrounds

The current General Education requirements have not been comprehensively assessed for relevance since they were established in 1995. In the fall, 2007, the GEUAPC distributed an online General Education Survey to all faculty. Ninety-six faculty responded (Exhibit 4-5).

Associate Arts and Science Degrees

The Viterbo University School of Adult Learning and Western Technical College offer students two Associate programs: the Associate of Arts and the Associate of Science degrees. These collaborative degrees provide an economical and valuable educational opportunity to students in the region.

Breadth of Knowledge and Intellectual Inquiry in Graduate Studies

Viterbo University has enjoyed significant growth in graduate programs in the last 10 years. In 1998, Viterbo University offered one graduate program, the Master of Arts in Education. In 2008, the university offers four HLC/NCA accredited graduate programs, three of which are also accredited by professional agencies. The university offers five licensure programs. The university continues to position itself to provide for the graduate needs of the Tri-state region. In the spring, 2008, Viterbo University created an Office of Graduate Studies and appointed a dean to direct the office. Concurrent with the 2008 HLC/NCA Site Visit, the university is submitting requests to offer a Doctor of Nursing Practice and a Doctor of Philosophy in Ethical Leadership.

The curriculum content of all graduate programs is developed, controlled, and supervised by the respective Schools/Institute under the direction of the School Dean/Director. School Deans/Director/ Program Directors are responsible for the assignment and supervision of program faculty and students as appropriate for each program. The duties of the Graduate Program Directors are outlined in the Personnel Policies and Regulations Handbook, 2008.\(^\text{180}\) The Office of Graduate Studies serves as an advocate for all Graduate Programs and provides a centralized site for common graduate forms, policies, and procedures.

Viterbo University’s four graduate programs: Master of Business Administration, Master of Science in Nursing, Master of Arts in Servant Leadership, and Master of...

Arts in Education strive to create an educational environment which stimulates free inquiry, a search for truth, aesthetic appreciation, intellectual integrity, service, and leadership potential within a specific discipline or interdisciplinary area of study, thus continuing the preparation of the students for positions of leadership and service in their chosen disciplines. The mission statements of the graduate programs are congruent with Viterbo University’s mission, and the graduate programs goals are grounded in the university’s Statement of Purpose. The graduate programs have been designed to address the specific needs and interests of the tri-state community and to facilitate full intellectual and creative growth at a level much higher than required in undergraduate studies.

Graduate programs are taught by 192 faculty (full time and part time). Fifty-five of the graduate faculty have doctorate or terminal degrees; 134 have master degrees. The majority of those with master degrees (121) are in the MAE Program.

**Master of Business Administration:** The MBA Program complements Viterbo University’s Core Abilities by teaching students ethical decision making processes, critical and integrative thinking skills, professional communication, and the complexity of a global economy.

MBA students complete a major research project, the Integrative Research Project (IRP). The Director of the MBA Program and the Dean of the Dahl School of Business approve the completed projects. Bound copies of the projects are on reserve in the Todd Wehr Memorial Library. A 2007 Survey of MBA students and alumni reports that the program received a 3.5 score or better (on a five-point scale) on 16 of the 17 indicators which included overall value of the MBA educational experience, quality of curriculum, and quality of the MBA faculty.

**Master of Science in Nursing:** The MSN Program augments the value Viterbo University places upon service by preparing health care providers to affirm the dignity of human diversity, utilize ethical decision-making strategies, advocate for quality health care practices, demonstrate leadership and service throughout the world, and assume accountability of life-long learning. The MSN End of Program Survey, 2005-2007, indicates that graduates are satisfied with their education at Viterbo University. The MSN graduates score a 3.6 mean score on a four-point scale to the question: “How satisfied are you with the MSN Program?” The graduates score a 4 mean score on a four-point scale to the question: “Does the Viterbo University MSN Program prepare you adequately for your profession?” The MSN Employer Survey, 2005-2007 indicates that employers are also satisfied with the preparation the Viterbo University MSN graduates receive for employment. The survey reports a 4.5 mean score out of a five-point scale to the question: “Does the Viterbo University MSN Program prepare its graduates adequately for the nursing profession?”

The MSN curriculum is a 38-43 credit program offering core courses and a choice of three tracks: Adult Nurse Practitioner, Nurse Educator, or Nurse Leadership. The MSN curriculum requires students to complete a scholarly, research-based project with the advisement of the graduate faculty. The students present the completed project at “Research on the Green,” a public forum sponsored by Viterbo University and in partnership with local health care organizations. Examples of capstone projects include:

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182TracDat—SON: MSN-TPA
• Culturally Competent Care: Teaching and Learning Strategies in Nursing Education (Nurse Educator)
• Effective Leadership Strategies for Survival in the Changing Healthcare Environment (Nurse Leadership)
• Adults with Chronic Illness: Findings of Qualitative Research (Nurse Practitioner)

**Master of Arts in Servant Leadership:** The MASL Program provides an opportunity for individuals to develop and deepen Viterbo University Core Values by developing competent, creative, Christian leaders who work for the common good. The program strives to produce servant leaders who exemplify a hospitality that reflects a reverence for diverse peoples and respect for the world. Upon completion of the degree, students will be knowledgeable servant leaders, knowledgeable organizational scholars, and reflective individuals.

Thirty-two graduate credits (14 from Core Courses and 18 from electives) are required of students enrolled in the MASL Program. Students conclude their work with a seminar paper which synthesizes their learning from course work, experience, practicum, and reflection. The seminar findings are presented and defended at a colloquium of students and faculty. Graduate students in the MASL Program have published individual essays in peer-reviewed journals, and in 2007, the MASL Program published a monograph of servant leadership essays, *Becoming Authentic: The Search for Wholeness and Calling as a Servant-Leader*.

**Master of Arts in Education:** The MAE Program is an extension of the university’s mission to educate teachers and administrators and to respond to the needs for continuing education in rural and urban settings. Candidates in the MAE Program must earn 36 credits of study—15 credits from core courses and 21 credits from electives. Candidates must successfully complete a comprehensive exam and a master research project in one of four areas: Educational Leadership, Secondary Education, Elementary Education, and General Education. The research project is presented and defended before students and faculty at Pro-seminar Education 604 prior to graduation.

**Certificate and Licensure Programs**

**Reading Licensure and Reading Specialist Program:** Both programs are endorsed by the Iowa Department of Education and the Wisconsin Department of Public Instruction. Students accepted to the Viterbo University Master of Arts in Education Program may apply the graduate reading courses to the elective portion of the Masters’ program. The Reading Teacher license requires 19 graduate credits in six specified courses, a practicum, and a portfolio. The Reading Specialist license requires nine graduate credits in four specified courses and a field portfolio completed during the practicum (Exhibit 4.6).

**Literacy Coaching Certificate:** The Graduate School of Education established the Literacy Coaching Certificate (2007) in response to state school districts’ needs for literacy coaches who provide continuous professional growth to classroom teachers. Applicants to the program must have a Master’s Degree, a reading teacher license,

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and a reading specialist license. The program requires nine credits for certification—six credits of coursework and three credits of practicum (Exhibit 4.7).

**Educational Leadership/Principal’s Licensure:** This program meets all Wisconsin Department of Instruction and the Iowa Department of Education license requirements and allows the holder to serve as a principal or an assistant principal in an elementary, middle or secondary level school. Twenty-four graduate credits are required in specific courses for those applicants who already possess an education related master’s degree. The capstone project includes a comprehensive portfolio and practicum.

**Director of Instruction Licensure:** In response to the importance of developing leadership for student learning and the shortage of Directors of Instruction, Viterbo University designed the Director of Instruction Licensure Program. The WDPI approved the program in 2007 which permits the holder to serve as a Curriculum Director for a School District. The program culminates with a portfolio review and practicum.

**Secondary Teacher Licensure:** Viterbo University offers a post-baccalaureate teacher licensure program that consists of accelerated units of graduate level instruction for applicants who possess a bachelor’s degree or a master’s degree and who wish to teach in a middle or secondary school. Students accepted into the Secondary Teacher Licensure Program must earn 26 graduate credits of education courses organized in three instructional blocks during one calendar year: Foundations of Education; Methods and Integrated Technologies; and Student Teaching and Seminar. Students must complete a practicum and portfolio.

**Early Childhood Education Licensure:** The Early Childhood Education Program is designed in a two-track system. Students can opt for the 19-credit Early Childhood Education license exclusively or they can complete it and then continue on for an additional 17 credits to receive both a Master of Arts in Education and an Early Childhood Education license. The capstone project for Early Childhood Education Program is a portfolio.

**Director of Pupil Services:** In 2007, the School of Education began research to determine the feasibility of offering a Director of Pupil Services Licensure Program. The program will examine special education rules, policies and procedures; and it will include characteristics of learners, assessment and diagnosis practices, instructional content and practices, and planning and managing the learning environment.

**Opportunities Beyond the Academic Curriculum**

When students enroll at Viterbo University, they step into a culture of liberal arts education. The Franciscan Sisters of Perpetual Adoration exercised faith and ingenuity in developing the foundation necessary for the regional community to gain the knowledge, skills, and intellectual curiosity necessary to engage successfully their world. Today the university continues to provide students throughout the world with those same opportunities. The Viterbo University Humanities Symposium, the Ethics Symposium, the Campus Ministry Life Lecture Series, the Seven Rivers Undergraduate Research Symposium, and the many performances provided through the Bright Star, NexStar, and Arts for Young America Series expose the students to a wide range of regional, national, and international voices.
Viterbo University students scored significantly higher than their Catholic College and University and Carnegie peers in two 2007 NSSE Survey categories: Attendance at an art exhibit, gallery, play, dance, or other theatre performance; and attendance at campus events—special speakers, cultural performances, athletic events.\textsuperscript{185}

\textbf{Conclusion Core Component 4B}

Viterbo University's General Education Program provides a framework for students to develop core abilities for a life of learning. Students write and speak clearly and effectively, think critically and analytically, contribute to the welfare of the community, engage in artistic experiences, develop a personal code of ethics, and understand people of diverse backgrounds. Major academic programs provide the students opportunities for discipline-specific writing and service to the community. The new Academic Vice President has been directed by the President to review the General Education Program and to consider reinstituting a First-Year Experience Program. The GEUAPC has prepared an in-depth baseline report of the General Education Program for the new Academic Vice President.

Viterbo University has responded to the needs of the larger community by developing certificate and licensure programs and graduate programs. All graduate programs have clearly defined outcomes congruent with the Mission Statement and Statement of Purpose of Viterbo University. They provide solid professional development opportunities couched in a values-based environment.

\textsuperscript{185}National Survey of Student Engagement, Mean Comparisons, 2007, 4, 7.
Viterbo University’s commitment to living in and serving a diverse global community reflects the Franciscan Sisters’ history of public ministry throughout the world. The FSPA have taught at Indian reservations in the United States from 1883 to 1969. They have taught African-American and Hispanic students in Mississippi, South Carolina, California and other states across the country and rural students in eastern Kentucky and Georgia. The Franciscan Sisters have been involved in various ministries outside of the United States including a school and dispensary in China, and schools and medical clinics in Guam and El Salvador. The Sisters have spent many years in Zimbabwe, Guatemala, New Guinea, Vietnam, Yemen, and the Marshall Islands training educators and establishing schools, seminaries, and nursing programs.

The FSPA have provided room, board, and tuition for Sisters studying at Viterbo University from Belize, Cameroon, Nigeria, Peru, and Zimbabwe. Annually, the Sisters assist at least four international students with partial tuition through the FSPA Ministry Grant Program.

**Curricula Assessment**

**Preparing to Learn and Serve**

Viterbo University devotes significant resources to prepare its graduates to work and serve throughout the world. The 2003-2008 University Mission Statement declares that the students’ education is rooted in the values of human dignity and respect for the world. One of the university’s primary purposes is to deepen the students’ appreciation of their own cultural heritage as well as those of others throughout the world. The mission and purposes of Viterbo University reflect the educational philosophy: members of the Viterbo University community believe that higher education should foster global awareness and a diverse learning environment that enriches the learning experience.

The mission statements and goals of the university’s departments express a resolve to expand students’ world view. The D.B. Reinhart Institute for Ethics in Leadership has initiated a series of annual programs to explore the meaning and application of ethical values in global settings. The Amie L. Mathy Center for Recreation and Education serves Viterbo University students and the ethnically and a socio-economically diverse neighborhood to promote the physical, recreational, and educational development of all.
Preparing Students for a Global, Diverse, and Technological Society

Viterbo University employs a variety of strategies to prepare the students to work and live in a global, diverse, and technological society. The university culture invites an understanding of diversity through its General Education Program, Global Education opportunities, and community skill-service learning experiences.

Preparing for a Global Society

Global Education

Students from all fields of study are able and encouraged to study abroad. The Global Education Office works with students in advisement, selection and gaining approval for a study abroad program.

Students can study abroad for a semester, year, summer or shorter term. Viterbo University has formal affiliations with several study abroad providers for semester programs. These include the Higher Educational Consortium for Urban Affairs (HECUA); Academic Programs International (API); and Center for International Studies (CIS). Students can, however, choose almost any program sponsored by other institutions and they will receive credit when they go through the formal approval process.

