Assurance Argument

University of Wisconsin-Whitewater - WI

3/26/2015
1 - Mission

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

1.A - Core Component 1.A

The institution’s mission is broadly understood within the institution and guides its operations.

1. The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.
2. The institution’s academic programs, student support services, and enrollment profile are consistent with its stated mission.
3. The institution’s planning and budgeting priorities align with and support the mission. (This sub-component may be addressed by reference to the response to Criterion 5.C.1.)

Argument

1.A.1

The University of Wisconsin System Board of Regents mandates that each campus formulate a Select Mission that defines its operations in broad terms consistent with the UW System’s Mission Statement. UW-W’s Core Values and Select Mission guide the University’s governance, planning, and decision-making processes.

UW-W revisits its mission documents as changing circumstances warrant. The most recent revision to the Mission Statement began in April 2000 when then-Chancellor Jack Miller charged the campus with “defining a set of core values and apply them across the curriculum and all aspects of student and faculty life.” The Strategic Planning and Budget Committee (SPBC), a university administrative committee with campus-wide representation from faculty, staff, administration, students and community, sought input from the Faculty Senate, Whitewater Student Government (WSG), the Faculty Senate, the Academic Staff Assembly (ASA), and various advisory groups in developing a set of five core values. This collaborative process resulted in the current version of the University’s Core Values.

In November 2002, the SPBC then requested the WSG, the Faculty Senate, and the ASA review and comment on the then-current Select Mission and Goals in light of the University’s new Core Values. Utilizing the input from these governing bodies and others, the SPBC forwarded to the UW System in August 2004 the institution’s proposed revised Select Mission. As required by the process, UW-W held an open forum for the purpose of soliciting comments on the proposed changes to the Select Mission in December 2004. After receiving comments on the proposed Select Mission, the Regents approved the revised Mission Statement at their February 2005 meeting.

In August 2005, the campus then initiated a process to use the newly approved Core Values and Select Mission to aid in the development of a strategic plan. Through a series of eight two-hour campus summits involving faculty, staff, students and community members, the campus gathered input that was, again, used by the SPBC in formulating the current UW-W Strategic Plan—a plan
approved by the aforementioned campus governance groups in spring 2006.

Every two years, the SPBC develops institutional goals aligning with the five tenets of the UW-W Strategic Plan. The goals are vetted and refined in collaboration with faculty, staff, and student governance groups. Units from across campus then report on their contributions to achieving these goals in the annual reporting process—and campus-wide progress is made public through the Chancellor’s annual state of the university address and updates in the SPBC Goals Reports posted on the Chancellor’s webpage.

1.A.2

Concordant with the UW-W’s Select Mission, UW-W offers an array of baccalaureate degree programs, “including interdisciplinary programs, in letters, sciences, and the arts as well as programs and degrees leading to professional specialization.” Similarly, the graduate program array builds upon the institution’s “undergraduate emphases and strengths with particular emphasis in the fields of business, education, communication, and human services.” Alignment of newly proposed degree-granting programs is assured through the UW System program planning process—a process that requires a proposed academic program to specify how it supports the Select Mission of the institution.

As the institution’s enrollment profile reflects, UW-W serves primarily a residential, traditional-aged population of full-time students reflective of the geographic region it serves. The institutional offices and programs that support these students are steered with mission statements or operational philosophies that align closely with the Select Mission: Academic Advising and Exploration Center, Academic Support Center, Admissions, Career and Leadership Development, Center for Global Education, Financial Aid, First Year Experience, Instructional, Communication & Information Technology, Learning Communities, Registrar, Residence Life, University Health and Counseling, University Honors Program, University Library, and Undergraduate Research Program.

As indicated in the Select Mission, UW-W devotes special attention to “multicultural, students with disabilities, and nontraditional students by providing specific support services and programs for them.” UW-W enrolls more multicultural students than any other comprehensive university in the UW System, a feat accomplished through precollege programs including the Upward Bound Program and the PreCollege Summer Academic Camps Program. Once enrolled, students benefit from an array of Multicultural Affairs and Student Success programs, including King/Chavez Scholars, McNair Scholars Program, and Latino Student Programs.

As noted on the Center for Students with Disabilities (CSD) website, “Students with disabilities are an essential part of the diversity and accessibility that defines the UW-W campus.” CSD supports a growing population of now more than 900 students annually by providing accommodations, support services, auxiliary aides and programs for students, faculty, and staff, and has earned recognition for its work by the UW System. UW-W enrollment data suggests that the institution’s efforts to attract nontraditional aged students has been stable, but that its capacity to retain adult students has increased by approximately 20% over the past decade, likely related to the creation of new adult degree completion programs and the addition of support services for adult students.

Finally, all academic and non-academic programs participate in comprehensive program review processes that require completion of self-studies where the program assesses how its goals and its mission align with the institutional mission. Specifically, annually one-fifth of all undergraduate and graduate programs are reviewed through the Audit & Review (A&R) process where they are asked to: Describe how the program contributes to the Core Values, Mission, and Strategic Plan of UW-W. Similarly, non-academic units participate in the Office Performance Review process, which requires
that these programs, in part, consider their objectives over the previous five years and describe how these objectives relate to the Division’s and the University’s Core Values and Mission.

1.A.3

UW-W, like most public higher education institutions, has been faced with declining levels of tax support. In the UW System, institutions have traditionally received the majority of their operating budgets from General Purpose Revenue (GPR) funds comprised of state tax appropriations and tuition revenues. While the dollar amounts have increased, the percentage of state support to UW System has continued to decline (reflected in Figure 1.1).

The reality facing the University is that a progressively larger portion of the operating budget must come from sources other than state tax revenues. The changing financial environment has spurred discussions between the UW System and the Wisconsin State Legislature regarding the former having greater flexibility in all aspects of its operation. Moreover, a greater reliance on tuition and fee revenue to fund operation has, in turn, led to a shifting focus on revenues and expenditures and away from a sole interest in expense budgets. All units, departments, colleges, and divisions make budget allocation decisions, but also choices about how to invest discretionary operational revenues to cover budget shortfalls and accomplish strategic priorities for the institution. In sum, declining state resources have required that the institution closely examine its priorities in every funding cycle to optimize its investment in those priorities.

The Strategic Planning and Budget Committee (SPBC), with membership from 38 campus constituencies, sets those priorities by developing and vetting institutional goals aligning with the Strategic Plan and Select Mission. The Committee also monitors institutional progress in achieving strategic goals, and oversees funding decisions regarding new, innovative, goal-oriented initiatives manifest in the Strategic Initiatives Grant Program. The strategic plans and goal setting of the academic colleges also align with the Strategic Plan and Select Mission, and these entities explain how their work aligns with the Strategic Goals of the campus through the annual reporting process.

As suggested by SPBC’s Guiding Principles for Budget Cuts, campus funding decisions have continued to focus on fulfilling the primary educational mission of the institution. This focus on the education mission is reflected in institutional decisions about how it uses its funds—whether it be in its allocation of state funds by budget expenditure category, or in how the university spends all funding (Figure 1.2 and Figure 1.3). Such decisions have helped the institution conform to the revised interests of a UW System Budgeting process—a process now less interested in general oversight of budgeted expenditures and more interested in how an institution’s budgeting aligns with its strategic plan.

Sources

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- ADMISSIONS_UNDERGRADUATE MAJORS & MINORS_2014
- ANDERSEN LIBRARY_MISSIONS_2005
● ASO_SUPPORT FOR ADULT STUDENTS_2015
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The mission is articulated publicly.

1. The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.
2. The mission document or documents are current and explain the extent of the institution’s emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose.
3. The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.

**Argument**

**1.B.1**

As described above, UW-W has adopted a package of nested mission documents. The Core Values informed the revision of the Select Mission, which shaped the development of the UW-W Strategic Plan, which is used to guide the development of Strategic Planning Goals. The Reports on Strategic Planning Goals, available through the Chancellor’s webpage, provide an ongoing chronicle of institutional efforts to operationalize the mission documents.

The University’s Core Values and Select Mission are easily accessed through the About UW-Whitewater link on the campus’s homepage. The Mission Statement is displayed in entryways of high-traffic buildings: the University Center, Visitor Center, Center of the Arts, Williams Center, the Roseman Building, University Library, and the Chancellor’s Office. It is also included in informational mailings from the Admissions Office. The Mission Statement appears in both the Undergraduate and Graduate Catalogs.

The Core Values of the Mission are used frequently as a tool to discuss the broader purposes of the internal and external publics. The core values and tenets of the strategic plan provide the framework for remarks for the Chancellor’s annual State of the University Address. The mission is introduced and discussed by the Chancellor at UW-Whitewater on campus at the opening of Premiere Days (for prospective students), is a part of Windows on Whitewater used at new student orientation programs, and the values are discussed during campus convocation activities. Finally, Whitewater Magazine devotes each issue to describing how students, faculty and staff exemplify the institution’s core values. The magazine is widely distributed internally and mailed to 70,000 external constituencies.

**1.B.2. and 1.B.3**

The proof of currency of the UW-W mission documents rests in their centrality in the aforementioned planning and budgeting processes. There has been discussion in the Strategic Planning and Budget Committee about revisiting the Select Mission in view of the institution’s dynamic and evolving operating environment, but the general consensus of the Committee was that the mission documents continue to accurately define the purposes and priorities of the institution.
Figure 1.4 shows the strong alignment between the array of mission documents and clear statements of the institution’s instructional, scholarly, creative, service, economic development, and cultural purposes and priorities, as well as its operative nature. The color-coding reveals the importance of: 1) instruction, academic programs, learning, assessment, development; 2) basic and applied research, scholarship, creative activity; 3) public service and economic development; and 4) diversity/cultural purpose. The grid also reveals the significance of integrity as an educational value and operational principle.