Several Viterbo University study abroad courses created by faculty are offered on a regular rotation. They are taught on campus during the fall, spring, or summer terms and include a one-to-five week study abroad experience in the culture being studied: Art and Culture in England, Vienna in the History of Europe, the Ecology of Belize, Business in a Global Society, Mexican Language and Culture Studies, the Cultural History of China, Nursing Clinical Work in Belize, Public Health Nursing Theory and Clinical in Cameroon, and Nursing and Health Care in Japan.

The Global Education Office works with faculty in the development of international experiences including the articulation of learning outcomes, the development of the travel itinerary and experiences to meet the outcomes, and the preparation of the students for entering into another culture. Some courses will include a component of public dissemination of information gained from the experience. All include student and faculty evaluation of the experience (Exhibit 4.8). The Global Education Office provides faculty funds to study internationally to enrich their professional growth. Institutional funding for the Global Education Program has only increased from $101,980 in 1998-99 to $105,702 in 2007-08.

World Languages: All Spanish majors are required to spend at least one month in a country where Spanish is the target language. Many Spanish majors and minors participate in a six-week Global Awareness through Experience Program in Mexico (GATE) sponsored by the FSPA which includes a cultural immersion experience and an intensive language program.
Latin American Studies: A Latin American Studies minor employs an interdisciplinary approach that emphasizes historical, political, and cultural sensitivity toward the peoples of Latin America. Students are placed in situated learning contexts through course activities, community partnerships in the tri-state area, and study abroad and exchange programs in Latin American countries.

FSPA: The FSPA began and funded the Global Education Program in 1991 to promote an awareness and understanding of diverse cultures. The current office of Global Education recruits, admits and supports the international students at the university in addition to encouraging and advising students who wish to study abroad and faculty who seek to begin international study/travel courses. Six international students at Viterbo University may receive annually up to $6,000 tuition aid through the FSPA Ministry Grant Program.

Preparing for a Diverse Society

Viterbo University strongly believes that all students should gain knowledge of and appreciation for not only the diversity of the international community, but also the internal diversity of American society. To this end, the university provides multiple opportunities for the students to engage in service and learning inside and outside of the classroom. These projects help to increase the students’ political understanding, skills, motivation, and expectations for future political action. Viterbo University was cited in the Carnegie Foundation for the Advancement of Teaching (2007) as a university which provides incentives for students to pursue service in diverse societies.186

Diversity Overlay: The General Education Diversity Overlay component was introduced in 1997 to assure that all Viterbo University students were given opportunities on campus to learn of cultures and perspectives foreign to their own experiences.

All Viterbo University students are required to take six semester hours offered in courses designated as diversity courses from 16 departments. Diversity courses include the study of a variety of cultural experiences in race, ethnicity, gender, economics, or physical or mental ability. The courses incorporate the exploration of personal beliefs and values and the implications from viewing the world from another point of view or cultural expression. Viterbo University does not have a formal process of assessing the General Education Diversity Overlay components.

Environmental Overlay: The Core Value, Stewardship, is enhanced through environmental overlay courses that cultivate personal awareness and understanding of environmental issues and their implications. All students are required to take one Environmental Overlay course for graduation. In the Environmental Overlay courses, the students begin to understand and accept responsibility for stewardship of the environment and prepare to act on that understanding in their professional and personal life. Viterbo University does not have a formal process of assessing the General Education Environmental Overlay components.

Social Outreach: Viterbo University cultivates the Core Values, service and hospitality, as the students work for the common good through social outreach opportunities. The Campus Ministry Office offers students many opportunities to

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work with diverse populations. The Campus Minister conducts weekly excursions (Theo Tuesdays) to areas outside of the Coulee Region. These trips combine academics and spirituality in the students’ learning as they discover facets of the world and answer the needs of many people. Each service trip focuses on building community among trip participants, between participants and the people served. Annually the Campus Ministry Office supervises service trip opportunities for students: a spring break service trip to New Orleans re-building what Hurricane Katrina destroyed in New Orleans by working for “Hands on New Orleans”; two spring break service trips to Mississippi and South Dakota; a December service trip which involves working with Catholic Charities and “Sharing and Caring Hands” in the Minneapolis-St. Paul area; and a May international service trip to Lima, Peru, initiated in May, 2006. Through these outreach projects, students experience service learning, and become immersed in a new culture. These trips emphasize the need for cultural sensitivity and awareness without holding back our own cultural identity.

In August, 2007, Campus Ministry initiated the “Servants Creating Leadership Program” to orientate incoming students to the mission of the university, social awareness, and methods to create justice. Each participant was exposed to three major social concerns of the 21st century: environmentalism, poverty, and immigration.

Preparation for a Technological Society

Technology has become a staple component of almost all of the Viterbo University courses. PowerPoint presentations by students and faculty are common, and professors continue to experiment with blended courses, YouTube, Blogs, MySpace, FaceBook, and other Internet strategies to enhance students’ classroom discussions and research. The IIT Office provides regular technology workshops to faculty and staff of latest technology trends, e.g., “Second Life” and “Avatar.”

All classrooms and offices have 100-megabit network connection, and all residence hall rooms have sufficient megabit network connection for their needs. Wireless access is available in all academic spaces. More than three-fourths of the faculty utilize Blackboard in their courses. The IIT Office provides Blackboard training courses as well as Microsoft Office training workshops to faculty, administration, and staff. The IIT Office provides university support through a telephone Help Desk and a nine-person support staff. One full-time Micro-computing Systems Specialist provides technical assistance during “off-hours” for online program needs and evening studies. The Instructional Technology Specialist in the Title III Program has become a permanent position in the university promoting technology in the classroom.

STAR introduces students to the proper use of technology on campus. All Business majors have the opportunity to use word processing, spreadsheet, database, and presentation software in WINDOWS-based computers. The university offers majors in Computer Information Systems, Management and Information Technology, Digital Media, and Graphic Design. Courses in the natural and health sciences provide extensive opportunities for the students to expand their technological skills, e.g., SimMan. Several programs require electronic portfolios from their students, and with the acquisition and implementation of iWebfolio that integrates with TracDat.

The university provides two online BBA majors (Organizational Management and Management and Information Technology through the School of Adult Learning) and many online courses in all disciplines. Viterbo University joined the Online
Consortium of Independent Colleges and Universities (OCICU) in 2005, and began offering courses through the School of Adult Learning in the summer, 2007. In the fall, 2007, Viterbo University offered six OCICU courses to 34 students.

**Assessment of Preparation of Students for a Global, Diverse, and Technological Society**

Viterbo University employs a variety of effective methods to assess how well the students are prepared for work and life in a world which is becoming increasingly diverse and technological. As detailed in the discussion of program assessment in Chapter Five, Criterion Three, Core Component 3A, the university recently completed an intensive and comprehensive five-year program to create a culture of assessment on campus to enhance educational effectiveness. As faculty “close the loop” of assessing academic programs and departments, they evaluate the relevancy and effectiveness of the learning outcomes, degree requirements, and curricula.

Each program is responsible for continual updates of the assessment plan and results on TracDat, a software package used for assessment of student learning outcomes, strategic planning purposes, and documentation of accreditation efforts (Exhibit 4.9).

The central goal of the Viterbo University Academic Program Assessment Framework is to provide a structure for the continuous improvement of academic program quality. The framework is designed to accomplish two results for academic programs:

- To gather information about the knowledge, abilities, and values of program graduates
- To use that information to improve teaching and learning in the program.

(Complete Program Assessment Plans can be found on TracDat)

For departments that offer programs accredited by professional or disciplinary organizations, the standards of their accrediting agencies provide another framework of assessing their programs’ effectiveness at preparing students to work and succeed in a global community. All Viterbo University programs have maintained accreditation since their initial application.

**Student Assessment**

The 2007 NSSE Survey indicates that Viterbo University senior students are encouraged to participate with students from different economic, social, and racial or ethnic backgrounds at a mean higher than that of peers from other reviewed schools. The report also reveals that Viterbo University senior students attempted to understand others’ views by imagining how the issue looks from a different perspective at a mean significantly higher than that of their peers. But because of the homogeneity of the student body, the Viterbo University senior students scored at or below their peers’ mean scores in serious conversations with students of different religions, political beliefs, or values, and people of different race or ethnicity.  

Students responded, however, in the 2007 NSSE Survey that because of their educational experience at Viterbo University they have a better understanding of people of other racial and ethnic backgrounds. The senior students also scored

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higher than the national norm in their attempt to understand diverse points of view and perspectives. The NSSE Catholic Colleges and Universities Consortium comparisons reveal that a higher percentage of Viterbo University seniors believe that the faculty, staff, and students are respectful of different religions, races, sexual orientation, and cultures.\textsuperscript{188}

**General Education Program Assessment**

*The General Education* and Undergraduate Academic Policy Committee (GEUAPC) assesses the students’ development of the Core Abilities throughout the students’ educational experience.\textsuperscript{189} During the 2005-2006 academic year, the GEUAPC formally initiated a program to assess the students’ acquisition of the Core Abilities. The GEUAPC drafted a pilot rubric which was used to evaluate Critical Thinking in summer, 2006. After the GEUAPC revised the Critical Thinking rubric, they again collected writing samples from across the disciplines to evaluate the students’ Critical Thinking skills in May, 2007. Students averaged 3.14 on a 4.0 scale on the Critical Thinking samples which included defining the question, developing a plan, gathering evidence, and analyzing information.

In the next stage of the Core Abilities Assessment, the GEUAPC devised a pilot rubric to measure ethical decision making, and in the summer, 2007, the GEUAPC collected writing samples from across the disciplines to assess the students’ decision-making skills (Exhibit 4.10). The average score on Ethical Decision Making was 1.62 on a 4.0 scale. Upon examination of the results, the GEUAPC drew two conclusions: the writing samples from some disciplines were not appropriate to examine Ethical Decision Making, and the faculty were urged to be more specific in integrating Ethical Decision Making in their classes. In the 2007-08 school year, GEUAPC prepared the rubric to assess Communication Skills. The GEUAPC has established a timeline to assess the other three Core Abilities: Aesthetic Sensitivity, Cultural Sensitivity, and Community Involvement. The NSSE 2007 Catholic Colleges and Universities Consortium results indicate that the faculty at Viterbo University discuss the ethical implications of what is being studied at a higher degree than that at other Catholic institutions.\textsuperscript{190}

Viterbo University has not reviewed the General Education Program in its entirety since 1995. In 2007-08, the GEUAPC administered a faculty survey to glean information about the General Education Program (Figure 6-1). The GEAUPC concluded from the survey results that the General Education assessment process needs to be reviewed, especially assessment of the Writing across the Curriculum Program, overlay courses, and ethics across the curriculum.

\textsuperscript{188}National Survey of Student Engagement, 2007, 3.  
\textsuperscript{189}The Six Core Abilities: Thinking: Students engage in the process of inquiry and problem solving. Ethical Decision Making: Students respond to ethical issues, using informed value systems. Communication: Students speak and write to suit varied purposes, audiences, disciplines, and contexts. Aesthetic Sensitivity: Students engage in and critically reflect upon artistic experiences. Cultural Sensitivity: Students understand their own and other cultural traditions and demonstrate a respect for the diversity of the human experiences. Community Involvement: Students demonstrate social responsibility by serving their communities.  
\textsuperscript{190}National Survey of Student Engagement, 2007, Catholic Colleges and Universities Consortium, 3.
The GEUAPC prepared a document outlining the status of the General Education Program Review (Exhibit 4.11). The new Academic Vice President has been charged by the President to review the entire General Education Program.

**Academic Program Review**

In 1999-2000, the Academic Vice President formed a Program Review Task Force, and requested all academic chairs to conduct a thorough review of their programs. In 2000-2001, the task force reviewed the chairs’ reports and made recommendations to department chairs, deans, and the Academic Vice President. The task force submitted a final report of the recommendations to the Academic Affairs Committee of the Board of Trustees.

The Undergraduate Academic Program Review Committee was created in 2007-2008 to review each undergraduate program on a four-year cycle to assure program congruence with the university’s mission, vision, and values. The committee reviews the undergraduate programs’ relevance and design, monitors the programs’ use of assessment data, and makes recommendations to the Academic Vice President to ensure the legitimacy and quality of the programs. As the university concludes the 2008 Self-Study, the Undergraduate Academic Program Review Committee and Academic Vice President note that most of the issues raised in the previous review have been addressed.

**Conclusion Core Component 4C**

Viterbo University provides multiple opportunities for students to develop the skills and values needed to succeed in a diverse, global, and technological society. The university assesses the usefulness of its curricula through discipline specific learning outcomes assessment, the General Education Program, and the Undergraduate Academic Program Review.
Through a combination of policies, procedures, administrative structures, and instructions, Viterbo University ensures that faculty, students and staff acquire, discover, and apply knowledge responsibly.

**CORE COMPONENT 4D**

Viterbo University provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

**University Support**

**Institutional Advancement Support**

The Office of Institutional Advancement supports the university and its mission by educating the university’s constituencies, developing relationships, and securing resources. The office provides grant writing technical assistance; secures gift revenue from alumni, parents, and friends; and spearheads university capital campaigns and other funding initiatives. Evidence of the Office of Institutional Advancement support is manifested in the increased endowment, the new buildings on campus, the number of grants awarded to the university, and increased student scholarships. See Chapter Four, Criterion Two, Core Component 2B for a complete description of the university’s increase in endowment and future endowment goals.

**Academic Support**

Faculty take the lead in teaching students about responsible research. All faculty are required to include a discussion of ethical decision making in their respective fields. All programs teach the appropriate methods and expectations for research including an understanding of ethical behavior and plagiarism.

The university is committed to promote ethical standards in coursework. Academic Honesty is addressed extensively in first-year student orientation and in the Viterbo University Student Handbook and Planner.191

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Plagiarism is defined and described in detail in the handbook and in faculty syllabi. The English Department devotes significant class time each fall in English 103 (required of all first-year students) to define and describe plagiarism. The Faculty Development Program maintains an Internet site on plagiarism and conducts workshops bi-annually on how to minimize plagiarism.

The Learning Center provides support services to ensure that the students acquire, discover and apply knowledge responsibly. See Chapter Five, Criterion Three, Core Component 3C for a full description of the Learning Center.

The School of Nursing developed and implemented an Honor Code during the 2004-2005 academic year which asks students to commit to academic honesty and the five core values of the School of Nursing (Caring, Integrity, Commitment, Collegiality, and Wisdom). The School Dean introduces the Honor Code at the inaugural address at the beginning of the academic year. All nursing students are asked to sign an original copy of the Honor Code, which is displayed in the School of Nursing. The Honor Code is placed in every nursing syllabus, discussed with students, and signed at the beginning of each course. Students have opportunities to ask questions and clarify what are acceptable versus unacceptable practices regarding academic integrity. Annual assessments of the Honor Code disclose that students in the School of Nursing are more aware of the importance of academic honesty and more inclined to make honest academic choices.

In the fall of 2006, the School of Nursing faculty presented a half-day workshop to the Viterbo University on their academic honest program. Various departments have adopted versions of the School of Nursing Honor Code process. In the fall, 2007, an Academic Integrity Committee was established to consider a university-wide honor code.

The Todd Wehr Memorial Library staff provide regular faculty training workshops on copyright laws, plagiarism, and information literacy. Viterbo University adheres to the copyright law of the United States (Title 17, United States Code) which governs the making of photocopies or other reproductions of copyrighted material. The Library Information Service staff process e-reserves, photo-copying, and inter-library loans to assure that all faculty and students adhere to copyright laws.

Alumni Assessment

The Alumni Office uses qualitative and quantitative assessment strategies to measure the usefulness of the university’s curricula in the alumni’s success. Qualitative measures include post-graduation interviews, conversations with alumni via phone and email, conversations at alumni functions and professional organization meetings, and departmental community advisory board meetings. Quantitative measures include alumni surveys, employee surveys, advisory board reports, and departmental surveys.

The Alumni Relations staff has used the assessment data to offer alumni more valuable and meaningful programs. In 2004, the Alumni Office began “affinity reunions,” a reunion geared toward an alumnus’ specific major, department, or
student activity. In 2008, the Alumni Office discontinued distributing *Strides*, the alumni magazine to graduate alumni. In its place, the office will send a newsletter for the graduate programs with information directed toward graduate students’ careers, professional development, and graduate program news. The assessment data also indicated that the alumni were willing to work more closely with Viterbo University students in preparation for the work place. The Alumni Office and Career Services Office then established a “Mentoring Program,” pairing alumni with undergraduate students.

The Career Services Office collects alumni data annually to determine placement rate, employment in field, employment out of field, enrollment in graduate or professional schools, participation in continuing education, and military commitments. Several departments, e.g., Social Work, Business, Education, and Nursing, have developed alumni surveys to identify the success of their program outcomes. Viterbo University has had a placement rate of 98 percent or higher since 1998, with 88 percent of the graduates report that they are employed in their field of study or they are continuing their education.\footnote{Information for Decision-Making, 2007.}

**Support to Ensure Responsible Contractual and Business Relationships**

Viterbo University ensures responsible interaction of its faculty, staff and students with community businesses through established university policies and practices.

To support faculty and students in clinical coursework, the university maintains a working articulation with hospitals, clinics, businesses, and schools in the area.

Career Services works with students and businesses in preparing students for internship placements. The Career Services Office conducts follow-up surveys with students and businesses.

The Dahl School of Business provides entrepreneurial internships through a Kauffman grant. Recipients of the internship enter a Kauffman Entrepreneurial Internship Agreement with the Dahl School of Business and the participating business partner.

**Student Development Support**

Student Development operations are known for acquisition of knowledge in a less formal manner outside of the classroom. When preparing annual goals, the directors of student development operations use student learning outcome domains developed by the Council of the Advancement of Standards in Higher Education. The 16 outcome domains help in the development of results-oriented activities.

The student development professional staff member use work study jobs to teach professional skills. Many student development directors serve as club advisors and all plan programs and activities designed to lead to one or more of the 16 outcome domains.

**Conclusion Core Component 4D**

Viterbo University uses a variety of mechanisms including assessment tools, education opportunities, extracurricular activities, support services, professional
development programs, campus policies, and governance structures to ensure that
the entire Viterbo University community acquires, discovers, and applies knowledge
responsibly. The prominence of the D. B. Reinhart Institute for Ethics in Leadership
indicates the importance the university places upon the development of ethical
human beings.

**Major Strengths Criterion Four: Acquisition, Discovery, and Application
of Knowledge**

1. Viterbo University students are involved in a broad range of community service
   activities across campus disciplines.
2. Students are offered a variety of venues to showcase their scholarship including
   research symposia, senior exhibits, recitals, performances, and portfolios.
3. Since 1998, Viterbo University has increased the number of graduate programs
   from one to four, three of which are accredited by professional organizations.

**Major Challenges Criterion Four: Acquisition, Discovery, and
Application of Knowledge**

1. Viterbo University has limited mechanisms in place to assess the impact of the
   general education requirements upon student learning.
2. Viterbo University is challenged to provide its students with more opportunities to
   participate in international study programs, and to engage in meaningful
   exchanges with students of different religions, political beliefs, race, and ethnicity.
3. As the university strives toward academic distinction and increases the number
   of its graduate programs, faculty are challenged to balance effective teaching
   with scholarly work.

**Major Recommendations Criterion Four: Acquisition, Discovery, and
Application of Knowledge**

1. Viterbo University should engage in an extensive, campus-wide assessment of
   the entire General Education Program.
   - *University of Opportunity: Hope and Help, 2008-2013, Strategic
     Priority: Academic Distinction*
   - *University of Opportunity: Hope and Help, 2008-2013, Strategic
     Priority: Catholic and Franciscan Identity*
   - *University of Opportunity: Hope and Help, 2008-2013, Strategic
     Priority: Affordability, Access and Success*

2. Viterbo University should evaluate its responsibility to expand the students’
cultural learning opportunities and develop a comprehensive plan to increase
those opportunities.
   - *University of Opportunity: Hope and Help, 2008-2013, Strategic
     Priority: Affordability, Access and Success.*
   - *University of Opportunity: Hope and Help, 2008-2013, Strategic
     Priority: Catholic and Franciscan Identity*

3. Viterbo University should review teaching loads in the undergraduate and
   graduate programs to determine their effect on the faculty’s ability to participate
   in scholarly work and course preparation.
   - *University of Opportunity: Hope and Help, 2008-2013, Strategic
     Priority: Academic Distinction*
Criterion Five: As called for by its mission, Viterbo University identifies its constituencies and serves them in ways both value.
Chapter Seven Outline

Core Component 5A ........................................................................................................... 182
Serving and Analyzing Capacity .................................................................................. 182
Constituencies ............................................................................................................. 183
Learning from University Constituencies ..................................................................... 185
Learning of Changing Needs of Viterbo University Constituencies and Their Communities .................................................................................................................. 186
Attention to the Diversity of Viterbo University Constituencies ................................... 189
Conclusion Core Component 5A .................................................................................. 189

Core Component 5B ........................................................................................................ 190
Engagement with Constituencies .................................................................................. 190
Service: Expertise, Skills, and Time ............................................................................. 192
Service: Professional and Civic Organizations ............................................................. 193
Consulting Services ...................................................................................................... 194
Research Services ......................................................................................................... 194
Service: Cultural, Entertainment, and Sports Programming .......................................... 195
Facilities ........................................................................................................................ 195
Resources for K-12 Education ....................................................................................... 196
Service to Parents and Families .................................................................................... 197
Service to Alumni ......................................................................................................... 197
Conclusion Core Component 5B .................................................................................. 198

Core Component 5C ........................................................................................................ 199
Responsiveness to Constituencies ................................................................................. 199
Academic Responses to Constituencies ....................................................................... 200
Student Development Office Responses to Constituencies ........................................... 201
Viterbo University Partnerships and Contractual Arrangements with External Constituencies .................................................................................................................. 203
Students’ Responses to External Local Constituencies’ Needs ....................................... 206
Conclusion Core Component 5C .................................................................................. 206

Core Component 5D ........................................................................................................ 207
Indicators that External Constituencies Value Viterbo University .................................. 207
Internal Constituencies Value Viterbo University .......................................................... 208
Conclusion Core Component 5D .................................................................................. 210

Major Strengths, Challenges, and Recommendations Criterion Five: Engagement and Service .................................................................................................................. 210
**ENGAGEMENT AND SERVICE**

**Criterion 5**

**Chapter 7**

Viterbo University engages with many internal and external constituencies through academic and non-academic programs and actions. Viterbo University constituents provide evidence and evaluation to demonstrate that Viterbo University has the capacity to serve its constituencies in ways that are mutually beneficial and which are consistent with the university’s mission.

**CORE COMPONENT 5A**

Viterbo University learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.

**Serving and Analyzing Capacity**

Viterbo University’s engagement with its constituencies comes from three sources: the Franciscan Sisters of Perpetual Adoration who remain an integral part of the university’s character; the university’s mission documents which provide a general framework of serving the greater Viterbo University communities; and the faculty, staff, and administration’s commitment to Franciscan values which guide the university’s service projects.

The Viterbo University Mission Statement, 2003-2008, emphasizes the preparation of students for leadership and service by providing a student-centered, values-based, learning-focused liberal arts education rooted in the values of human dignity and respect for the world.

In 2007, Viterbo University, in keeping with the tradition of the Franciscan founders, affirmed the FSPA values of service, hospitality, stewardship, integrity, and contemplation. The university’s cultural heritage of service, to act and lead for the common good in the spirit of humility and joy, was acknowledged nationally in spring, 2007, when Viterbo University was named to the President’s Higher Education Community Service Honor Roll (Exhibit 5.1). This distinction recognizes Viterbo University’s students, faculty, and staff for building a culture of service and civic engagement in the nation.

As an academic institution, Viterbo University cares deeply about its work and how the university community intersects with the local, regional, national, and international communities of people and organizations. Viterbo University recognizes not only the
private good of a college education to the graduate, but also the public good of building and maintaining a responsible citizenry. The work of preparing students for lives of service and leadership continues to be of utmost importance to the university as students leave the higher education environment to enter a rapidly changing world; a world of diversification and globalization.

Constituencies

The university has clearly identified the constituencies it serves: current students and prospective students; parents and families; alumni; employees; trustees; advisory boards; community individuals and groups; international individuals and communities; businesses and industries; government agencies; elementary and secondary schools; professional societies, health care institutions, the Diocese of La Crosse; the FSPA’s; and the media (Figure 7-1 ). Both internal and external constituents are engaged in planning and/or evaluating the services provided by Viterbo University.
ENGAGEMENT AND SERVICE

Criterion 5
Chapter 7

Viterbo University
Identification of Constituents and Methods of Connection

Employees
- Health/wellness
- New President Survey
- Ethics Series
- Fine Arts Programming
- Humanities Symposium
- Connections Survey
- Franciscan Pilgrimage
- Emeritus & Elder Retirement

Parents/Families
- STAR Orientation
- Welcome Picnic
- Family Day
- Parents & Family Web page
- Phonathon Script
- STAR satisfaction
- Show Choir Production
- Commencement

Alumni
- Post grad survey
- 3/5 year Education survey
- Humanities Symposium
- Strides
- Involvement of alum in program experiences
- Panels

Students
- Graduate Programs
- SAL Surveys
- Health/wellness
- Survey of graduating students
- CIRP
- Admission Data
- CORE Survey
- Resident Life
- Collaborative programs with WTC, UWL, and Health Science Consortium
- Youth Options
- Mathy Collaboration
- Ethics Series
- Community Service/Service Learning
- SGA Programming
- Clubs & Organizations (FACE Book)
- Campus Activities
- Fine Arts Programming
- Symposiums
- Programs for Youth
- Integration of Community / Curriculum
- STAR Recognition Athletics
- Servant Leadership
- Franciscan Friend

Community
- BSN Completion Program
- IHE
- Dietary feasibility
- Employer surveys
- Admissions-accepted but not attend survey
- Public Perception of Viterbo University
- Admission Data
- FAC Survey
- La Crosse Public Schools
- Boys & Girls Club
- Collaborative programs with WTC, UWL, and Health Science Consortium
- Gundersen Lutheran Hospital
- Franciscan Skemp Hospital
- St. Clare Health Mission
- Mathy Collaboration
- Ethics Series
- Community Service / Service Learning
- Fine Arts Programming
- Symposiums
- Programs for Youth
- Integration of Community / Curriculum
- The Salvation Army
- Pope John XXIII
- Trick or Treat Program
- Campus Art valued
- Recreation Sports

Media
- Day to Day Ethics
- Humanities Symposium
- Integrated Marketing Committee
- Marketing
- Public Relations

FSPA
- Scholarships
- Campus Ministry Links
- GATE program
- Emeritus
- Affiliates
- FSPA, Franciscan Friends
- Ministry Grants

Trustees
- Grants
- Board Retreat

Diocese
- Ecumenical lectures – media center
- Diocesan Biblical School
- Pope John XXIII Award
- Diocese Bishop
- Parish Nursing
- CCD instructors who are employees
- Mandatum
- Ex Corde Ecclesiae

Benefactors
- Boys and Girls Club
- Humanities Symposium
- Pope John XXIII Award
- Athletics Clubs
- Ceremonies

Advisory Boards
- Tri-College Self Sufficiency Program
- Professional program advisory committees
- Associate Degrees

Employees

Parents/Families

Alumni

Students

Community

FSPA

Trustees
Learning from University Constituencies

Viterbo University’s ties to its constituents benefit both the university and the greater community. Input from constituents leads to an enrichment of the university’s educational programs.