The success of UW-W in fulfilling its mission is manifest in its array of awards and accomplishments. Academic programs have garnered international awards. Ten graduate and undergraduate programs hold specialized accreditation. Faculty have earned national awards for their instruction, academic advising, and advising of student organizations. Student support services routinely receive national recognition, and multiple staff have garnered national recognition for their work with special student populations. Students from across campus repeatedly earn national recognition for academic accomplishments, student organizations garner national awards, and alums are honored by national and state organizations for their professional contributions. Faculty earn national recognition for their basic and applied research. They secure research funding in federal grant programs and are recognized for their creative activity. Students, too, have earned national awards for their research, and for their entrepreneurship.

The institution’s array of programs that attract and serve diverse student populations, such as the Pathways to Success Program, King/Chavez Program, the Summer Business Institute, and the McNair Program have won the State of Wisconsin’s Ann Lydecker Educational Diversity Award (2008, 2010, 2011) or earned the UW System Regents Diversity Award (2010, 2013, 2015). Individual faculty have also been recognized for their work with diverse student populations. The institution’s active role in discerning and addressing the region’s educational, economic development, and cultural needs has earned it the prestigious Community Engagement Classification from the Carnegie Foundation. And for four consecutive years, UW-W has been the only public university and only state agency in to be named a Top Workplace in southeast Wisconsin by the Milwaukee Journal Sentinel.

Sources

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1.C - Core Component 1.C

The institution understands the relationship between its mission and the diversity of society.

1. The institution addresses its role in a multicultural society.
2. The institution’s processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

Argument

1.C.1.

UW-W addresses the importance of diversity and inclusion in its mission documents. The Select Mission directs the institution: “To create and maintain a positive and inviting environment for multicultural students, students with disabilities, and nontraditional students, and provide support services and programs for them.” It is also explicitly stated in the fifth core value: “Commitment to develop a sense of community, respect for diversity, and global perspectives,” and its centrality is clear in UW-W Strategic Goals.

UW-W priorities resonate with the UW System Mission, which charges all campuses to: “serve the needs of women, minority, disadvantaged, disabled, and non-traditional students and seek racial and ethnic diversification of the student body and the professional faculty and staff.”

1.C.2.

To ensure that the University achieves its diversity-related goals, the institution devotes human, fiscal and physical resources, and has developed a variety of policies and programs to ensure that diversity issues are fully integrated in academic, co-curricular and personnel matters. These include positions and committees assigned with specific responsibilities as well as programs and services for students.

Administrative Structures

- The Office of Human Resources & Diversity is charged with administration of the University’s affirmative action policies which are contained in the University Handbook.
- As indicated in the University’s Organizational Chart, the Assistant to the Chancellor for Affirmative Action is administratively accountable to the Chancellor and reports to the Director of Human Resources & Diversity. This person is responsible for ensuring that all units comply with the University’s equal opportunity and affirmative action policies.
- The Chancellor’s Committee on Inclusive Excellence is charged with engaging in campus-wide diversity-related efforts focusing on Inclusive Excellence, including campus programming and making recommendations to the Chancellor on diversity related issues. Each year, it organizes a Diversity Forum to foster campus-wide conversations on critical diversity issues. The Inclusive Excellence Grant Program provides funding for innovative new initiatives to improve campus equity, inclusion and diversity.
- The Affirmative Action/Equal Opportunity Committee’s members represent the campus constituencies and governance structures. They advise the Chancellor, Provost, and the Affirmative Action/Equal Opportunity Officer on personnel issues.
- The Chancellor’s Committee on Disability Concerns is charged with working with the
Chancellor on “resolving problems and/or concerns that are brought to the attention of the committee.” Currently, all new construction and remodeling projects follow the Policy for Universal Design and social equity.

- The International Education Committee advises the Director for the Center of Global Education on issues and programs related to international student recruitment and exchanges. The Director reports to the Provost.
- The Lesbian/Gay/Bisexual Awareness Committee advises the Chancellor, Provost, and the Affirmative Action/Equal Opportunity Officer to ensure the voices of LGBT students and employees are heard on all aspects of employment and student life.
- The Women’s Issues Committee, with representatives from a dozen different campus groups, promotes interest in women and women’s issues on campus.
- The Diversity Committee is a standing faculty committee charged with guiding curricular content and policy decisions relevant to diversity courses on campus—and in 2014 revised UW-W’s U.S. Racial/Ethnic Diversity Course Requirements for undergraduate students to be more integrative and comprehensive. More than 70 courses are now available to ensure that all students, “Understand and appreciate the culture diversity of the U.S. and other countries, and live responsibly in an interdependent world.”

Support for Student Programming and Services

The University has more than 50 programs, services, and organizations that support diversity—several of which have led to the institution being recognized six times by the UW System and the State of Wisconsin for excellence in diversity programming. The Office of Multicultural Affairs and Student Success plans and delivers diversity-related events and oversees a large number of programs and services devoted to attracting and serving multicultural and first generation college students. These include co-curricular programs, student organizations and student committees (e.g., Cultural Affairs Committee). Selected examples include the following:

- The Minority Business Program provides advising assistance and academic support to minority undergraduate majors in business.
- The Minority Teachers Preparation Program assists and encourages minority students in pursuing degrees in education.
- UW-W has a special designation within the UW System to assist students with disabilities, as noted in the mission documents. The Center for Students with Disabilities (CSD) offers a range of services for students with disabilities, including rehabilitation, technology support, transportation, physical therapy, and academic assistance.
- Project ASSIST (Adult Services Support Instructional Survival Tactics) offers comprehensive academic support to UW-W students with learning disabilities employing well-tested strategies that can teach students to become independent, successful learners.
- The Academic Support Center provides remedial courses in math and academic survival skills, as well as tutoring by subject area, cyber tutoring, and supplemental instruction and in-class tutorial services that focus on monitoring academic progress.
- The King-Chavez Scholars Program and the McNair Scholars Program target motivated multicultural and first-generation college students who seek an intellectually challenging learning environment.
- The Center for Global Education supports international students with admission, visa, and orientation services and hosts the International Student Association.
- The Diversity Advocate Program administered by the Office of Residence Life, recruits and trains students to raise awareness and appreciation of diversity in the university community.

Concordant with observations of the 2005-06 HLC visiting team, UW-W has continued to address
challenges related to recruiting and retaining more diverse faculty. To bolster efforts at recruiting a more diverse faculty, for instance, the institution piloted in 2014-15 an Inclusive Excellence Fellowship Program. Efforts to close the institution’s achievement gap have led to the creation of a number of new academic programs, including the Future Teachers Program, Biology Bootcamp, and Pathways to Success.

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1.D - Core Component 1.D

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

1. Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.
2. The institution’s educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
3. The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

Argument

1.D.1.

For over 100 years, UW-W has joined all UW System institutions in finding guidance in the Wisconsin Idea. The Wisconsin Idea, the belief that the boundaries of the university are the boundaries of the state, is consistently evident in UW-Whitewater’s institutional identity and culture—shaping its mission, priorities, and goals.

The UW-W Select Mission clearly identifies the institution’s commitment to external constituents as a priority. Two of the eight enumerated items in the statement refer to engagement: “serve as a regional cultural and economic resource center through its service initiatives” and committing the institution to providing “continuing education and outreach programs as integrated institutional activities.” Additionally, one of the five tenets in the Strategic Plan identifies the “desire to be a valued educational, economic and cultural resource, we will continue to seek out new ways of serving regional communities.”

UW-W budgets approximately $3.8 million annually for “public service” activities that provide services and programs beneficial to individuals and groups external to the institution. Regional engagement activities are coordinated by a variety of areas on campus, including the School of Graduate Studies and Continuing Education, Career and Leadership Development, Young Auditorium, Intercollegiate Athletics, Education Outreach, Science Outreach in the College of Letters and Sciences, and the College of Business and Economics Outreach Centers. Each draws support and participation of a wide range of student, faculty and staff from campus.

It is difficult to characterize the scope of services and programs provided by these units, or provide a detailed accounting of the number of individuals reached through these initiatives. The UW-W Partnership Grid, prepared for the UW-W Carnegie Classification Application, outlines 15 programs emblematic of UW-W’s outreach and engagement efforts. Figure 1.5 indicates that in 2013-14 alone, institutional outreach initiatives enrolled approximately 35,000 individuals under the age of 18. This figure doesn’t include the approximately 30 Cornerstones for Success disability awareness workshops led by both the men’s and women’s national championship wheelchair basketball teams—workshops that annually reach 12,000-15,000 elementary-aged children across the upper Midwest. Nor does it capture other recurrent incidents of regional impact, including:

- the more than 75,000 patrons from around the region that annually attend events at the 1,350-
seat Young Auditorium, or the nearly 30,000 attendees of the 125 public concerts, theatre productions, dance performances, lectures and art exhibits offered in the Greenhill Center of the Arts;

- the approximately 50,000 individuals annually that attend intercollegiate athletic events featuring the very successful Warhawk teams;
- the more than 7,500 individuals that annually attend the more than 90 speeches, lectures, and presentations delivered on campus (e.g., Contemporary Issues Lecture Series) and in the community (e.g., Fairhaven Lecture Series) by faculty, staff, and commissioned experts;
- the more than 7,000 UW-W students annually who engage in more than 600 community service projects, providing nearly 30,000 hours of service and raising over $100,000 dollars for more than 350 agencies/organizations;
- the approximately 700 UW-W students per year who volunteer their time visiting senior partners one afternoon a week in the Nursing Home Visitation Program—a program that has led to more than 243,000 visits since it began nearly 40 years ago; and
- the work of the Winther Counseling Lab, where graduate student counselors-in-training annually serve more than 260 clients (including approximately 70 from the community) seeking assistance with mental health concerns.

UW-W actively celebrates its public commitment. Career and Leadership Development (CLD) recognizes both students and faculty/staff for community engagement at a large celebration each spring. The Servant Leadership Award, for instance, “seeks to recognize those students who, by their leadership, choose to serve others, our community and the world at large.” The Outstanding Service to Students Award recognizes “a faculty or staff member who has fostered community service in UW-W students and encouraged a culture of service on campus and in the community” as well as “influenced civic engagement for UW-Whitewater students.” The Chancellor’s Achievement Award recognizes a student organization for community service and its actions to make “UW-Whitewater and the surrounding community … better places.” Over half of the campus awards given out each spring by CLD are in recognition of regional service or engagement. Faculty and staff awards also recognize public service, with college and university award winners featured in university publications, introduced at graduation, and the Chancellor’s State of the University Address and recognized at a banquet each May.

Marketing and Media Relations’ (MMR) publications and videos also consistently emphasize engagement. The UW-W viewbook 10 Reasons to Become a Warhawk highlights regional engagement, as do a number of video segments on the University’s homepage. A 2011 issue of Whitewater Magazine, distributed to 70,000 alums nationally, was devoted to exploring how UW-W embodies the Wisconsin Idea—identifying partnerships in economic development, teacher education, technology, cultural programming, and scientific research. Whitewater EXCELS, which was distributed to community members, prospective faculty and staff, potential donors, and others, includes a section on UW-W engagement with the Whitewater community, area businesses, and economic development in the region. SGSCE’s bi-monthly web-based Continuing Education Newsletter chronicles a variety of credit and noncredit outreach programs and events delivered on campus and throughout the region.


As a state university, UW-W is governed by the 18-member Board of Regents (BOR) of the University of Wisconsin System. The Board is responsible for establishing policies and rules for governing the system, planning to meet future state needs for post-secondary education, setting admission standards and policies, reviewing and approving university budgets, and establishing the regulatory framework within which individual institutions operate. UW System Administration
supports the BOR by establishing policies that reflect the will of the Board and reviewing the administration of such policies.

Collectively, the BOR and System Administration continue to play an oversight role in essential aspects of UW-W’s operation. Activities including: academic program planning; evaluation of existing academic programs; reporting on enrollment, graduation and student persistence; reporting on external partnerships; budget development and financial reporting; and facilities planning and development all happen in collaboration with, or in response to, supervision of the BOR and systematic reporting requirements of System Administration. Annually, UW System and its member institutions review their success in fulfilling their educational responsibilities and report to the citizens of Wisconsin through the UW System Accountability Process. Indeed, the annual UW-W Accountability Report publicly affirms the institution’s commitment and capacity to fulfilling its educational obligations.

Ultimately, as suggested in 1.A.3., UW-W must constantly evaluate its ability to achieve all aspects of its Select Mission (especially its educational responsibilities) in a context of declining state support and an increasing reliance on tuition revenue. Internal program reviews, external accreditations, academic assessment at institutional and program levels, and the success of graduates all provide information that help the institution provide assurance that its primary educational responsibilities are being met.

1.D.3.

There is no more compelling evidence of UW-W’s commitment and capacity to engage with its external constituencies and communities than its recently having earned Carnegie Community Engagement Classification—a designation held by only 361 colleges and universities nationally. The Carnegie Application and supporting materials underscore that outreach and community/regional engagement at UW-W are: a clear part of the institutional mission; supported by institutional leadership, appropriate organizational structures and funding; publicly recognized on campus and in university publications; a part of the faculty hiring and personnel evaluation processes; and regularly and systematically assessed for their efficacy and impact.

Further, UW System supports and monitors institutional effectiveness in implementing the Wisconsin Idea in multiple ways. UW-Extension, the arm of the UW System specifically charged with the implementation of the Wisconsin Idea, works collaboratively with campuses to help fund and provide outreach. Annually, Extension requests a Critical Analysis Report that examines each campus’s efficacy in operationalizing the Wisconsin Idea. The UW-W Critical Analysis Report outlines myriad ways—including summer camps, clinics and conferences, off-campus and online programming for graduate and adult students, summer session, lecture series, training and development workshops, certificate programs, personal enrichment programming, education outreach—through which the School of Graduate Studies and Continuing Education engages approximately 30,000 external constituents annually.

UW System also requires that each institution track and annually report on partnerships with external organizations. The most recent UW-W Data on Partnership Report indicated that in 2013-14 the institution partnered with:

- 529 organizations or business to host UW-W student internships;
- 178 organizations hosting student volunteers or engaging in service-learning/community-based research;
- 267 non-UW organizations to support cultural or arts events;
• 176 organizations in providing business development assistance;
• 100 area organizations hosting clinical, legal, or social work placements; and
• 505 PK-12 schools hosting student teachers or practicum students.

Several mutually beneficial partnerships and agreements have evolved from a close working relationship between the University and the community. Perhaps most notably, a partnership between the University, the City of Whitewater, and the Whitewater Community Development Authority led to the creation of the Innovation Center at the 130-acre Whitewater University Technology Park. The mission of the Park is to create and foster durable business and jobs by closely aligning UW-W’s research and educational talent with the resources of the City of Whitewater, and is integral to regional economic development. Since its launch in 2011, the Innovation Center has worked with hundreds of clients and provided thousands of hours of business counseling and consulting services.

The University and Whitewater public safety services have also partnered in providing police and fire protection—sharing personnel and equipment resources as they address public safety and order maintenance issues throughout the greater Whitewater community. The University and the Whitewater community created the Critical Incident Stress Debriefing Team (CISD) in 1997. CISD provides crisis response services for members of the campus, as well as the surrounding three-county area. The volunteer team consists of 30 members of the University and community who are specifically trained to help individuals cope with the aftermath of a traumatic event. And representatives from the University, the City of Whitewater, and the Whitewater School District community have joined to create and promote a comprehensive Working for Whitewater’s Wellness (W3) program.

Community constituents are involved in many University decisions, activities, and co-curricular programs. For instance, community members routinely serve on search and screen committees for University positions, including the Chancellor, Athletic Director, and various athletic coaching positions, and as members of the Strategic Planning and Budget Committee. Currently, 285 members of the community hold membership on one of the five intercollegiate athletic booster clubs. Community members volunteer their time to help run athletic events (e.g., scoreboard, chain gang, ticket takers, and timers). And more than 120 community volunteers work backstage, usher, staff the gift shop, and help with the marketing of the Irvin L. Young Auditorium.

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1.S - Criterion 1 - Summary

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

Summary

UW-W has adopted a set of nested mission documents that include Core Values, Select Mission, Strategic Plan, and Strategic Planning Goals. All documents are products of deliberative processes that include campus and community input. Collectively, they are the centerpiece of institutional efforts to define priorities and continuously plan, budget, evaluate success and chronicle accomplishments. To that end, the mission documents position the campus to effectively tell its story to the public.

UW-W’s mission documents specify the importance of diversity. The institution has worked to fulfill this portion of its Select Mission through structures that ensure that the University complies with affirmative action policies, the creation committees that bring diversity-related issues and concerns to the attention of the administration, and the development of a wide array of award-winning student support services and programs. UW-W also continues its national leadership status in serving students with disabilities.

Finally, while the mission documents are critical in aiding the institution in sharing its work with the public, the documents are also explicit about the institution’s commitment to serving the public. UW-W has distinguished itself by earning Carnegie Community Engagement Classification. Work remains to be done. The 2005-06 visiting team commented that the institution’s “decentralized stakeholder-centered approach... hampers the institution’s ability to evaluate and expand upon its effectiveness in service and engagement”. In response, a campus/community Outreach Task Force was formed and whose work led to a series of recommendations, including the creation of a Center for Community-Based Learning, and the formation of a new administrative committee with representation from campus and the community, the Outreach Council.

Sources

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2 - Integrity: Ethical and Responsible Conduct

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

2.A - Core Component 2.A

The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows policies and processes for fair and ethical behavior on the part of its governing board, administration, faculty, and staff.

Argument

The University of Wisconsin Whitewater operates with integrity in its financial, academic, personnel, and auxiliary functions; the institution establishes and follows policies and processes for fair and ethical behavior on the part of its governing board, administration, faculty, and staff.

The Mission of the University of Wisconsin - Whitewater is guided by fair and ethical policies and processes as established by the State of Wisconsin, the UW System Board of Regents, the University of Wisconsin System Administration and UW – W’s Administration. A commitment to personal and professional integrity is one of five foundational values at UW-W.

Administrative integrity is ensured through adherence to Wisconsin Administrative Code, Wisconsin Statutes, Board of Regents policies and UW-W policies. Together these documents serve to provide the framework for a code of ethics for the university’s 1,200 employees. As a general rule, university employees are held to a standard which prohibits an employee from using his or her university position to secure private financial gain or other benefits.

Chapter 36 of the Wisconsin Statutes defines the UW System’s Mission, responsibilities and standard of conduct. Contained within this chapter are specific guidelines for the Powers and Duties of the Board, Anti-discrimination policies, Conflict of Interests, Accommodation of Religious Beliefs, and Auxiliary operations.

All UW System employees are required to comply with the code of ethics applicable to their employment status. These codes are designed to prevent conflicts between an employee’s private interests and public responsibilities. Annually, all faculty, academic staff and limited appointees are required to complete a Report on Outside Activities and a Report on Outside Financial Interests. The standards for employees who are state public officials are found in Chapter 19 of the Wisconsin Statutes. The rules for faculty and academic staff are defined in Ch. UWS 8, Wisconsin Administrative Code. The rules for classified employees are found in Ch. ER-MRS 24, Wisconsin Administrative Code.