Administration

Many Viterbo University administrators serve on regional and national civic service committees, e.g., Rotary and Chamber of Commerce of La Crosse and the national Association of Catholic Colleges and Universities. The Viterbo University President attends La Crosse City Council meetings whenever university plans intersect with city concerns, e.g., proposed changes in streets or buildings on the campus are presented to the city council. Members of the Viterbo University administration and student leaders invested many hours investigating alcohol related deaths in the area with officials from WTC, UW-L, the La Crosse County Commission, and other civic organizations, to create the Students for a Safe La Crosse Program. Viterbo University hosted a session on the public intoxication ordinance which was passed by the La Crosse City Council.

President Artman serves as Chair of the NAIA Council of Presidents, member of the Board of Directors of the Association of Catholic Colleges and Universities (ACCU), member of the Board of Directors of the Wisconsin Association of Independent Colleges and Universities (WAICU), member of the Board of Directors of the La Crosse Chamber of Commerce, and a member of the La Crosse Downtown Rotary.

Chancellor William J. Medland, while President of Viterbo University, appeared before a Wisconsin Senate Committee to help secure $16 million for the Health Science Center of the La Crosse Medical Health Science Consortium 2000. Chancellor Medland also spoke in Oshkosh, Wisconsin, before members of Buck McKeon’s (D-California) House Education Committee on the Re-Authorization of the Higher Education Act. He testified before the members of the Wisconsin Legislature’s Joint Finance Committee on funding for higher education. Chancellor Medland serves as the “Goodwill Ambassador” to the La Crosse community, and has met with the City Planning Department to provide input on the potential for senior housing in the area and an adult house for the handicapped.

Richard Kyte, Director of the Institute for Ethics, serves on the District Five Committee of the Lawyer Regulation System for the Wisconsin Supreme Court and the Editorial Board of the La Crosse Tribune. Thomas Thibodeau, Religious Studies, has served as Chairperson of the United States Conference of Catholic Bishops Commission on Certification and Accreditation (USCCB/CCA) since 2006, and he is an advisory board member of the Wisconsin Catholic Conference. Sr. Georgia Christensen, FSPA, Director of Institutional Research, serves on the Board of Directors of the Catholic Higher Education Research Cooperative (CHERC).

Locally, Thomas E. Knothe, Director of the MBA Program, serves on the La Crosse County Criminal Justice Management Council; Dorothy Lenard, Administrative Program Specialist, Natural Sciences, serves on the La Crosse City Council; and Jim Bagniewski, Director of Educational Leadership, serves on the Boys & Girls Clubs Board of Trustees, the La Crosse Human Resources Committee, the La Crosse Public Education Foundation Board; and Public Relations Family Resources Board. Sr. Georgia Christiansen, Dean of Graduate Studies and Director of Institutional Research serves on the Board of Matthew 25.
Learning of Changing Needs of Viterbo University Constituencies and Their Communities

Viterbo University regularly engages its constituencies to scan the environment and assess the constituencies’ needs. The Viterbo University Board of Advisors meet on a semi-annual basis to advise on many compelling issues affecting the community and university. Although the Board is advisory only and has no fiduciary responsibilities, the Board has been instrumental in directing the university in such issues as athletic offerings, technology on campus, advertising and marketing strategies, and fine arts offerings. It was primarily because of the input from the Board of Advisors that the university decided not to move toward a laptop university in 2001, but to increase technology staff support.

Schools, departments and programs regularly engage community input as they assess their curricula and course and program offerings. Recognizing the shortage of principal candidates in Wisconsin and Iowa, the School of Education collaborated with the WDPI, the Iowa Department of Education (IDE) and regional school district administrators to design an Educational Leadership Program and Principal Licensure. The WDPI and the IDE subsequently approved application for the Educational Leadership and Principal Licensure Program. Other School of Education programs described in Chapter Six, Criterion Four are direct results of the School of Education’s scanning the regional educational environment, soliciting input from appropriate constituents, researching, and designing and implementing successful programs. The School of Education meets the needs of teachers at 13 sites and 19 locations in Iowa and 19 sites and 72 locations in Wisconsin. The MAE Program offers opportunities for an advanced degree, licensure programs, and continuing education credits.

The MSN Program helps meet the critical need for nurse educators and nurse practitioners. The MSN program has graduated more than 80 professional nurses who have taken advanced nursing roles in education and practice settings, thus providing educators for two and four-year academic nursing programs and primary care providers for adult and aging clients throughout the region. The MSN Employer Survey (2005-2007) shows a mean score of 4.5 of 5 to the question: “How satisfied are you with the preparation of the Viterbo University Nursing graduates?” The same survey indicates that 50 percent of the graduates work in areas that benefit rural patients, and up to 67 percent report that they work with diverse and/or vulnerable persons, e.g., minority groups, low economic groups, rural groups.

Upper-division nursing students surveyed the clients of the Salvation Army to determine their needs. Subsequently, the students established programs to screen individuals for diabetes and high blood pressure, and programs to teach parenting skills.

The SAL in partnership with the School of Nursing meets the needs of nurses at 10 sites in Wisconsin and one in Minnesota by offering a BSN degree completion program. The MASL Program maintains one site in Minnesota.

In 2004, Viterbo University began the collaborative Associate of Arts degree with WTC. The university recognized that there was a population of non-traditional students who were unable to attend a state university, but who could not afford to

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186
attend a private university where more remedial programs would be available. Viterbo University instituted degree a completion program, and it has enjoyed significant success. Viterbo University and WTC expanded the program to include an Associate of Science degree. Twenty-five students were enrolled in 2004, and the enrollment has increased to more than 70 students in the fall, 2007. After implementing four retention initiatives in the summer of 2005 in collaboration with faculty and staff at WTC, the “first year to second year” student retention rate increased from 52 percent in 2005 to 86 percent in 2006.

The Sociology/Social Work/Criminal Justice Department students have conducted two research surveys:

- To assess the needs of women in the La Crosse County Jail
- To assess the needs of hospital patients without medical insurance

The latter project resulted in an extensive manual to guide medical social workers in finding alternative sources of funding for non-insured patients that was reproduced and distributed to medical social workers at Gundersen Lutheran Hospital (Exhibit 5.2). Psychology Department faculty conducted a feasibility study in 2006-2007 to survey the need for substance abuse specialists in western Wisconsin. The study revealed a great need for “cross-trained” professionals in mental health services and substance use treatment. The Wisconsin State Department of Licensure and Regulation has granted permission to the Psychology Department to provide undergraduate students training to deal with substance abuse.

A high percentage of the La Crosse County Hmong population is concentrated in the Viterbo University neighborhood. In the spring, 2006, the Social Work Program conducted a series of focus groups with female Hmong students at Viterbo University to assess their classroom/pedagogical needs, advising needs, and environmental needs. Specific needs expressed included the wish for faculty to learn more about Hmong culture, class policies that are respectful of cultural obligations, culturally relevant course material, support with language and children, a physical environment that celebrated Hmong culture, and more extensive outreach to the Hmong community (Exhibit 5.3).

The director of the Fine Arts Center conducts a “Market Research in the Performing Arts at Viterbo University” annually. Each year first-time visitors to the Fine Arts Center are asked about their experiences while patrons who haven’t visited in three or more years are questioned as well. The resulting data helps the Fine Arts Center understand who comprises the constituency and why it may be changing. Many first-time attendees indicated ways in which they learned of a performance not necessarily through the print media. As a result, the FAC directors moved a portion of available advertising funds to the Internet to meet an online audience. The directors are also investigating online ticket sale options as a result of external assessment surveys.

Teachers bringing students to school-day matinees are also surveyed about both the arts experience and the quality of the experience. The teachers’ responses were instrumental in the development of the Arts for All Program. In 2007-2008, more than $4000 was provided to schools under this program.
The Amie L. Mathy Center conducts various types of evaluations of center activities and programs and uses the results to shape growing programs, make any necessary changes or additions, and evaluate the staff (Exhibit 5.4).

**Advisory Boards**

Viterbo University learns about the needs and expectations of their constituencies through advisory boards. University personnel are active in professional associations, boards, business firms, and civic committees. The faculty, administration, and staff use surveys and personal contacts to identify and respond to emerging needs of the people the university serves.

The Dahl School of Business Advisory Board consists of business leaders who provide “real-life” input into the needs of the business world. Changes in the School of Business have been made following consultation with the Business Advisory Board. Currently the Business Advisory Board is assisting in the development of additional degree and non-degree programs.

The School of Nursing Advisory Board meets each semester. The members provide input of the changing needs of the health care industry in the Western Wisconsin region. Advisory members have provided input into the School's strategic planning process in 2003 and again in 2007. Members’ input was sought and incorporated into the revision of the BSN curriculum to include more content on health care systems, policy, and economics. Most recently, the Board provided insights regarding the initiation of the Doctorate in Nursing Practice (DNP) degree.

The Viterbo University Alumni Association Board offers a perspective to the university community, facilitates communication with university alumni, and strengthens the sense of community between alumni and the university.

The Director of the Fine Arts Center meets quarterly with the Fine Arts Advisory Board, a 16-member non-fiduciary board that provides the director input on the types of performers appropriate for the region for the Bright Star Series, the NexStar Series, and the Ronald McDonald Arts for Young America. The advisory board also advocates the inclusion of residency activities and workshops for neighborhood schools through the Arts for Young America Series.

The D.B. Reinhart Institute for Ethics in Leadership Advisory Council is comprised of business, education, civic, and church leaders to advise the institute director on program development. A major contribution of the Advisory Council is to assess the programs’ contribution to the university’s constituents.

The Advisory Board for the Nutrition and Dietetics Department meets every 18 months. In response to the Board’s concern about individual counseling, additional counseling opportunities have been developed through partnerships with St. Clare Health Mission, UW-L Student Health Services, and Viterbo University's Music Theatre Department. The focus of the Advisory Board meeting in April, 2006, was the proposal for a graduate program in dietetics. The Nutrition and Dietetics faculty continue to work on a master degree proposal for 2008 and will incorporate many of the ideas/recommendations from the advisory meeting.

Because of the Social Work Program Community Advisory Council’s reiteration of the need for increased student attention to mental health issues, the Social Work
Program developed a new course, SOWK 366 Community Based Mental Health. The Sociology and Social Work and Criminal Justice Department also added a Bachelor of Arts degree option for social work majors as a result of feedback from the Advisory Council. In preparation for the Social Work Education Accreditation Site Visit in spring, 2006, the Social Work Program formed a sub-committee of the Community Advisory Council to review all assessment data and each chapter of the Self-Study. The input of this committee helped the department to identify the strengths of the program and to make plans for addressing challenges.

Attention to the Diversity of Viterbo University Constituencies

To address the small number of male students in the School of Nursing, the university facilitated a benefactor gift from an endowment for a scholarship for male nursing students. The number of male students in the School of Nursing increased from six percent to 10 percent since 2003; however, several factors (as well as the scholarship) contributed to the increase. To increase female enrollment in the sciences, the university awards a STEM grant from the National Science Foundation to encourage the success of women in the sciences. In 2007-2008, 10 female students were enrolled as "CLASS scholars" at Viterbo University with majors in chemistry, biochemistry or biology with a biotechnology certificate. These students met specific criteria for HS GPA, ACT and financial need to qualify for the scholarship. In addition to financial support, the students receive additional services such as math tutoring, career planning and seminars related to science. Of the 10 students initially awarded the scholarship, eight are returning for the 2008-2009 year as science majors. This exceeds the typical retention rate of approximately 60 percent between the first and second year. In 2008-2009, 10 additional class scholars will enroll in the sciences at Viterbo.

The Global Education Office Intercultural Study and Exchange Program provides students opportunities to learn from the university’s diverse constituencies through immersion experiences in different cultures. The Global Rhythms Club provides a vehicle to educate students and celebrate cultural diversity.

Conclusion Core Component 5A

Viterbo University identifies its constituencies. The university listens to its constituencies and engages them in congruence with the mission. This engagement provides the university with a deeper analysis of the needs and expectations of the constituencies. The university responds to those needs as expectations change.
Viterbo University’s commitment to its constituencies is broad-based and deeply rooted in the university mission, the curriculum requirements, the processes, and the words of St. Francis: “It is in giving that we receive.”

Individual departments and programs have their own connections with their constituencies, and they have developed appropriate structures, methods, and resources for interacting and serving them.

**CORE COMPONENT 5B**

Viterbo University has the capacity and commitment to engage with its identified constituencies and communities.