Wisconsin Administrative Code and UW System policies define the rules governing use of university resources, competition with the private sector and acceptance of gifts. University resources may only be used to further the mission of the university. Employees of the university, and their immediate family, may not accept items of value from outside vendors or prospective vendors. The university conducts its business fairly and ethically such that it may not use its position as a state agency to
unfairly compete with the private sector as evidenced by Regent Policy 12-110.

Chapter 19 of the Wisconsin statutes provides guidance for open records request and open meetings requirements, custody of public records and personal information practices. Regent policy documents provides additional guidance for university employees in the area of university records management. Written notification of dates, times, and locations of annual reviews of faculty are sent to Marketing and Media Relations, and are posted in prominent places in buildings on campus. Agendas of meetings of University committees, such as the University Curriculum Committee, Faculty Senate and Graduate Council, are posted online at least one week in advance of the meeting. Minutes of these meetings are also available online. Course evaluations are available to the public in departmental offices. The Director of Marketing and Media Relations serves as the University’s “point person” for Freedom of Information requests.

UWW deals fairly and ethically with its employees and students. Regent policies governing sexual harassment, equal opportunities, racism, gender discrimination, student discrimination, disability discrimination, retaliation, consensual relationships and accommodations serve to provide the high level framework for campus based policies in these areas. Personnel rules for UW-W faculty, academic staff and classified staff are available through a single webpage devoted to personnel rules. Employment rules have been developed according to employment status. Faculty and academic staff personnel rules are created in accordance with Regent policy and provide guidance on complaints, grievances, dismissal, layoffs and ethics. The 2013-2015 Wisconsin State Budget largely eliminated collective bargaining and provided the UW System with authority to create its own classified personnel system apart from the state civil service personnel system. University Administration and the Classified Staff Advisory Council are developing a detailed set of policies governing the work rules for employees currently designated as classified staff. Until new work rules are developed classified university staff work rules are defined by statute, Wis. Administrative Code and existing collective bargaining agreements.

UW–W has demonstrated its commitment to ethical and responsible conduct through a long history of shared governance. Our system of inclusive governance leads to better decision-making. Faculty, students and staff have developed committees to better support the university’s mission and goals. The addition of classified university staff to the share governance structure is a recent development. In the spring of 2014 the Regents authorized a governance structure for classified university staff and the university responded by creating the Classified Staff Advisory Council. Currently all segments of the university community participate in the decision making of the university.

The university operates ethically and responsibly in its research protocols. The institution publicly shares and adheres to federal and UW System guidelines for faculty, staff, or student research involving human subjects. Research projects involving human subjects require review by the Institutional Review Board for the Protection of Human Subjects (IRB). The University’s IRB Guide contains information regarding federal and UW System regulations as well as guidelines to assist researchers in preparing submissions for IRB review. UW-W recognizes the scientific and ethical responsibility for the humane care and use of animals involved in research and education and enjoins all individuals involved to the highest standards of care and consideration. The Institutional Animal Care & Use Committee (IACUC) assures that all research activities involving animals meet the ethical and legal requirements for humane care and use set by the Office of Laboratory Animal Welfare and the Public Health Service.

UW-W practices fair and ethical policies with respect to the intellectual property rights of researchers. UW-W follows policies promulgated by UW System Administration in the areas of computer
software ownership, copyrightable instructional materials, and patentable activities.

The university values its employees and has put in place policies and procedures designed to protect staff and students. A campus safety committee is tasked with creating and maintaining a culture of safe practices at UW-W. Additionally, designated faculty and staff assume responsibility for safety in the classroom when working with chemicals or other products that might pose risks. The Art, Chemistry, and Theatre/Dance Departments, for example, have designated faculty to monitor the safety of students in their classes and labs when working with potentially hazardous materials.

The university’s conducts itself with integrity in its financial operations. The university budget is developed to provide the university’s leadership with the resources needed to achieve our strategic goals. The budget is developed in consultation with the UW System Administration Budget Office and is subject to the annual review and approval of the Regents. The institution’s budget is informed by the divisions, colleges, departments and Strategic Planning and Budgeting Committee.

The Commission noted a concern in 2006 related to the institution's decentralized budgeting process. Since the 2006 Self Study was published the institution has migrated to a more centralized budgeting process which aggregates a significant amount of resources centrally. A portion of the departmental carryover is returned to the central funding pool and tuition revenues above the tuition target are held centrally. Since the 2006 Self Study a resource allocation change has been made at the System level to allow institutions to retain all of their tuition revenue. Since the 2006 report the institution has grown centralized carry-forward resources from approximately $7 million in 2006-07 to $31 million in 2013-14. The availability of centralized resources in recent years has allowed the current administration to make strides in addressing compression in the faculty ranks, faculty promotional increases and discretionary merit awards for staff. The institution recognizes that the lack of a generalized pay plan across the UW-System for the past several years has had an impact on staff morale. Despite lagging our peers outside the state in compensation levels the institution remains popular with the staff. For the period 2011 through 2014 UWW was voted a "Top Workplace" by the Milwaukee Journal Sentinel for employers with more than 500 employees.

The Commission indicated a need in 2006 to make sure that alternative scenarios were discussed adequately with students and that the student's concerns and views are addressed effectively. It is the practice at UWW to seek student input into key decisions affecting the student experience. 8 of 17 members of the Student Center Building Committee in 2006 were students. Student groups including Student Government, Residence Halls Association and the University Center Board participated in the planning and design of the addition. Several open forums were used to examine the where vital services would be relocated during construction. Since the addition was completed UWW's student segregated fees have been well below the average of the comprehensive universities in the UW System.

All financial transactions of the institution are prepared in accordance with standards promulgated by the Governmental Accounting Standards Board (GASB). Moreover, transactions are performed in a framework of Regent and UW System financial policies covering a wide range of topics. Additionally, financial transactions are subject to the policies and procedures of the State Controller’s Office.

Financial operations of the university are subject to audit and review on a number of levels. Certain programs of the institution are subject to campus based internal audit processes, while other operations, such as accounting for tuition and payroll, are subject to internal and UW System audits. Mission statements for the campus and System audit offices outline the various activities subject to
All operations of the University may be periodically reviewed by the Legislative Audit Bureau (LAB) of the State of Wisconsin. The LAB is the cognizant agency for the federal A-133 audit of financial operations and federal financial aid. The LAB is also used by the audit subcommittee of the Legislature to perform ad-hoc reviews of the UW System. External audit reports which include the University of Wisconsin System are publicly available on the LAB home page.

UW-W follows a number of policies to ensure effective management of our auxiliary operations. Our reserve transfer policies requires Regent approval prior to movement of funds generated by an auxiliary to another operation. Our reserve policy sets standards for reporting the accumulation of funds above proscribed levels. During fiscal year 2014-15 the Board strengthened auxiliary reserve reporting requirements to require a very detailed reporting of auxiliary reserve accumulation and a Regent level approval of those reserve accumulations.

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2.B - Core Component 2.B

The institution presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.

Argument

UW-Whitewater presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships. UW-W utilizes a wide range of tools to provide students, parents and the public with a clear and complete picture of the university. UW-W participates in the College Portrait program. This voluntary system of accountability provides accessible, transparent and comparable information on public 4-year institutions of higher education. Since 1993 the UW-W annually prepares an accountability report for the citizens of Wisconsin, the Legislature and the Board of Regents. The 2013-14 edition “Knowledge Powers Wisconsin’s Future” employs key performance indicators to focus on progress toward the core strategies of student preparation, workforce development, business creation, stronger communities, resource growth, operational excellence and collaborations.

With regard to programs and requirements the university publishes a number of informative offerings targeted at students and parents. A student focused page is easily available from the UW-W home page. The student landing page contains a wealth of information for current UW-W students and future Warhawks. The Registrar’s Office webpages includes general information in its Welcome to Whitewater page. Undergraduate degree programs and graduate programs are available on line and the campus maintains an online listing of Departments and Majors. Additional publications such as 10 Reasons to Become a Warhawk, Counselor Update, Transfer Student Admission and Adult Student Admission are produced in hard copy for distribution to prospective students. The UW System website maintains a link to a Transfer Information System (TIS) which aids students in identifying UW institutions which meet their interests.

The university makes public a variety of information about its faculty and staff. General information is made available to the public off the UW-W homepage in About the University. UW System Administration annually publishes enrollment, degrees granted, budget and staffing information in its UW System Fact Book. Campus governance bodies maintain information on the webpages for the Faculty Senate, Academic Staff Assembly and Classified Staff Advisory Council. The University Handbook is a web based resource which contains a wide variety links to topics such as policies, university committees, instructional resources, administrative resources and campus news and events.

With regard to costs to students UW-W is replete with on-line resources. The Financial Aid webpage contains links to cost of attendance information, a cost estimator, a net price calculator and information for paying student bills. The Registrar’s Office provides detailed cost information by category and provides a sample student budget with a sample financial aid package to assist students and parents with anticipating costs.

The Office of First Year Experience maintains a number of resources for students and parents. The Plan-It Purple for Parents program outlines campus information and expectations for on campus visits. The First Year Experience resources page has links to information regarding advising and exploration, placement tests, accommodations for students with disabilities, learning communities, mentoring programs as well as helpful tips for first time students.
As the primary marketer of the university to incoming college students, the Admissions Office is charged with publicizing the University’s expectation of academic preparedness. These expectations are specified for prospective students in the form of guidelines for admission as a new freshman and as a transfer student. Graduate admissions are processed separately through the School of Graduate Studies. The admission standards for freshman, transfer, and graduate students are a function of UW System policies, University policies, and expectations set forth by the Regents. The Admissions Office verifies that admitted students have academic portfolios that satisfy the standards. The School of Graduate Studies verifies the admission credentials of all applicants for post-baccalaureate degree programs.

The Admissions website provides prospective students access to a wide variety of information. Students may have a live chat with a counselor or link to social media sites such as Facebook and Twitter. A link to the Admissions Office travel schedules allows students to see when a representative from UW-W will be recruiting in their area. Additional links are provided to Frequently Asked Questions, Residency information and on campus tours.

The Office of Marketing and Media Relations (MMR) is a primary resource for information about the campus and strives to create an environment of transparency for constituencies. As the university’s news outlet MMR manages public records requests, public meetings notices and archives for stories, video and photos. MMR hosts our social media activities on Facebook, Twitter, Flicker, Foursquare and YouTube. Hardcopy publications include information on programs, requirements, costs and accreditation that help prospective students, faculty and staff make well informed decisions.

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2.C - Core Component 2.C

The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity.

1. The governing board’s deliberations reflect priorities to preserve and enhance the institution.
2. The governing board reviews and considers the reasonable and relevant interests of the institution’s internal and external constituencies during its decision-making deliberations.
3. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties when such influence would not be in the best interest of the institution.
4. The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.

Argument

2.C.1

The deliberations of the Board of Regents of the UW System reflect priorities to preserve and enhance UW-Whitewater. The Regent Bylaws were created pursuant to the authority vested in the Board of Regents by Chapter 36 of the Wisconsin Statutes. A statement of expectations requires each Regent to make a strong and sustained personal commitment to the role of Regent. Regents must be well informed regarding the mission of the UW System and must be well informed on the national higher education environment. Regent meeting agendas are largely developed by the System Administration Office after conferring with the Chancellors and other university leadership. Regents must actively contribute to the work of the Board which includes advocating for the University System with the Executive and Legislative branches of government. Regents are held to a high level of ethical conduct which prohibits personal agendas from interfering with their work as Regents.

The 18 member Board is a deliberately diverse group. 16 Regents are appointed by the Governor subject to confirmation by the state Senate. Of these 16 members, 14 serve staggered, seven-year terms; and two are UW System students, who serve two-year terms. The other two Board members are the state superintendent of public instruction and the president or a designee of the Wisconsin Technical College System Board. Regent Bios are available to the general public through the UW System Administration website.

2.C.2

The Board of Regents reviews and considers the reasonable and relevant interests of the institution’s internal and external constituencies during its decision-making deliberations. Board meetings are subject to Wisconsin’s open records and open meeting laws. Parties both external and internal are frequently invited to present at Regent meetings. Meetings are open to the general public and webcasts of the deliberations are available online. Regent agendas are published to the Regent website a week in advance of the meeting and supporting materials are available the Monday of the week of the next meeting. All Regent materials and webcasts are archived and accessible by the general public through the internet.

The Board of Regents has eight standing committees which represent major divisions or units at the
campus level. Academic issues are reviewed by the Education Committee and the Faculty and Academic Staff Collective Bargaining Committee. Administrative Affairs issues are dealt with in the Business Audit and Finance Committee, the Audit Committee as well as the Capital Planning and Budgeting Committee. Standing Regent committees also include an Executive Committee, a Personal Review Committee and a committee devoted to exploring research and economic development.

2.C.3

The Board of Regents preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties when such influence would not be in the best interest of the institution. The Board of Regents has primary responsibility for governance of the University of Wisconsin System as provided for in Wisconsin Statutes s.36.09(1). Each member of the Board must be willing to make a strong and sustained personal commitment as evidenced by the Statement of Expectations for Board Members. Further, Regents are subject to the General Duties of Public Officials in the State of Wisconsin as required in Chapter 19 of the Wisconsin Statutes. Board members are required to abstain from participating in discussions where a conflict of interests is found to exist and Board members must file timely annual financial disclosure statements. Board members serve without remuneration from the State, University System or other entity. Board members may have reasonable and necessary travel expenditures reimbursed for their participation at board meetings.

2.C.4

The Board of Regents delegates day to day management of the institution to the administration and expects the faculty to oversee academic matters. The Board of Regents empowers the Chancellor with the necessary authority to fulfill the University’s Mission. Wisconsin State Statute s.36.09(3)(a) directs that Chancellors are the executive heads of their institutions and vests them with the responsibility for administration of Board policies. The Chancellor, in consultation with the faculty, is responsible for the following:

- Designing curricula and setting degree requirements
- Determining academic standards and establishing grading systems
- Defining and administering institutional standards for faculty peer evaluation and screening candidates for appointment, promotion and tenure
- Recommending individual merit increases
- Administering associated auxiliary services; and
- Administering all funds allocated to or generated by the University.

The university is organized in four major divisions, Academic Affairs, Administrative Affairs, Student Affairs and University Advancement. Vice Chancellors in each of these areas are responsible for the day to day management of their divisions.

The Provost and Vice Chancellor for Academic Affairs and Associate Vice Chancellor are the de facto heads of the University’s faculty and the final authority on all academic matters. The Provost is delegated responsibility for faculty staffing, personnel rules, promotion, performance reviews, and salary plans along with other administrative duties. The Associate Vice Chancellor oversees the curriculum and chairs the University Curriculum Committee (UCC) and the Undergraduate and Graduate Audit and Review Committees.

The Constitution of the Faculty specifies that the faculty, subject to the constraints of state statutes
and Regents’ policies, are vested with responsibility for governance of the University. These responsibilities include the determination and implementation of academic programs and educational activities, faculty personnel matters and, with the campus administration, development of institutional policy.

The Bylaws of the faculty establish the governance structure for the faculty and the Faculty Senate serves as the main governance body for faculty “voice” in University governance. Its membership, functions, and organization are prescribed in the Faculty Constitution. The Faculty Senate normally meets once a month, September through May. Any faculty member may attend its meetings, and any faculty member is allowed to address the Senate. An Executive Committee of the Faculty Senate may act on behalf of the entire body during times when the Faculty Senate does not meet (e.g., summer).

In addition to the Faculty Senate, faculty committees, with representatives from across all five colleges, work to address faculty responsibilities. All faculty committees except the Organization Committee and the Elections Committee report to the Faculty Senate. The Chancellor often asks the Senate or its Executive Committee to recommend faculty members for appointment to administrative committees. The University Handbook lists the faculty committees and their duties.

According to the University Handbook, “The Graduate Council shall serve as the executive committee of the Graduate Faculty. It shall receive, consider and take final action on all graduate matters including curriculum, administration and executive action but excluding amendments to the Constitution.” The Graduate Council is an administrative committee. Membership is comprised of a faculty representative from all departments offering a graduate course, a student representative from each college, and the Provost and the Dean of the School of Graduate Studies & Continuing Education, both of whom serve as ex-officio members. Two standing committees report to the Graduate Council: the Graduate A&R Committee and the Committee of Exceptions to Graduate Policy. Ad hoc committees may be designated as needed.

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2.D - Core Component 2.D

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

Argument

The University of Wisconsin-Whitewater’s commitment to freedom of expression is guided by the Wisconsin Idea and the history of the UW System, and expressed in the institution’s mission and values, personnel rules, and various practices and policies that guide teaching, research, service, administration, and governance. Academic and administrative units affirm freedom of expression in numerous policies and procedures: the university library’s Intellectual Freedom Statement prioritizes expression as a fundamental academic freedom, and the campus email policy acknowledges the importance of freedom of speech. The university’s strategic initiatives in the areas of Diversity and Global Perspectives and Professional and Personal Integrity also affirm the importance of freedom of expression.

Both the university’s policy statement on Nondiscrimination on the Basis of Disability, and the Chancellor’s Task Force on LGBTQ issues Resource Guide emphasize the need to balance valuing and affirming diversity with protecting the freedom of expression, and the university’s Guide for Citizenship stresses the importance of freedom of intellectual inquiry and expression. The Colleges of Business and Economics (COBE) and Letters and Sciences (L&S) have adopted the AAUP Code of Ethics as a guide for balancing free expression with academic freedom, and the College of Arts and Communication will vote on a code of ethics and conduct in Fall of 2015. The Facilities and Grounds Use Policy provides a process to ensure the safe, effective and appropriate use of the university’s facilities and lands in support of free expression. The Student Organization Policy provides a process for students to assemble as recognized student organizations consistent with First Amendment rights, and students engage actively in exercising free expression through personal commentary, independent journalism, and participation in campus events focused on academic freedom, Constitutional Protections, and responding to hate speech. Faculty, staff, and students engage in free expression regularly through the shared governance process, and campus leaders speak directly to the value of freedom of expression in the UW-Whitewater community.

Sources

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2.E - Core Component 2.E

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

1. The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.
2. Students are offered guidance in the ethical use of information resources.
3. The institution has and enforces policies on academic honesty and integrity.

Argument

2.E.1

The University of Wisconsin-Whitewater's administrative, academic, and student affairs units provide oversight and support services to insure integrity in all areas of research, teaching and service. The Office of Sponsored Research and Program (OSRP) provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students. OSRP oversees implementation and enforcement of the policies and procedures of the university’s Institutional Review Board (IRB) for the Protection of Human Subjects. University employees involved in research are required to comply with IRB Human Subjects and Animal Care and Use regulations, and all employees are required to follow FERPA regulations and participate in Sexual Harassment training. Each of the colleges supports responsible research and inquiry in their mission and value statements: the College of Business and Economics (CoBE) advances critical thinking, innovative problem-solving, ethical behavior, leadership and a commitment to diversity; the College of Education and Professional Studies (CoEPS) emphasizes leadership grounded in character, integrity, democratic engagement, and global learning; the mission of the College of Letters and Sciences (CoLS) promotes civic responsibility and engagement as well as personal and professional integrity; and the College of Arts and Communication’s (CoAC) core values are creativity, expression, inquiry, and integrity. Students are subject to rules and regulations that promote and enforce responsible behavior. The Student Affairs division requires integrity training for all student employees, and embraces the values of integrative and continuous learning in its mission statement.