**Engagement with Constituencies**

**Outreach to Prospective College Students**

Viterbo University’s outreach to prospective college students extends beyond recruitment. Various programs demonstrate examples of engagement and service to constituents who may need additional experiences to prepare for college:

- Through the SAL, Viterbo University collaborates with WTC and UW-L to offer the Self Sufficiency Program, a program to prepare low-income parents to be successful in college.
- The Math Department holds regular “Math Nights” at local middle schools.
- The World Languages Department provides tutoring for middle school students in Spanish.
- Viterbo University regularly sponsors visits by authors, scholars, civic servants, and other leaders for regional school groups.
- International students visit area primary and secondary schools to share information of their home countries and cultures.
- The Fine Arts Program provides productions to local school children.
Continuing Education

To serve the continuing educational needs of citizens in the upper Midwest region, Viterbo University has established various outreach programs:

- Viterbo University offers a tuition remission program for employees and their dependents.
- Viterbo University accepts Associate of Arts and Associate of Science degrees from WTC as completion of the general education requirements (except for two additional courses in Religious Studies) toward a Bachelor's degree at Viterbo University.
- Through the SAL, Viterbo University provides a Nursing Degree Completion Program.
- The Viterbo University School of Education maintains Articulation Agreements with WTC. Students who complete the Associate of Applied Science Degree–Early Childhood at WTC, may receive a minor in Early Childhood Education at Viterbo University.
- Viterbo University also collaborates with WTC to prepare technology education teachers for a BS in Technology Education. Education coursework is conducted at Viterbo University and the technology core courses are taught at WTC.
- The Viterbo University Dahl School of Business has formed with Western Technical College an agreement which covers associate degrees in 10 business programs. The program is designed for students who have earned an associate's degree in a business-related field.
- The Viterbo University Natural Science Division maintains pre-health profession Articulation Agreements with Palmer College of Chiropractic, Logan College of Chiropractic Medicine, and Ohio College of Podiatric Medicine which allow a Viterbo University student to transfer three years of prescribed courses at Viterbo University to the participating colleges.
- Viterbo University and the University of Wisconsin-Platteville have an articulation agreement for pre-engineering students.
- Viterbo University also has articulation agreements for BBA degrees with Fox Valley Technical College and Southwestern Technical College.
- In response to the needs of constituents in the Tri-state region, Viterbo University offers a master's degree in education, servant leadership, or nursing at sites in Wisconsin, Iowa and Minnesota.
- Education certification programs are offered in teaching, education administration, director of instruction, reading specialist, early childhood education, and pupil services.
- The World Languages Department accepts "retroactive" Spanish credits for students who study at Viterbo University for more than one semester and who have completed coursework in Spanish.
- Viterbo University recognizes appropriate Advanced Placement and/or International Baccalaureate Diploma Program scores for admission, course credit, and advanced standing or placement.
- The university maintains an articulation agreement with regional high schools to accept appropriate high school credits
- Viterbo University accepts up to 30 credits for prior learning approved through ACE, CLEP, or DANTES.
- The Master of Arts in Servant Leadership accepts portfolio credits for experience from the Diocesan School of Biblical Studies, the Franciscan Spirituality Center.
Spiritual Direction Preparation Program, and the FSH Clinical Pastoral Education (CPE) Program.

- Viterbo University offers several programs in conjunction with the La Crosse Diocese: A Diocesan School of Biblical Studies, A Diocesan Youth Ministry Certificate, and a Pastoral Education Program.
- Any constituent may audit off-campus graduate education classes at Viterbo University for half cost.
- Senior citizens may audit selected courses at no charge on a space-available basis through the Senior Citizen Enrichment Program.
- Viterbo University offers FSPA members in formation tuition-free undergraduate education. The university offers tuition discounts to FSPA employees.
- Viterbo University nursing students perform clinical work at Franciscan Skemp Medical Center and the Gundersen Lutheran Medical Center in La Crosse, and the Mayo Clinic in Rochester, Minnesota, the St. Joseph’s Hospital in Marshfield, Wisconsin, as well as other public health and community-based sites.
- Nursing students in the BSN Completion Program continue to work within their own communities while completing Viterbo University coursework at off-campus sites.
- The Parish Nurse Ministry Resource Center promotes the development of parish nurse programs to meet the health needs of area faith communities and parish nurses.
- Viterbo University collaborates with Wisconsin school districts and the Wisconsin Department of Public Instruction (WDPI) in a Youth Options Program that allows high school students to take college classes at the Viterbo University campus for college credit.
- The Diocesan High School College Credit Program provides Catholic Diocesan high school students an opportunity to receive Viterbo University credits for courses not taught on the university campus.
- The university maintains a cooperative program with the University of Wisconsin-La Crosse which allows students from either school to take courses not offered at the home campus.
- Continuing Education Units may be offered for some workshops without academic credit.
- Participants in various programs (e.g., Ethics Institute, Graduate Education) may receive college credit through additional work coordinated by the program director.
- The university maintains a tuition remission benefit program with St. John’s College at Belize.
- Viterbo University have agreements with WTC and UW-L for ESOL and ESL classes to provide classes and labs on their campuses for Viterbo University students who wish to develop more proficient English skills.

Service: Expertise, Skills, and Time

By sharing its expertise, skills, and time, Viterbo University not only aids its constituencies, but it garners benefits for itself by broadening institutional horizons, gaining insights from others, building networks of clients and colleagues, and generating goodwill that improves the reputation of the university. The Communications and Marketing Office maintains a Speakers Bureau of faculty and administrators which provides the region with professionals with a wide range of expertise for community, club, or organizational gatherings.
Criterion 5
ENGAGEMENT AND SERVICE
Chapter 7

The Viterbo University students have a service component in their graduation requirements derived from the Mission Statement and developed in the Community Involvement Core Ability. Students demonstrate social responsibility by serving their communities.

Service: Professional and Civic Organizations

Faculty, staff, and administrators regularly serve as officers in professional associations and boards. University personnel also serve as site evaluators for program accrediting agencies, e.g., dietetics, nursing, business, as well as the HLC/NCA.

Members of the Viterbo University community hold civic government offices. Many Viterbo University personnel also contribute their skills and expertise in community organizations.

A strong volunteer ethic extends beyond the required service component to permeate the entire university community. Student service promotes and maintains external connections to meet a variety of community needs. The students, along with faculty, administration, and staff, demonstrate admirable activity in the following service program examples:

- A Place of Grace, a Catholic Worker House, was begun by Viterbo University faculty in 1997 as a support site for the homeless and the hungry in La Crosse. Primary support for the house is private donation and volunteer service. In the fall semester, 2007, approximately 100 Viterbo University students provided more than 300 hours of service at a Place of Grace.
- Caring Inc., is a nurse-managed clinic held at the Salvation Army supported by Viterbo University through collaborative partnerships with the La Crosse County Health Department and the La Crosse Salvation Army. The clinic is staffed by Viterbo University dietetics and nursing students, faculty, and public health nurses and provides not only a community-based learning site for all senior Viterbo University nursing students, but also access to health care and assessment for an underserved population of poor and homeless.
- The Viterbo University Nursing and Dietetics departments assist in providing wellness services for the FSPA at St. Rose Convent.
- Campus Ministry coordinates the Franciscan Friends, a one-to-one match between a Viterbo University student and a retired FSPA, to provide inter-generational experiences for both.
- The VISTA/AmeriCorps Office in Campus Ministry coordinates community volunteer opportunities for students.
- At the St. Clare Health Mission, nursing and social work students provide assessment and health care at a local free clinic. Viterbo University nursing students also volunteer health care for the La Crosse County Human Services, Options in Reproductive Care, and Three Rivers Dental Clinic.
- Viterbo University clubs and athletes regularly perform community service. Services include sponsoring an Alcohol Awareness Week, participating in Habitat for Humanity, collecting school supplies for children in Afghanistan, tutoring, organizing panel discussions on sexual assault, and Boy Scout merit badge training. Student athlete community service projects include “Christmas with the V-Hawks,” blood drives, food drives, and a spring T-shirt drive (Exhibit 5.5).
- The university students formed a new club, Student Organization Advocating for Human Rights (SOARH) in 2003, in response to human rights abuses witnessed throughout the world. To enhance human rights awareness, SOARH has
provided the following activities to the La Crosse community: guest speakers from Mexico and Iraq, campus displays and poster presentations on human right abuses around the world, meetings with Amnesty International, peace vigils, films about human rights abuses.

- The Fine Arts Center sponsors numerous programs for the community including the Viterbo University Preparatory School of Music, the After School Arts Program, and Camp Creative.
- The athletic department conducts summer and fall camps for boys and girls in basketball, baseball, softball, volleyball, and soccer.
- Education professors and students collaborate with classroom teachers in regional schools, sharing instruction strategies and tutorial services.

Consulting Services

The D. B. Reinhart Institute for Ethics in Leadership offers various outreach and consulting services: regional workshops for hospitals and school districts, public lectures, publications, radio series, academic programs, symposia, and conferences. The institute serves as a consulting service for academic departments and programs on campus and throughout the business community.

Each academic year, the D. B. Reinhart Institute for Ethics in Leadership collaborates with the Dahl School of Business to offer a series of free lectures by nationally and locally known speakers on a variety of topics related to ethics and leadership in business, health care, science, religion, politics, and technology (Exhibit 5.6).

The Psychology Department offers consulting services on mental health and addictive behaviors, to a variety of social service, law enforcement, Red Cross, and medical institutions throughout the Midwest.

Research Services

According to the 2004-2005 HERI Faculty Survey, more than 57 percent of full time faculty collaborated with the local community in research/teaching. Sixty-two percent of full time faculty used their scholarship to address local community needs.194

Examples of scholarly faculty service include:

- In 2005, students and instructor in Social Work conducted a needs assessment of the Amie L. Mathy Center. The respondents to the assessment indicated a desire for diversity of staff and activities at the center and a desire for educational activities for youth and adults.
- In 2006, the Social Work Program conducted a community research project mapping the assets of the Franciscan-Skemp Hospital and Viterbo University neighborhoods. At a community meeting the residents used the mapped assets to develop a proposal for a community green space that was submitted to the La Crosse City Planning Board.
- Faculty in the Natural Sciences Division work in a joint venture with Allergy Associates to test the levels of specific cytokines in the serum of allergy patients treated with sublingual desensitization protocols. Students in the Natural Sciences Division immunology course participate in the venture by completing

some of the research as a component of their laboratory requirements. Faculty in the Natural Science Division also work with colleagues at UW-L to test fungal extracts for biological activities related to T-cell function.

- As Viterbo University faculty complete doctoral programs, their research adds to the body of knowledge in medicine, science, education, and business. This research leads to serving constituents throughout the region and the world. Scholarly work shared with the larger community include studies on institutional assessment practices, comparative studies on U.S. and international nursing practices, studies on impact of short-term immersion experiences, studies on factors that correlate to burnout in information technology workers, studies of strategies for healthcare professionals to enhance communication skills with critically ill patients, and studies to improve the quality of care provided to dying veterans.

Service: Cultural, Entertainment, and Sports Programming

The public is invited to a rich variety of cultural and entertainment options organized by the Fine Arts Center, the School of Fine Arts and other units on campus. The **Bright Star Season**, **NexStar Season**, and **Ronald McDonald Arts for Young America** are housed in the Fine Arts Center and are available to the public (Exhibit 5.7). Other art programs available to the public are the La Crosse Symphony Orchestra, the La Crosse Girls’ Choir, the La Crosse Boys’ Choir, La Croix Black Box Theatre productions, and exhibits at the Fine Arts Center Gallery. Music, Music Theatre, and Theatre senior capstone performances (music recitals, one-act plays) are free and open to the family and public.

The D. B. Reinhart Institute for Ethics in Leadership and the Wisconsin Public Radio (88.9 FM WLSU) produce the “Day to Day Ethics Radio Series,” radio interviews with scholars and experts in social ethics.

The Viterbo University fields **National Association of Intercollegiate Athletics** (NAIA) teams in five men’s sports and six women’s sports. All competitions are open to the public. The Amie L. Mathy Center is a site for local recreational and sporting events.

These cultural, entertainment, and sports events provide valuable opportunities for the Coulee Region citizens whose nearest large cities (Chicago, Milwaukee, and Minneapolis-St. Paul) are three or more hours away.

Facilities

Viterbo University provides important facilities for the Coulee Region: The Fine Arts Center, the Amie L. Mathy Center, and the D. B. and Marge Reinhart Center are used extensively by many members of the community. The Todd Wehr Memorial Library has agreements with Libraries Very Interested in Sharing (LVIS) and Wisconsin Inter-library Service (WILS) to offer “no-charge” resource sharing. The campus itself (including the pedestrian mall and the Assisi Courtyard) located in the center of a slightly depressed area of La Crosse, serves as a site for evening walks for the university’s neighbors. The Courtyard also is used by the community for events including the Chileda Fish Boil to 2008, St. Francis Festival, Storytellers Guild, concerts, and reunions. The San Damiano Chapel provides Sunday services for
students and the public. The chapel is also used for public convocations, concerts, family celebrations, and memorial services.

Viterbo University is a customer of the FSPA Steam Plant and participates in group-sponsored institutions that purchase lines of insurances and employee benefit plans. The FSPA and Viterbo University cooperate on neighborhood security, disaster plans, and parking and is actively involved in the Washburn Neighborhood Group meetings.