2.E.2

The University Library provides guidelines for copyright compliance, public performance and streaming licenses, use and acquisitions of visual works in the public domain, and a variety of resources and tutorials related to proper citation requirements and plagiarism. The Library’s Information Literacy Progression Rubric assesses ethical understanding of issues related to accessing information and documenting sources. The Center for Students with Disabilities (CSD) requires student employees to complete confidentiality training, integrity and ethics training, sexual harassment training, mandated reporting training, and academic integrity training. CoBE distributes to all students an Honor Code that is also included on all course syllabi, and emphasizes ethical behavior in its Assurance of Learning Objectives in its undergraduate and graduate programs. COBE’s MPA Degree also measures students’ ability to identify ethical issues in accounting situations. CoEPS’s Counselor Education Program requires a course in ethical practice for all students, and the college’s Curriculum & Instruction Program is guided by the International Reading Association’s Code of Ethics.
2.E.3

At the campus level, the Dean of Students Office Coordinates and enforces the Academic Code of Conduct, provides training and consultation for faculty and staff, provides education to students regarding academic misconduct through programs and promotional materials throughout the year, and develops materials used in New Student Seminar classes to familiarize students with academic integrity expectations and procedures. The Student Handbook addresses academic misconduct, and Student Organization Policy outlines expectations for student conduct in accordance with state, federal, UW System, and university requirements. Students who use testing and note taking services, or provided accommodations through CSD, are required to sign agreements to ensure they understand policies and procedures related to misconduct. The Whitewater Student Government Standing Rules contain a code of ethics, Career and Leadership Development monitors and enforces the university’s Anti-Hazing Policy, and the Student Employment Handbook specifies acceptable conduct and penalties for misconduct in the workplace. The Office of Recreation and Sports directs students to the Student Organization Conduct Policy in its Club Sports Manual, and the Office of Residence Life addresses academic honesty and integrity in its Policies and Procedures Manual. Faculty and Instructional Staff across all of the colleges include statements on syllabi related to academic honesty and integrity derived from the Undergraduate Bulletin, and many utilize the Turnitin Suite to monitor instances of plagiarism or academic dishonesty.

Sources

- ADMINISTRATIVE AFFAIRS_ACADEMIC MISCONDUCT_2015
- ADMINISTRATIVE AFFAIRS_FERPA_2015
- ADMINISTRATIVE AFFAIRS_STUDENT HANDBOOK_2015
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- CLD_ANTI HAZING POLICY_2015
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- COAC_WELCOME & MISSION_2015
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• RSP_ANIMAL_CARE_COMMITTEE_2014
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• STUDENT_AFFAIRS_INTEGRITY_TRAINING_2015
• STUDENT_AFFAIRS_MISSION_2015
• WSG_STANDING_RULES_2012
2.S - Criterion 2 - Summary

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

Summary

All faculty, staff, and students of the University of Wisconsin Whitewater are subject to state laws governing the University of Wisconsin System Administrative Code, which define Board of Regent directives related to ethical behavior and professional responsibilities. UW-Whitewater adheres to the UW System Statement of Principles, which acknowledges academic honesty and integrity as foundational educational values, and governs all student disciplinary matters. UW-Whitewater classified and unclassified faculty and staff are guided by UW System codes of ethics, and all employees are subject to Background Checks as a condition of employment. The University’s Personal and Professional Responsibility strategic initiative promotes ethical behavior and integrity across UW-Whitewater’s academic and administrative units, and the university encourages and supports free and responsible investigation by faculty, staff, and students in an environment free of bias and harassment. University and College Mission Statements emphasize the importance of intellectual integrity and honesty in the production and dissemination of knowledge, and administrative units and the division of Student Affairs implements and enforces various policies and procedures related to ethical conduct and professional integrity.

Sources

- ADMINISTRATIVE AFFAIRS_BIAS FREE_2015
- HR_BACKGROUND CHECKS_2015
- SPBC_2012-14 GOALS REPORT_2014
- UW SYSTEM_CH 14 DISCIPLINARY PROCEDURES_2015
- UW SYSTEM_CLASSIFIED CONDUCT RULES_2015
- UW SYSTEM_CODE OF ETHICS_2015
- WI LEGISLATURE_UWS 8 UNCLASSIFIED ETHICS_2014
3 - Teaching and Learning: Quality, Resources, and Support

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

3.A - Core Component 3.A

The institution’s degree programs are appropriate to higher education.

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

Argument


UW-Whitewater is committed to providing high-quality undergraduate and graduate programs that serve the needs of the region. Currency, relevance, and appropriateness of courses and programs are carefully evaluated when courses and programs are proposed and revised, and they are continuously reevaluated during systematic program reviews. The academic colleges and most individual programs regularly receive input from advisory boards comprised of alumni, employers, business leaders, community leaders, and/or disciplinary experts. Proposals for new degrees and majors are systematically reviewed by the UW System Administration circulated for feedback and consultation with all UW campuses, and evaluated and approved by the UW System Board of Regents. The method of delivery, currency and relevance of learning outcomes, and fit with regional economic demand are all factors considered in these reviews. On campus, proposals for new/revised courses and programs are reviewed at all levels of faculty governance: departments, college curriculum committees, deans, university curriculum committee, and faculty senate. When the courses or programs involve graduate study, general education, diversity, honors, or travel study, they are reviewed by committees representing these areas as well—including review for currency and appropriateness of learning outcomes.

Once established, all academic programs enter a 5-year cycle of audit and review that includes many factors such as relevance, currency, resources, productivity and continuing alignment with campus mission, values, and strategic plan. Summaries of audit and review findings and recommendations are forwarded annually to various campus committees and governance groups and also to the UW System Administration office for their review. At the course level, the campus Registrar’s Office identifies courses that have not been offered for four years, and by policy these are automatically deleted from the course catalog unless departments provide an updated course outline and request course continuation. Likewise, programs with low or declining enrollments are considered during the audit and review process.
Several academic programs hold specialized accreditation, involving extensive regular reviews that include currency and appropriateness of the learning outcomes for higher education. At several points in the review process, academic programs address alignment of their learning outcomes and assessment data with the campus’ baccalaureate learning goals (currently defined as the AAC&U essential learning outcomes).

Currency of academic programs was also evaluated during a recent strategic planning goal for 2012-2014, and it is also demonstrated by the new programs that have been developed in recent years, e.g., Doctorate of Business Administration; MS in Applied Economics; new majors in Criminology, Environmental Science, Japanese Studies, and Computer Science; and several new minors and certificate programs.


Learning goals are clearly articulated from the level of the university to individual programs, and they are differentiated across undergraduate and graduate programs. At the university level, the student, staff, and faculty governance groups voted in 2010 to adopt the Essential Learning Outcomes (ELOs) from the AACC Liberal Education & America’s Promise (LEAP) initiative as the set of learning outcomes that all of our undergraduate students should achieve before graduation. These learning outcomes represent a national consensus on what students should achieve in college, and they also align well with the Shared Learning Goals adopted for the entire University of Wisconsin System.

Our University Curriculum Handbook requires that all new programs and courses specify student learning outcomes. Proposals for new and revised programs are reviewed at all levels of campus governance to assure that the stated learning outcomes are clear and appropriate for the intended educational level. During the regular cycle of audit and review, programs are required to review and clearly articulate their SLOs, and show how they align with the campus ELOs. College Assessment Committees also provide feedback to programs on their SLOs.

The School of Graduate Studies Mission Statement defines the scope of UW-Whitewater graduate work, emphasizing a practitioner orientation built on a foundation of skills from baccalaureate degrees. The graduate-level learning outcomes in individual programs reflect the specialized focus of each program. Inherent in the process of achieving these specialized learning outcomes is the development of more universal competencies, which are expressed in the global learning outcomes for all graduate programs approved by the Graduate Council.

Graduate School policy and UW-Whitewater Curriculum Guidelines that graduate courses must be differentiated from undergraduate courses along several dimensions: greater breadth and depth of content covered, with greater specialization and more advanced content; a more intensive level of study and greater academic/intellectual rigor; an emphasis on both theory and practice; and different pedagogical practices, with emphasis on formats that allow adequate reflection and integration of learning (i.e., more individual interaction with the professor, more self-directed learning).

Certificate programs focus on specific skill sets within sub-disciplines or skills that cross content domains or target specific job markets. At the graduate level, some certificate programs are designed as post-graduate programs while others are designed for working professionals seeking special knowledge in a particular area. Certificate programs are required to meet the same standards set for all graduate and undergraduate programs in specifying their SLOs and curriculum, and they are reviewed using the same curricular approval processes. [DOCUMENT: links to grad and undergrad curriculum policies for certificates]
3.A.3.

UW-Whitewater offers courses on the main campus, in partnership with school districts for dual enrollment courses, in Madison, WI for the MBA program, and at several locations in support of the MSE-PD.

UW-Whitewater has consistent processes for program and course approval, instructor approval and quality review for all modalities (including online education) and locations. All courses, whether intended as long-term offerings or one-time only, must undergo review and approval via the defined curriculum processes. These processes include review by faculty, department chairs, deans, and the provost’s office. Courses cannot be added to the schedule without these approvals. This review includes a determination that all syllabi contain the mandatory units including learning goals.

Individual colleges use consistent processes for program, course, and faculty review regardless of modality or location of the course offering. Offerings of online courses undergo additional review using the Quality Matters benchmarks.

Scheduled instructors for graduate courses who are not regular employees of the university (e.g. business professionals or school district personnel teaching graduate courses) must first be reviewed and approved by the graduate committee of the department or college, then by the college dean, and then by the graduate dean if appropriate. The form for approval requires a vita and rationale for exception based on exceptional qualifications related to the course and their current credentials.

Instructors teaching dual enrollment courses undergo a review, receive training during the summer prior to offering the course, host a site visit by a university faculty member and provide evidence of student learning. Dual enrollment instructors are also supervised throughout the course by a university faculty member.

Sources

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- ACADEMIC AFFAIRS_CURRICULUM HANDBOOK 23_2015
- ACADEMIC AFFAIRS_CURRICULUM HANDBOOK P11_2010
- ACADEMIC AFFAIRS_CURRICULUM HANDBOOK P2_2015
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- ACADEMIC AFFAIRS_PROGRAM REVIEW SUMMARY_2012-13
- ACADEMIC AFFAIRS_STRATEGIC PLANNING GOAL 1_2014
- ASSESSMENT_ACCREDITATION_2014
- ASSESSMENT_AUDIT & REVIEW OF ACADEMIC PROGRAMS_2015
- ASSESSMENT_GENERAL EDUCATION_2015
- CONTINUING ED_PIE FACULTY LIAISON TIMELINE_2015
- CONTINUING ED_PIE INSTRUCTORS TIMELINE_2015
- GRAD STUDIES_GRAD FACULTY CONSTITUTION P3_2013
- ICIT_QUALITY MATTERS_2015
- SGSCE_ASSESSMENT_2015
• SGSCE_MISSION_2015
• SGSCE_PROGRAMS_2015
• UW_SYSTEM_PROGRAM_APPROVAL_2012
• UW_SYSTEM_SHARED_LEARNING.GOALS_2015

The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.

1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.
2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
3. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.
4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.
5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution’s mission.

Argument


The General Education (GE) program at UW-Whitewater serves as the unifying educational foundation for all baccalaureate degree programs while also reflecting the unique values and mission of the university. The program is grounded in the university’s Philosophy of General Education, adopted in 1992, which defines the overall purpose of GE as providing the breadth of knowledge, skills, and diversity of perspectives necessary for academic and professional success as an educated person who is able to “actively respond to changing environments, continue to learn and grow, and work cooperatively with people of diverse backgrounds.”

The nine current learning goals of the GE program derive directly from this philosophical framework and provide specific guidance as to the specific skills, knowledge, and dispositions that UW-W students should acquire by the end of their GE studies. These GE outcomes clearly embody the core values of the university, thus demonstrating the direct connection between the university’s mission and educational purpose of the GE program.

In order to achieve these GE learning outcomes, all students who begin their college careers at UW-W are required to complete a 44-45 credit GE program that encompasses knowledge, skill, and proficiency requirements in communication and calculation skills, quantitative and technical reasoning, cultural heritages, communities, physical health and well-being, and electives. In addition, all students must complete at least one course within GE or in the major/minor that is focused on U.S. racial/ethnic diversity. Transfer students are assigned prorated requirements based on the number of credits they have completed at other universities.

At the heart of the GE program is a core curriculum consisting of five unique multi-disciplinary courses, each of which brings together materials and perspectives from several disciplines so students
are introduced to a common body of knowledge and its interconnections. One of the core courses, *World of Ideas*, is an upper-level course that is designed to function as a capstone GE experience where students can synthesize and reflect on the skills and knowledge gained across their GE studies. Thus, the core curriculum provides a common intellectual experience for UW-Whitewater students while enhancing the integration and coherence of the GE program overall.

The current GE philosophy, learning goals, and curriculum were developed by the General Education Review Committee (GERC) in the early 1990s and put into effect in 1994. Of course, much has changed in the world in the past two decades – from intensified globalization to the rapid deployment of new communication and information technologies. Closer to home, a significant change occurred at UW-Whitewater in 2010 when the campus adopted the LEAP Essential Learning Outcomes (ELOs) from AAC&U as our new definition of the learning that all undergraduates should achieve. In 2012, a campus team returned from the AAC&U’s General Education and Assessment Institute with a recommendation [attached document: AAC&U Team Report 2012] that the university converts the current GE learning goals into assessable outcomes that are more clearly aligned with these baccalaureate ELOs. A first step towards this goal was taken in May 2013 when approximately 40 faculty and staff members from across campus attended a one-day workshop convened by GERC to re-examine the value, purpose, and outcomes of the GE program particularly in light of the emerging importance of preparation for ethical citizenship and acquisition of 21st-century literacies as reflected in the baccalaureate ELOs. Over the next 18 months, GERC members drafted a new set of GE learning goals and outcomes, which is being circulated to campus stakeholders during the Spring 2015 semester.

The LEAP ELOs represent a national consensus, conveyed by the Association of American Colleges & Universities, about the learning that is essential for all undergraduates in the 21st century global economy. As such, they articulate a contemporary perspective on the purpose, content, and intended learning for the GE program and for all of the undergraduate majors, minors, and other programs that integrate with GE to provide students with a comprehensive and coherent educational experience.

3.B.3.

UW-Whitewater’s baccalaureate ELOs and graduate learning outcomes reflect the institutional commitment to students’ achievement of the key intellectual and practical skills for needed for academic and career success in the 21st century.

Students in all degree programs at UW-W engage in collecting, analyzing, and communicating information in both the GE program and as part of their major. In *ENGLISH 102, the second semester of the required Freshman English sequence*, students are introduced to the process of writing an effective academic research paper. English instructors collaborate with librarians to ensure that students are building strong information literacy and analytical skills in the process. Similarly, the culminating assignment in *COMM 110, the required oral communication course*, is a well-researched and effectively argued persuasive speech. The university’s writing proficiency in the major requirement ensures that students continue to hone these skills within their disciplines or by taking an advanced composition course.

The GE program also provides students with exposure to diverse modes of inquiry across the arts, humanities, and social, natural, and quantitative sciences – especially in the multi-disciplinary “core” courses and the obligatory laboratory science courses. For example, in the core course *Individual and Society* students examine social issues through the disciplinary lenses of sociology, psychology, anthropology, and gender studies. These kinds of experiences help students begin to contextualize
knowledge and inquiry, thus providing a foundation for immersion into the disciplinary perspectives and methods of their major and minor fields. As students move through their degree programs, there are numerous opportunities to engage in inquiry and creative work. The scientific disciplines embed hands-on laboratory and/or field experiences across the curriculum at increasing levels of complexity, sophistication, and independence. In the fine and performing arts, students develop their technical and creative skills in studio and performance classes and are provided with regular professional assessment and feedback at benchmark points across the programs. Future teachers are immersed in professional modes of inquiry and innovation through methods courses and field experiences. And many [most? all?] departments across the humanities, social sciences, applied sciences, and professional studies embed one or more research methods courses into the curriculum in order to engage students in integrating and applying disciplinary concepts and skills. [Note to Greg – As we discussed, it would be helpful to create an inventory of research/disciplinary methods courses across the curriculum. We will then be able to quantify this statement.]

Both the GE learning outcomes and the baccalaureate essential learning outcomes aim to provide students with the transferable skills and dispositions that they will need to thrive in a rapidly changing world. For example, students engage with various forms of critical and creative thinking and problem-solving across the GE curriculum with the goal of helping them become flexible and innovative thinkers in a variety of real-life situations. Similarly, majors in the humanities and social science disciplines hone their research and communication skills as preparation for any number of potential career fields. The pre-professional degree programs also emphasize broad preparation. In the College of Business and Economics, all BBA students take the capstone Administrative Policy course (MANAGEMNT 489) which uses case studies to inculcate the strategic management skills necessary to respond to changing business conditions. The Communication Department also requires capstone courses where student demonstrate that they are developing skills that they can adapt to new situations. For example, Journalism majors must use a variety of media to report on an issue of public concern via a multi-media webpage that includes text, images, and audio-visual elements.


The University of Wisconsin-Whitewater works actively to promote human and cultural diversity in curricular requirements and offerings, co-curricular opportunities, and staff and student recruitment efforts.

In the general education program, students take The Individual and Society and either Historical Perspectives or Global Perspectives to learn more about differences among people and cultures, and all undergraduates choose an additional course to fulfill a 3-credit U.S. Racial/Ethnic Diversity requirement. Instructors are encouraged to infuse diversity and multiculturalism throughout the curriculum. The College of Business & Economics requires an international experience and beginning in fall 2015 will also require Business and Society as a freshman course with a module on diversity and multiculturalism.

The university offers more than twenty undergraduate majors and minors that focus on multicultural or international topics and at the graduate level offers an MBA in International Business. New curricular offerings have been added recently including a Middle East Studies minor, Peace and Social Justice minor, Arabic and Hmong language courses, a Hmong American History and Culture course, and three new certificate programs (Diversity Leadership, Disabilities Studies, and Global Engagement) that emphasize diversity and multiculturalism. Further, the Race and Ethnic Studies program was reinvigorated in fall 2013 with a new coordinator and plans to strengthen courses and programs in these areas (Race and Ethnic Studies Audit and Review 2014).
Numerous co-curricular diversity and multicultural opportunities are available for students including the Center for Global Education’s Global Ambassadors, Global Café, the International Dinner, and Study Abroad Fair. The Office of Multicultural Affairs and Student Success (MASS) and the Career and Leadership Development office sponsor the Multicultural Heritage Lecture Series and Events and the annual Martin Luther King Jr. Commemorative Event. In 2013-14, the Lecture Series and the MLK Event drew 1,656 participants (source: 2013-14 Multicultural Heritage Lecture Series Count the House). The Career and Leadership Development office supervises more than 30 student interns, including Diversity interns and PRIDE (LGBTQA) interns.