Resources for K-12 Education

In 2006-2007, the Fine Arts Center hosted more than 20,000 elementary through high school students at productions at Viterbo University. Through the Ronald McDonald Arts for Young America, area students are invited to attend professional productions, and performance study guides are provided to teachers. The Ronald McDonald Arts for Young America: Family Series invites family members to accompany students to four professional productions. Music education faculty provide assistance to music teachers and school music programs by serving as adjudicators in regional competitions, providing general conducting and show choir workshops at state schools, and allowing public school students to act as "guest conductors" at school concerts. Music education majors teach music classes at the Southside Neighborhood Center, and they also direct the Riverfront Singers. For 13 years, Viterbo University has hosted Camp Creative: a music, theatre, and visual art camp for five to 11-year-old students. The Viterbo University show choir, Platinum Edition, has sponsored "Viterbo 101," a Midwest Show Choir competition that involves approximately 15 schools each year. The Platinum Edition also helps to teach area students (Coulee Kids) to prepare to perform in their annual shows.

The School of Education collaborates with Hamilton Elementary School in La Crosse and other area schools in a Cooperative Education Services Association (CESA) project to share expertise and experience (among Viterbo University students and faculty and public school teachers) to intensify parent involvement in classrooms. Hamilton teachers may receive one graduate credit for participating in the discussion sessions and completing an action plan.

Student teachers and nursing students provide valuable services to local schools and health care institutions during clinical practices. Viterbo University Nutrition/Dietetics intern students teach nutrition classes for patients and their families who are recovering from heart surgery, conduct health screenings at area churches, evaluate the sanitation and safety practices in an elementary school’s kitchen and the nutritional status of renal dialysis patients; plan, market, and implement a nutrition badge for area girl scouts, provide the nutrition expertise in a care planning meeting for nursing home residents with Alzheimer’s disease, and conduct plate waste studies in an elementary school’s breakfast program.

School of Education faculty serve as consultants for school district committees researching the practicability of preschool programs for four-year-old students. The School of Education faculty also serve as consultants on other district committees to consider professional development options for preschool teachers. As a result of the consultation and research, two additional Viterbo University courses were developed to deal with early education issues.

Beginning in the fall, 2006, the Natural Sciences Division sponsored a Forensics Workshop for area high school science students. Students learned and applied
scientific and medical strategies (blood typing, bone analysis, chemical analysis, lipstick chromatography) to solve hypothetical scenarios. All 80 participants praised the workshop’s organization and all agreed or strongly agreed that they learned from participating in the event. The Natural Sciences Division also provides laboratory experiences for area middle and high schools students throughout the school year.

The Goals 2000 Grant builds long-term relationships with teachers and administrators of targeted schools, and the ESEA Planning Grant explores program effectiveness to determine recommendations for education program direction.

Service to Parents and Families

Viterbo University offers numerous services to the students' families. Many parents and family members take advantage of informational presentations planned for them during the full-day summer advising and registration program required of incoming freshman students. Families also participate in the first day of a three-day fall orientation program where the Welcome Picnic, Welcome and Blessing Ceremony, display tables and “Ultimate Road Trip – Campus to Career” presentation all draw large numbers of family participants.

Campus Activities plans annually a Family Day as an autumn weekend activity. The event was recently coupled with Historic Downtown La Crosse Days to provide students and families with more entertainment and a better understanding of what the community has to offer. Residence Hall Council coordinates Little Sibs Weekend during the winter semester to provide an opportunity for younger brothers and sisters to join with students for a weekend of fun.

A Families' Web Page provides families with links to essential campus information. Family members frequently collaborate with staff members in the Business Office, Advising, Campus Ministry, Counseling Services, Financial Aid, the Learning Center, Residence Life and Student Development to help ensure student success. The Admission nurtures the notion of families as partners in student learning and success by requesting that families of prospective students provide an email address. Each month, the family member receives an Admissions ENEWS letter. The email address is also used after a telephone call for discussion of the financial aid offered to the student.

The School of Adult Learning considers work and family demands by scheduling classes online, one day per week, in the evenings and/or on weekends. The flexibility afforded to students through the School of Adult Learning affords students an opportunity to obtain an education that might not otherwise be available.

Service to Alumni

The Viterbo University Alumni Association fosters a lifetime commitment to the university. The association serves graduates in a variety of ways: an online directory, discounts at the university bookstore, auditing opportunities, use of the Mathy Center, discount tickets for Fine Arts Center productions, access to the Todd Wehr Memorial Library and the university computer services. The association maintains contact with alumni through Strides, flyers, email, and phone calls. A recent survey of Strides revealed that the alumni readership was satisfied with the magazine. The Alumni Association enables graduates to contribute to the education of current students.
Students who apply to Viterbo University receive a $25 application fee waiver if they are referred by a Viterbo University alumnus (Exhibit 5.8).

**Career Services** offers free extensive employment, planning, mentoring, and counseling services upon request to Viterbo University alumni. The Career Services Office also provides alumni workshops on interview strategies, resumes, and Internet job searches.

**Conclusion Core Component 5B**

Viterbo University’s strong commitment to engage with its constituencies flows from the institution’s Franciscan heritage. The university’s capacity to serve its constituencies continues to grow as the university fulfills its mission to prepare students for faithful service and ethical leadership.

The D. B. Reinhart Institute for Ethics in Leadership, the graduate programs, the School of Adult Learning, and Campus Ministry are exemplary in their commitment and capacity to engage with the university’s constituencies. Programs offered by various disciplines within the schools prepare students to engage with constituencies at a high level.
Viterbo University provides opportunities for dialogue among its constituencies, and responds to the individual units with a sincere attempt to satisfy the community's needs. University students fulfill the institution's mission to prepare for leadership and service rooted in the values of human dignity and respect for the world.

CORE COMPONENT 5C
Viterbo University demonstrates responsiveness to the constituencies that depend on it for service.

Responsiveness to Constituencies

Methods of Serving Internal Constituencies

Viterbo University prepares students for leadership and service through a variety of methods and programs. The university curriculum embeds engagement and service in the students’ learning. Faculty, across a broad range of disciplines, integrate service to the community within their courses and create mutually beneficial community partnerships. Integration of service in the curriculum involves action research and the rigorous investigation of how the university community can effect change as a result of mutual, integrated efforts.

The number of enrichment and educational programs at the new Amie L. Mathy Center demonstrate the commitment shaped by a mission of service and respect for human dignity:

- In the 3M project, Viterbo University students mentor neighborhood teens in an eight-week collaboration that leads to an exchange art portfolio and art exhibit conducted at the Amie L. Mathy Boys and Girls Center.
- The 3M project also includes workshops for children on “Creative Ways of Thinking” provided by the Viterbo University Philosophy and Psychology Departments and seminars on “Healthy Snacking Habits” conducted by students in the Nutrition and Dietetics Department.
- The Religious Studies Department provides Servant Leadership education for patrons of the Amie L. Mathy Center, and the Nursing Department students lead after-school games and activities.
- Middle school and high school boys and girls participate in an indoor soccer league.
• Elementary through high school boys and girls participate in basketball and volleyball camps and leagues.

Academic Responses to Constituencies

• Viterbo University provides students financial aid on a need-based and merit-based basis. Even though the university also offers many scholarships in several areas, the 2006 Noel-Levitz SSI identifies two institutional concerns for Viterbo University. University students place high importance in the availability of adequate financial aid and the announcement of financial aid awards in a timely fashion. Both items in the survey showed low student satisfaction.\textsuperscript{195}

• Viterbo University has an appropriate transfer credit policy. Credits for letter-graded courses earned at regionally accredited institutions will transfer to Viterbo University.\textsuperscript{196}

• In 2006, Social Work senior students completed a needs assessment of the Washburn and Hood-Powell neighborhoods near Viterbo University. The students used a collaborative approach to learn from residents how the new Amie L. Mathy Center could serve the neighborhood residents, especially teenagers. The results of the study were presented to the Viterbo University faculty and to the Viterbo University Board of Trustees (Exhibit 5.9). The Amie L. Mathy Center Director used the needs assessment result to initiate a number of community activities. Viterbo University students serve as coaches, mentors, and coordinators.

• The Viterbo University School of Nursing Basic Parish Nurse Preparation Program prepares nurses to serve as a Parish Nurse. The Parish Nurse Preparation courses may be taken for university credit or continuing education units.

• The Viterbo University Art Department partners with the community in numerous projects in response to constituents’ needs: The 3M Vision Grant for Teens, the Visual Arts Classic, arts programming for the Boys and Girls Club, the Viterbo After School Art Workshop, the Visiting Artists (students and faculty) Program to Local Schools, community murals and other public art, volunteer program for The Pump House Regional Art Center, the Southside Neighborhood Center Art Drawing Class, and Art Sales for Community Organizations Program.

• The Dahl School of Business conducts Junior Achievement sessions in elementary classrooms and Junior Achievement challenges in the secondary classrooms to promote economic literacy.

• The Dahl School of Business Students in Free Enterprise (SIFE) educate the community by offering free computer training, visiting local middle school and high school students to speak about business and finance, hosting professional credit counseling seminars for college students, and training local Boy Scout troops to help them earn the computer skills badge. The club has conducted several successful fundraising projects and organizes an annual “Angel Tree” project to distribute Christmas present donations through the Salvation Army.

• The Education Club provides outreach activities for its members, the community and the Viterbo campus to respond to its constituencies’ needs: Outreach to Teach, Read Across America and Safe Trick or Treat.

• The Bio/Chem/Environmental Club provides students opportunities to engage in community service with a bi-annual highway clean-up project and many other

\textsuperscript{195} Noël-Levitz Student Satisfaction Inventory, 2006, items 17, 12

\textsuperscript{196} Viterbo University Undergraduate Catalog, 2007-2009. La Crosse: Viterbo University, 2007, 8.
projects including “Banish the Buckthorn” conducted annually at the Villa St. Joseph.

- The Leave Your Neighborhood Changed Club (LYNC) promotes fellowship, leadership, service, and a lifelong commitment to serving the community. Members have volunteered for community organizations such as the Ronald McDonald House and Habitat for Humanity.
- The Spanish Club hosts campus cultural events (including a Spanish film series) that are open to the public and teaches Spanish to area children.
- The Student Organization for Advocating Human Rights (SOAHR) Club advocates for human rights such as Amnesty International. SOAHR members educate the campus and community on human rights and fostering world unity and respect through social action.
- The Student Alumni Ambassadors enhance involvement between Viterbo alumni and students. Members coordinate service projects that benefit students and alumni and foster a positive relationship between alumni and the campus.
- The Viterbo Student Nurses Association (VSNA) offers student mentoring and service opportunities such as Relay for Life, blood drives, and internship fairs.
- Connect Club delivers health messages to the campus and La Crosse communities, emphasizing alcohol and drug awareness. The college students serve as peer educators in abuse prevention workshops, publication of non-alcohol activities in La Crosse, conducting prevention sessions about topics such as peer pressure to community youth groups, Trick or treating for food products for local food pantries, and attending meetings with La Crosse community leaders to address alcohol and drug issues affecting the community.
- In the spring of 1995, Viterbo University initiated the Volunteer Recognition evening for area colleges and high schools.
- The Self-Sufficiency Program (SSP), a collaborative effort by Viterbo University, UW-L, and WTC, and an advisory board of community members, extends the availability of higher education to low income parents by preparing them to be successful in college. Students in the program develop critical reading, writing and thinking skills and investigate college studies through short, skill-building courses in math, writing, and computer technology. Graduates of the program may attend UW-L, WTC, or Viterbo University. Since 2005, more than 10 SSP graduates have enrolled in degree-seeking programs at Viterbo University.

Student Development Office Responses to Constituencies

Campus Activities and Orientation

Incoming freshman students start the weekend before all other students. The three-day orientation experience includes a family welcome picnic, an opening prayer and blessing service, academic and career tips, presentations on limiting alcohol consumption and preventing violence, dinner with the faculty, a community service experience, socials and entertainment. The Coordinator of Campus Activities and Orientation also plans a winter orientation program, Family Day, Healthy Living Week, World View Week, Homecoming Week, Friday and Saturday VU After Dark Weekend Late Night activities, and the annual Student Leadership Recognition Banquet. The coordinator serves as the advisor to the Student Activities Board, a group that offers regular Pla-Mor Bowling Nights and Movie Nights at the Rivoli Theatre. For leadership learning, the coordinator offers a one-credit course, an annual conference, and monthly Club President’s Roundtable discussions.

The 2006 Noel-Levitz SSI indicates that Viterbo University students believe that they may easily get involved in campus organizations. Students age 25 and above are
satisfied with the number of college weekend activities, but students age 19 to 24 are not satisfied that the student center is a comfortable place, and the same students are not satisfied with the number of weekend college activities.\textsuperscript{197} As a result of the SSI Survey, the SGA and the Residence Life Coordinators solicited input from students and developed strategies to address these concerns including more weekend activities and social organizations. Approximately 30 student organizations registered with Campus Activities provide real life lessons in requesting funds, budgeting, promotion and event planning: Alliance for Environmental Change Today (AFECT), Beta Beta Beta National Biological Honor Society (Tri-Beta), BioChem/Environmental Club, College Democrats, Connect Club, Criminal Justice / Sociology Club, Dance Team, Education Club, English Club, Global Rhythms, Leave Your Neighborhood Changed (LYNC), MugShots Coffeehouse, Outdoor Adventures Club, Philosophy Club, Psychology Club, Residence Hall Council, Rugby Club, Social Work Club, Spanish Club, Student Alumni Ambassadors, Student Athletic Advisory Board, Student Activities Board, Students for the Awareness of Sexual Assault (SASA), Student Dietetics Association, Student Government Association, SIFE, Student Organization Advocating for Human Rights (SOAHR), Student Theatre Arts Representatives (STAR), V-Hawk Cheer Squad and the Viterbo Student Nurses Association. There are two student publications for students interested in writing, reporting or design: \textit{Lumen}, the campus newspaper; \textit{Touchstone} the literary and art magazine.

**Dining Services**

The cafeteria, Crossroads Grill and Snack Shop, and Franny’s Cyber Café provide venues for dining and interaction on campus. In addition, student staff members and student managers working in Dining Services enjoy learning food preparation and kitchen management skills. Students also serve on the Dining Services committee and plan special meals and contests with the ARAMARK Staff.

**Intercollegiate Athletics**

Viterbo University competes in the National Association of Intercollegiate Athletics (NAIA) Midwest Collegiate Conference. The university offers eleven intercollegiate athletic sports: men’s baseball, men’s and women’s basketball, men’s and women’s cross country, men’s and women’s golf, men’s and women’s soccer, women’s softball and women’s volleyball. More than 150 students are engaged annually in physical activity through the intercollegiate athletic program.

These athletic teams participate in approximately 225 competitions annually that provide an opportunity for student athletes to learn the physical skills associated with the sport. In addition, Viterbo athletic teams are required to participate in at least two community service projects annually. The Student Athletics Advisory Committee is responsible for advocating for student athletes and promoting campus pride and spirit. Athletic competitions provide spectator opportunities and a stage for the Dance Team, Cheer Squad, and Pep Band.

**Health Services**

Viterbo University Health Services includes consultation, medical treatment, medications, health education, referral services, and information on diseases and public health issues. The Health Services Nurse is a licensed registered nurse with

\textsuperscript{197}Noel-Levitz \textit{Student Satisfaction Inventory}, 2006, items 42, 52.
an extensive background in public health. Hours available to visit with the Nurse and Educator have doubled in recent years. The Health Services Nurse serves as the advisor to the Connect Club, a group of peer educators advocating healthy living and low risk alcohol consumption. The Nurse and Educator works in conjunction with the Director of Counseling to plan a monthly Lunch ‘N’ Learn program featuring timely health topics and a low calorie lunch. The educators have been successful in securing funding for the annual Community Health Fair open to campus and community members.

**Recreational Sports**

Viterbo University established an informal partnership with WTC in 1998 to enhance programming and intramural competition. A similar partnership with the UW-L provides interns and graduate assistants for personal training, fitness programs, the Wellness Challenge, the Cardio Challenge, nutrition seminars and blood pressure screenings. A team of well-trained Viterbo student employees operate the front desk and the fitness center.

The Amie L. Mathy Center is open long hours during the fall and spring semesters. The Center accommodated more than 40,000 visits by students, faculty, staff and neighbors in its first year of operation. Viterbo University provides many inter- and intramural programs as well as individual recreation and health activities at the Amie L. Mathy Center.

**Residence Life**

Viterbo University students reported in the 2006 Noel-Levitz SSI three areas of concern with Residence Life: living conditions in the residence halls, adequate selection of food in the cafeteria, and reasonable residence hall regulations. Viterbo University has taken measures to address these concerns. The Hawk’s Nest, Mug Shots Coffeehouse, cafeteria, Crossroads Grill, the floor lounges, the Student Union and the Mathy Center provide space for socializing in and around the apartments and residence halls, viewing television, playing games and engaging in recreational activities. Theme houses offer opportunities for students with common interests to live and work on projects together. The programs offered in housing facilities include those planned by the Resident Assistants, the Residence Hall Council, the Student Activities Board and the Student Assistants who coordinate many of the **VU After Dark** weekend late night programs.

Sixteen students serve as Resident Assistants in the apartments and residence halls. These students undergo three weeks of intensive training – two in the summer and one over winter break. The Resident Assistants and the Residence Hall Association work together to voice and resolve concerns affecting students living on campus. One of the Community Coordinators serves as the advisor to the Residence Hall Council. The Director of Residence Life advises the staff of Mug Shots Coffeehouse.

**Viterbo University Partnerships and Contractual Arrangements with External Constituencies**

Viterbo University has entered into a number of partnerships and agreements with external constituencies to fulfill its responsibilities.

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198Noel Levitz *Student Satisfaction Inventory*, 2006, items 23, 38, 40.
Viterbo University is sponsored by the FSPA, and it abides by the Articles of Incorporation which identifies Viterbo University as a Catholic institution which follows the laws of the Catholic Church. The university implements the FSPA mission document “We Are Called,” as it participates in the teaching mission of the Catholic Church (Exhibit 5.10). The corporate members, through the FSPA Leadership Team, receive regular institutional reports to monitor how Viterbo University implements the FSPA mission and values.

Viterbo University maintains a membership in WAICU, HLC/NCA, AFCU, NAIA, CHE, ACPA, AIR, NACUBO, WACRAO, WASFAA, NAICU, and other regional and national higher education professional organizations (Exhibit 5.10).

The Todd Wehr Memorial Library shares resources through the Libraries Very Interested in Sharing (LVIS) to fill patron library requests.

The “Viterbo University and Boys and Girls Club Shared Use Agreement” outlines permitted uses, use guidelines, and other administrative policies for external users of the center.\textsuperscript{199}

Viterbo University has license agreements with the following performing rights organizations: American Society of Composers, Authors, and Publishers (ASCAP), Broadcast Music, Inc. (BM), and the Society of European Stage Authors and Composers (SESAC). In accordance with contract stipulations, the university submits copies of the music programs quarterly. For works that are not in the public domain, the Theatre Department obtains performance rights from Samuel French, Inc.; Dramatists Play Service, Inc., and others.

Viterbo University maintains partnership contractual agreements with UW-L and WTC for academic programs and recreational programs (Exhibit 5.11).

The university’s investment policy mandates that the “investment advisor will not invest in any companies whose goals and objectives are contrary to the social, educational, and ethical goals of Viterbo University” (Exhibit 5.12).

The School of Nursing maintains appropriate agreements with organizations and institutions (Franciscan Skemp Healthcare, Gundersen Lutheran Hospital, St. Clare Health Mission, Salvation Army) that give nursing students clinical experience (Exhibit 5.13).

The School of Education, the School of Adult Learning, and the Master of Arts in Servant Leadership, maintain appropriate agreements with school districts, businesses, and organizations in Wisconsin, Iowa, and Minnesota to use space for their off-campus programs.

Viterbo University maintains appropriate documents that disclose the terms of payment of promissory notes as required by law.

Viterbo University is in compliance with the norms of \textit{Ex Corde Ecclesiae} as required by the Catholic Church from the university President and those university professors who teach Catholic theology (Exhibit 5.14).

The Viterbo University Business Office maintains appropriate documents required by law disclosing terms of payment of promissory notes.

The Residence Life Office maintains all student housing contracts and agreements.

Post-Secondary Articulation Agreement between Viterbo University, La Crosse Wisconsin and St. John’s College Junior College, Belize City, Belize.

Agreement for the Exchange of Faculty Between Viterbo University and St. John’s Junior College, Belize City, Belize.

Academic Cooperation and Exchange Agreement between Henan University of Science and Technology in China and Viterbo University.

\textsuperscript{199}Amie L. Mathy Center Administrative Handbook.
• Agreement Between Viterbo University and Kagoshima Immaculate Heart University in Japan.
• Agreement of Exchange Between Viterbo University School of Nursing, La Crosse, and Universidad Metropolitana School of Health Sciences, Department of Nursing, San Juan, Puerto Rico.

**Building Bridges in the Greater Community**

Viterbo University has extended engagement and service with its constituencies in the Tri-state region. These services include programs offered to neighborhood children at the Mathy Center, the FAC, and the university athletics complex; and food and companionship offered to the poor and hungry in La Crosse at A Place of Grace. Viterbo University participates in various neighborhood projects, e.g., bread distribution, neighborhood picnic, with Aquinas Middle School and High School, Chileda, and Franciscan Skemp Health Care.

Viterbo University awards four $2,500 scholarships to minority students considering careers in Education, Nursing, Dietetics, and Social Work.

In 2001, Viterbo University received a $100,000 grant from the William Randolph Hearst Foundation to endow a new scholarship for first-generation college students. In 2006, the university established the William J. and Donna Medland Scholarship of $400,000. Based on an estimated average rate of return, the fund will provide more than $20,000 in scholarship money to benefit first-generation college students.

Since 1998, the university has enhanced the range of its commitment to education and service by increasing the programs and projects that serve an increasingly diverse population. The Global Education Program facilitates a faculty exchange program with St. John’s College in Belize City, Belize and other Belizean organizations to support the study of ecology and public health nursing. The university has also consulted with St. John’s College in the construction of a new science building at the Jesuit two-year college and provided faculty development training in active learning strategies.

On several occasions Viterbo University has hosted a delegation of faculty from the Luoyang Institute of Technology in Luoyang, China, and has sent a delegation of students, faculty, and administrators to China as part of a short-term study course. Viterbo University faculty have taught courses of study at the Luoyang Institute of Technology.

The FSPA partners with the Viterbo University Spanish students to provide a 10-day cultural immersion experience in Mexico. Viterbo University students have participated in Global Awareness through Education (GATE) since 1993. Other Viterbo University students and staff and UW-L students participate annually in a Mexico City/Chiapas project. One Viterbo University student spent 10 weeks in El Salvador to work with an organization that provides health support to women and children.

Viterbo University nursing students have served internships in Belize, Cameroon, and Japan.

In response to an increase in the Spanish-speaking population in the region, Viterbo University (with the aid of a $151,941 Title VI Grant) initiated a Latin American Studies program in 2006. The Latin American Studies Minor emphasizes historical, political, and cultural sensitivity toward the peoples of Latin America. University
faculty have attended appropriate seminars, visited schools in South America, and prepared courses for the minor in a variety of disciplines. Students are placed in situated learning contexts through course activities, community partnerships in the tri-state area, and study abroad and exchange programs in Latin American countries.

The Mission Statement, 2003-2008 identifies the university as an ecumenical university which attempts to accommodate the needs of community residents of every religious belief. Ecumenical services are offered at the San Damiano Chapel. Msgr. Bernard McGarty, Visiting Scholar in Ecumenical Studies, invites scholars and leaders from various religious denominations and philosophies to the campus.

The Diocese School of Biblical Studies, coordinated by the Viterbo University Director of the Servant Leadership Program, provides religious instruction to persons of any faith.

Viterbo University has made concerted efforts to create an accessible university community where students with documented disabilities have a reasonable opportunity to participate fully in all aspects of the educational experience. Through partnership with students, faculty, administration and staff, the university promotes students’ independence and recognition of a student's ability, not disability. The university provides “signers” for students for the hearing impaired and a Braille machine for the visually impaired. Through the Learning Center, the university provides testing accommodations, study skills and learning strategies.

**Students’ Responses to External Local Constituencies’ Needs**

- One-third of all Viterbo University nursing graduates live and work within a 50-mile radius of La Crosse, Wisconsin. The university nursing students conduct health care projects such as Caring, Inc., and the St. Clare Health Mission in La Crosse. These projects demonstrate the university’s commitment to a student-centered, values-based curriculum that builds and maintains a responsible citizenry that is sensitive to human diversity and respectful of the human condition.

- The Viterbo University Environmental Studies program sponsored with the Viterbo University Biology-Chemistry-Environmental Club, Clean Energy Club, Sierra Club Coulee Region Group, and the La Crosse Earth Week Committee celebrate Earth Week at Viterbo University with environmental speakers and presentations on sustainable communities.

- Social Work students in community programs assist vulnerable populations.

- The Viterbo University SGA, in cooperation with the student governments at UW-L and WTC, worked with the La Crosse City Council to address safety issues in the Riverside Park. Student volunteers from each institution began patrolling the park weekend evenings in the fall, 2006.

**Conclusion Core Component 5C**

Viterbo University listens to the voices of its internal and external constituencies. The university’s academic, support, and enrichment programs contribute significantly to the personal, social, intellectual, and civic development of students. The university is increasingly becoming recognized as a regional resource for intellectual, recreational, social, and spiritual engagement. Because serving others is a part of the mission and flows from the Franciscan tradition, and because service is a component of every student’s program, the students’ educational experiences transcend the purely academic practice.
The Franciscan Sisters are recognized as one of the region’s greatest resources in education, medicine, leadership, and spirituality. Viterbo University follows this tradition and is recognized as an invaluable resource in education, performing arts, leadership training, and health care.

Viterbo University’s programs, personnel, and offices assess their engagement and service with their constituencies in ways that enable them to cite specific evidence that their engagement and service are valued.

Indicators that External Constituencies Value Viterbo University

Viterbo University’s programs connected with external constituencies are valued as demonstrated in numerous ways.

Increased Participation

- The Associate Degree Collaboration Program with WTC has seen an increase from 21 students in 2004 to 56 students in 2007.
- Student and community attendance at performing arts events has increased substantially in recent years as evidenced by university box office data and informal observations of audience size for non-ticketed events.
- The D.B. Reinhart Institute for Ethics in Leadership began in 1999 with an evening public lecture series. In 2007-2008, the Institute calendar of events has expanded to more than a dozen distinct programs (conferences, workshops, forums, public book talks, scholarship study groups) and serves regional, national, and international audiences.
- Area public school principals complete performance reports of first and third-year Viterbo University graduates at their respective schools. These reports (along with student teacher evaluations and field experiences) indicate a high degree of satisfaction with the education students’ teaching foundation, and are used in curricula changes in education NCATE.
- The Post-Baccalaureate Teacher Licensure Program has maintained an enrollment of 22 to 30 students since it began in 2003.
Criterion 5  
ENGAGEMENT AND SERVICE

Chapter 7

- All Viterbo University Graduate Programs have increased in enrollment and scope of study since their inception.

Recognition of Excellence

Community recognition of excellence is another indicator of the value the constituents place upon Viterbo University services. Viterbo University has received the following recognitions:

- Iverson-Freking Ecumenical Award, 2003
- La Crosse Area Development Corporation Triangle of Achievement Award, 2004
- Chamber of Commerce Community Service Award, 2005

Former President William J. Medland received the following awards:

- La Crosse Tribune Person of the Year, 2003
- Boys and Girls Clubs National Man and Youth Award, 2005
- La Crosse Tribune Extra Effort/William Medland Scholarships, 2005
- Pope John XXIII Award, 2006

Increased Giving

External Constituents express their appreciation for Viterbo University services of time, talents and treasure.

- Members of the Board of Trustees demonstrate their value of the institution through consistent contributions of finance, time, and expertise.
- In 2006-2007 the Board of Trustees established the Trustees' Annual Opportunity Fund to support new ventures, entrepreneurial initiatives, seed money for innovation, and risk capital to advance the priorities of the university’s Strategic Plan. In 2006-2007 the fund was $320,652; in 2007-2008 the fund was $229,891.
- As the Corporate Member of Viterbo University, the FSPA continues sponsorship of the university, and acts in a mutual teaching and serving relationship with the university to expand the mission of the Catholic Church in the public arena. The FSPA demonstrate their appreciation for the university by participating actively on boards and in the numerous campus programs, events, activities, and generous financial support.
- Benefactors show the value of Viterbo University with support of the university through endowments, gifts, scholarships. Viterbo University students received more than $350,000 in 2006-07 from benefactors that did not include scholarship money from outside organizations. These gifts continue the tradition of providing students with a quality education that prepares them for a life of leadership and service, rooted in the values of human dignity and respect for the world. Many endowed scholarships are named for former Viterbo University personnel.
- In the last 10 years, the Alumni Giving has doubled from $140,000 in 1999 to $281,000 in 2006.
- Gift Income has increased from $3 million to $6.5 million since 1999.
- Parents’ Donations (primarily through the annual phonathon) has increased from $38,000 in 1999 to $295,000 in 2006.
- The endowment has increased to $24 million in 2007 from $7.6 million in 1998.
Internal Constituencies Value Viterbo University

Students

Viterbo University students report in a variety of ways they value the education and service afforded them:

- The 2006 Noel-Levitz SSI demonstrates the students’ high satisfaction with the competency of the health services staff.\footnote{Noel-Levitz, Student Satisfaction Inventory, 2006, item 15.}
- The 2004-2005 HERI Faculty Survey demonstrates that more than 89 percent of all faculty spend four to eight hours per week advising and counseling students.\footnote{HERI, Faculty Survey, 2004-2005, 8.} The Assistant Academic Vice President conducts an internal Academic Advising Perception Inventory (AAPI) tri-annually. The 2006 AAPI confirms with a 4.65 of 5.0 score that advisors are accessible to students through regular office hours or by individual appointment. The 2007 NSSE Survey supports the AAPI data; Viterbo University students value the quality of academic advising at a higher degree than other NSSE participants, 3.26 to 2.99.\footnote{National Survey Student Engagement, 2007, 8.} The Academic Advising Committee honors one faculty with an Advisor of the Year award who demonstrates exceptional ability to engage in developmental advising of students (Exhibit 5.15).
- Viterbo University students consistently report that they are very satisfied with their entire educational experience, and would choose Viterbo University if they were to begin again their higher education experience.\footnote{National Survey Student Engagement, 2007, 8.} The university’s NSSE scores were significantly higher in both categories than the scores from other participating institutions. Annual course evaluations confirm the students’ satisfaction with their educational experience (Exhibit 5.16).
- Ninety-nine percent of Viterbo University students find employment or continue their education after graduation. Nearly 80 percent of Viterbo University graduates are employed in their primary field of study (Exhibit 5.17).
- Surveyed graduate students in all of the Viterbo University master’s programs indicate high satisfaction with the quality of instruction, the content, the flexibility of the programs, the values-based curriculum, and the student-centered focus of the instructors (Exhibit 5.18).
- Students and parents who participated in the STAR Program reported high satisfaction with the orientation program (Exhibit 5.19).

Personnel

Viterbo University employees value the benefits provided to them.

- All employees (and dependent children) are eligible for undergraduate tuition remission.
- University personnel who enroll in any master’s program receive a 50 percent tuition discount.
- All employees’ dependent children are eligible to participate in a tuition exchange program with consortium members of the Council of Independent Colleges, Tuition Exchange, Inc., or the Catholic College Cooperative Tuition Exchange Program.
Criterion 5  ENGAGEMENT AND SERVICE
Chapter 7

- All employees are eligible for discount tickets to Fine Arts productions on campus.
- Employees have unlimited access to all university facilities (track, training room, weight machines, locker rooms, basketball courts) at the Amie L. Mathy Center.
- Employees have access to the student dining facilities at minimal cost.
- All employees are afforded free access to all regular season league athletic events.
- The Hospitality Committee organizes social gatherings for university employees.
- The President’s Recognition Committee identifies and awards employees for exemplary service.
- An internal survey indicates that employees use the weekly publication (Connections) as a means of communicating campus events, accomplishments, and personalities.
- In 2007, all staff and administration received an annual five-day paid holiday between Christmas and New Year’s.
- The 2004-2005 HERI Faculty Survey indicates a high level of faculty satisfaction with their work at Viterbo University. Sixty-five percent of all faculty experience joy in their work, and more than 70 percent believe that work at Viterbo University adds meaning to their life. A majority of the faculty (92 percent) believe that their teaching is valued by the institution, and a very small number of faculty (3.3 percent) report that the faculty and administration are “typically at odds.” Eighty-three percent of the surveyed faculty report that they feel “very much” or “somewhat” supported by the Viterbo University administration. Twenty-four Seven-eight percent of the faculty are satisfied with their job, and the same percent would begin again a career in college teaching if given the choice.
- In an internal survey of administrative services, Viterbo University personnel reported that they were very satisfied with the overall services provided by administrative services.

Conclusion Core Component 5D

Viterbo University’s commitment to engagement and service with its internal and external constituencies is widespread and involves many university individuals, organizations, and programs. Viterbo University enjoys a steady increase in support of and participation in its academic, athletic, and cultural programs, the use of its facilities, and the sharing of the expertise of its personnel.

Major Strengths Criterion Five: Engagement and Service

1. Viterbo University engages to a high degree with its constituencies congruent with the institution’s Franciscan heritage and the mission. Service is a component of every undergraduate student’s academic program.
2. The Student Development Office and Campus Ministry Office contribute to the personal, social, and civic development of the students and community.
3. The university provides its constituencies multiple opportunities to participate in academic and cultural programming, to use campus resources, and to share in the expertise of its personnel.
4. Engagement and service are valued by the university personnel and the university’s constituencies.

\[204^2\text{2004-2005 Faculty Survey. Institutional Research and Assessment.}\]
\[205^2\text{2004-2005 HERI Faculty Survey.}\]
\[206^2\text{Administrative Survey}\]
Major Challenges Criterion Five: Engagement and Service

1. Approximately 60 percent of Viterbo University’s first-year students are first generation college students. The university is challenged to provide adequate support to these students and their parents.

2. As the population of minority groups in the region increases, Viterbo University is challenged to respond to their higher education needs.

Recommendations Criterion Five: Engagement and Service

1. It is recommended that the university explore increased means of assisting first generation students and their families in the students’ success in higher education.
   - *University of Opportunity: Hope and Help, 2008-2013, Strategic Priority: Enrollment Growth*

2. It is recommended that the university conduct a study of diverse populations in the region to assess their higher education needs and the institution’s resources and capacity to respond to those needs.
   - *University of Opportunity: Hope and Help, 2008-2013, Strategic Priority: Affordability, Access, Success*
Aided by the self-study process, Viterbo University has enumerated its many strengths, identified its opportunities for improvement, and articulated the recommendations to realize its goals.
Chapter 8

CONCLUSION

The Introduction of the 2008 Self-Study begins with a description of the three sculptures in the Assisi Courtyard. Together, the three sculptures, Dancing Francis, Clare, and Precarious Balance, provide an appropriate metaphor for Viterbo University. Viterbo University holds fast to its Catholic and Franciscan identity represented by Dancing Francis and Clare. St. Francis defined a spiritual ethic that included kinship with all people and oneness with nature. Today, Viterbo University is a beacon of ethical leadership, servant leadership, and care for all creation. St. Clare created new paths for others as she lived in love, simplicity, humility, and care for the sick. Today, Viterbo University reflects St. Clare’s devotion to bring service, learning, and faith to people of all faiths. Precarious Balance symbolizes Viterbo University’s vision of the future. The fountain is bold with moving waters; yet it rests within the natural grasses and flowers of Western Wisconsin. Viterbo University today focuses its energies and resources on new students, new buildings, new programs, and new goals; yet the university remains grounded in the heritage of the Franciscan Sisters of Perpetual Adoration.

The 2008 Self-Study Report provides a comprehensive and accurate survey of Viterbo University’s academic history since 1998 and its capacity to move forward in the next decade. The report identifies the university’s major strengths and challenges with respect to the Higher Learning Commission’s five accreditation criteria and their associated core components. The 2008 Self-Study Report also proposes major recommendations with each criterion that are aligned with the four institutional priorities set forth in the University of Opportunity: Hope and Help, 2008-2013. The Conclusion of the 2008 Self-Study draws together the various threads of progress, challenge, and opportunity rendered in the comprehensive institutional assessment under the four institutional priorities.

Opportunities for Hope and Help

Viterbo University as an Institution of Academic Distinction

Viterbo University provides its students an education exemplary in its focus on higher levels of ethical decision making, critical thinking, and interactive learning. The university looks forward to focusing its energies and resources to achieve academic distinction in the fine arts, ethics, nursing, dietetics, education, and the social and natural sciences. To achieve this distinction, Viterbo University anticipates deepening its academic assessment program and applying the assessment strategies to general education programs as well as expanding its professional development resources and opportunities for faculty and student scholarly work.

Viterbo University as a Catholic and Franciscan Institution

Since the Medieval Ages, Franciscan communities have engaged their Christian convictions with the arts and sciences to create a blend of faith and reason that has resulted in major cultural changes of thought and behavior. In all of its mission documents, Viterbo University recognizes this debt to its Catholic and Franciscan heritage. Understanding and support for the mission and identity pervade the campus, and all university programs flow from the Mission Statement, the Identity, and the Vision articulated in University of Opportunity: Hope and Help, 2008-2013. The institution is committed to amplify and apply an education based on faithful service and ethical leadership for the betterment of new and diverse constituencies in the spirit of contemplation, hospitality, integrity, stewardship, and service.
CONCLUSION

Chapter 8

Viterbo University as an Institution of Affordability, Access, and Success

Viterbo University has more than tripled its endowment since 1998, from $7.5 million to $24 million, and the university aims to double the endowment growth to $50 million in the next five years. Linked with the university’s Catholic and Franciscan tradition is the resolve to expand professional and graduate programs, expand student opportunities for international experiences, and provide greater access and affordability to talented and financially needy students through Hope and Help scholarships.

Viterbo University as a Growing Institution

Viterbo University faces the next decade in a position of financial stability, steady enrollment growth, and robust physical and human resources. As the university plans to provide doctoral studies in Ethical Leadership and Nursing Practice and increase other academic programs and its total enrollment to 5,000 students, it is entrusted to provide the infrastructure support services and resources necessary to maintain a high quality of education.

Request for Accreditation

Viterbo University is proud of its accomplishments since 1998 and applauds all those who are responsible for them. The university aggressively addressed the eight concerns from the 1998 Comprehensive Site Visit and demonstrates today significant improvement in all areas of concern. Viterbo University has made dynamic strides in academic and institutional assessment and growth in enrollment, endowment, facilities, and programs.

With a new President, a new mission statement, and a new vision for its constituencies, Viterbo University is optimistic about its future. To realize the institutional priorities articulated in The University of Opportunity: Hope and Help, 2008-2013, and the Major Recommendations detailed in the 2008 Self-Study, Viterbo University is committed to take the same bold, thoughtful, and creative action demonstrated by previous members of the university community. The process of self-assessment reflected in the 2008 Self-Study has provided Viterbo University an opportunity to reflect upon the institution’s character, and its strengths, challenges, and goals for the future. The university is poised today to lead with its strengths to continue this transformation as it focuses on achieving academic distinction, enhancing its Catholic and Franciscan identity, and increasing educational access for all students who desire a values-centered education. The 2008 Self-Study is a testament of Viterbo University’s accomplishments and its determination to provide its constituencies throughout the world a high level of education and service.

Viterbo University meets the Criteria for Accreditation adopted by the HLC/NCA in January, 2005. Viterbo University respectfully requests that this institution be granted continued accreditation for a ten-year period.