Since the last HLC review, new gathering spaces have been created to encourage multicultural engagement including the Warhawk Connection Center, the P.B. Poorman PRIDE Center, and the campus reflective space. Each year, Residence Life offers Boxes and Walls as a thought-provoking and interactive diversity awareness activity; 1,545 students participated in fall 2014 (source: Associate Director of University Housing Terry Tumbarello’s email to Elizabeth Kim of 21 November 2014). The College of Letters & Sciences sponsors the Contemporary Lecture Series that regularly features topics on diversity. In addition, the Campus Diversity Forum, a multi-day event, is hosted each year by one of the colleges. A special series of events this year was the Conversation on Race (2014-15) to commemorate the 50th anniversary of the passage of key Civil Rights legislation.

Student participation in study abroad has increased 43% over the last five years, from 221 students in 2009-10 to 317 in 2013-14 (source: Center for Global Education’s Participation in Education Abroad: 5 Year Trends). Further, 80 new international students were enrolled in UW-Whitewater in 2013-14. The campus has numerous exchange programs with campuses from other countries, and the College of Education & Professional Studies offers internship or service learning programs in Jamaica, Sweden, Mexico, and Ecuador (COEPS Annual Report, 2013-14).

These are just a few examples of co-curricular programs and opportunities that recognize the human and cultural diversity of the world in which our students live and work.

UW-Whitewater provides a variety of programs that help us recruit, mentor, and support diverse students. Examples of programs that support ethnic minority, lower-income, and other at-risk students include the McNair Scholars Program, King/Chavez Scholars Program, Latino Student Programs, Pathways program (for at-risk new students), Biology Boot Camp (for at-risk students pursuing STEM fields), Summer Business Institute, Building Business Leaders, Future Teachers Program, Research Apprenticeship Program, and our Supplemental Instruction and student tutoring programs. Several of these programs earned state-wide awards for support of diversity and diverse students.

We are dedicated to recruiting diverse students and also recruiting and retaining a diverse faculty and staff. Through the Office of Admissions, special efforts are made to recruit and enroll a student body that reflects the rich diversity of our region. The number of students of color and international students has increased from 11% of the undergraduate population in 2004 to 16% in 2014. The university established initiatives to address the challenges of hiring and retaining faculty of color through the Grow Our Own initiative and the Inclusive Excellence Scholars Program which recruits recent or prospective PhDs to complete a one-year teaching fellowship. To assist in these efforts (and other diversity measures), Inclusive Excellence Committees have been established at the university level and in all of the colleges.

3.B.5.

One part of the mission of the University of Wisconsin-Whitewater is “to engage in scholarly
activity, including research, scholarship and creative endeavor, that supports its programs at the associate and baccalaureate degree level, its graduate programs, and its select mission.” The University’s strategic plan emphasizes The Educator-Scholar Community, and a stated goal is to “further develop UW-Whitewater’s reputation as a community of scholar-educators and professionals who possess and practice excellence in the creation of new knowledge and its effective integration in teaching, research, learning and problem-solving. This will be accomplished by creating more opportunities for balancing research, teaching, and service responsibilities. . . We will engage more graduate and undergraduate students in scholarly and creative activities, and expand engagement in appropriate corporate-research partnerships.”

A strong line of evidence regarding research productivity is the annual Recognition of Scholarship and Creative Achievements Ceremony. A bibliography of all recognized work, dating back to 1988 – 89, can be found there. A tabulated summary of the recognized work from 2011 – 2014, sorted by Departments and Colleges, is also available.

The Undergraduate Research Program supports a significant portion of the research endeavors undertaken by undergraduate students. Participation has increased dramatically over the last decade, from 21 students in 03-04 to 226 students in 13-14, as shown in the graph.

The University’s Tenure and Promotion Standard also reflects the campus emphasis on research and creative activity. It states that any candidate to be considered for promotion and/or tenure “must achieve a record of professional research, or its creative equivalent, and other professional activity. This record should include evidence that the faculty member is in the process of achieving professional recognition in the individual's discipline through: scholarly publications; professional papers, presentations, exhibitions or performances; artistic achievement; or other scholarly and creative activities.” The promotion and tenure standards from the College of Education and Professional Studies and a representative department are attached as examples.

All four Undergraduate Colleges and the School of Graduate Studies and Continuing Education have mechanisms to support participation in discipline-appropriate scholarship. The different mechanisms, as evident from the 2013-14 Annual Reports, include research grants and assistantships for students, and professional development funding, research grants, and teaching reassignment programs for faculty and staff. A sample list of scholarly output from the College of Business and Economics from 2013-14 is also included as an example.

Sources

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- COAC_COMM & JOURN 487_2015
The institution has the faculty and staff needed for effective, high-quality programs and student services.

1. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.

2. All instructors are appropriately qualified, including those in dual credit, contractual, and consortial programs.

3. Instructors are evaluated regularly in accordance with established institutional policies and procedures.

4. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.

5. Instructors are accessible for student inquiry.

6. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.

Argument

3.C.1

Data reported in the Common Data Set show that the total number of instructional faculty is 620, with 465 being full-time and 155 being part-time. The fall 2014 student to faculty ratio was 21:1. The university offered a total of 1,673 undergraduate class sections in fall 2014. Student credit hour/full time equivalent for faculty is reported in an annual productivity study.

In a report on the UW System to the State Board of Regents for fiscal year 2014, annual faculty turnover across the UW System averaged 5.1%. For UW-Whitewater, the turnover rate for tenured faculty was 1.77%. These tenured faculty all left due to retirement. The turnover for probationary faculty was 7.04%, with all resigning. The average turnover for UW-W was 3.80%, considerably less than the UW System as a whole.

The curriculum is the responsibility of the faculty of the university. Each academic college has committees to review undergraduate and graduate curriculum proposals. There are two university-wide curriculum committees, one for graduate and one for undergraduate programs. Each committee meets at least once monthly during the academic year. Curricular processes can be found in the Curriculum Handbook.

Concerning involvement in assessment of student learning, many faculty groups are engaged in measuring and making strides to improve learning outcomes. At the highest level, with representation from the colleges and other units such as student affairs and the library, The Essential Learning and Assessment Review Committee collects data from units and colleges, discusses findings and trends, reports back summary information, and sets ongoing goals. The University Assessment Committee is an elected faculty committee that is intended to respond to policies and processes and to assist departments in developing and reporting assessment information. The Assessment Council supports
and advises the Director of Academic Assessment. Each of the four academic colleges has an Assessment Committee that reviews data, reports it, and looks for changes in curriculum and pedagogy that would improve student learning. The General Education Review Committee actively engages in assessment of the general education curriculum. An Audit and Review process reviews each academic program (including all majors, minors, and graduate programs), on a five-year cycle. Aside from trend information, curricular development, and faculty composition, the Audit and Review Committee requests information on assessment data and changes made as a result of student outcomes. For charges and lists of membership in the various committees, please see the Assessment Groups document. Each year the university celebrates an Assessment Day complete with workshops on assessment initiatives and a poster session showcasing activities from across campus.

3.C.2

Our Faculty Personnel Rules require that all instructional staff must have a minimum of a Master’s Degree, and in order to be considered for tenure track positions, faculty must have completed terminal degrees. To teach graduate courses, faculty must have terminal degrees and be members of the campus Graduate Faculty. Any exceptions regarding credentials require approval from appropriate faculty in departments, department chairs, deans, and other administrators. The Human Resources and Diversity office provides detailed processes and requirements for search committees, department chairs, and administrators as they proceed through the search and screen and contracting process.

In collaboration with groups outside the university, the Partners in Education (PIE) concurrent enrollment/dual credit program was created in 2012 in order to provide challenging and rigorous coursework for qualified regional high school students in support of college readiness initiatives and to create a new avenue to provide substantive and ongoing professional development to participating high school instructors. The PIE program was designed around National Concurrent Enrollment Partnership Standards (NACEP) and the university anticipates applying for NACEP accreditation in 2018. This year, the program will enroll approximately 500 students. The oversight of instructor credentialing and ongoing relevant professional development meets NACEP standards Faculty 1-Faculty 4.

PIE high school instructors are approved by the respective UW-Whitewater sponsoring academic department who review the high school instructor applications, undergraduate and graduate transcripts and resumes to ensure that they meet the requirements for teaching the courses. A number of departments require an additional teaching portfolio, classroom visits and interviews as part of the approval process. All high school instructors have master’s degrees and have appropriate teaching experience for their PIE courses. Some PIE approvals are contingent on completion of additional required graduate-level coursework to meet instructor expectations. Applications not meeting these criteria are denied.

Approved PIE instructors are required to participate in training by UW-W faculty in the semester before the concurrent enrollment courses are first offered. They are also required to participate in 1.5 days of professional training each year led by UWW faculty and staff regarding the course content and department learning objectives. UW-W has also begun to offer additional professional development workshops on assessment and college readiness themes that have emerged as a result of work with in-service PIE teachers.

The University of Wisconsin-Whitewater also has numerous exchange or consortium agreements with international schools. These agreements are vetted by the Center for Global Education and the curriculum and faculty are reviewed within the appropriate colleges to assure that the quality of education is comparable to that of UW-Whitewater.
3.C.3.

The evaluation of instructors at UW-Whitewater is done through a systematic process of review and feedback from students, peers, and administrators. All tenure-track faculty are expected to be peer-reviewed a minimum of one time per year. All tenure-track faculty and instructional academic staff are also expected to provide students with the opportunity to complete teaching evaluations for each course. Tenured faculty in most areas are required to allow students to complete teaching evaluations at least once every three years.

All tenure-track faculty and instructional academic staff are required to undergo a departmental face-to-face review each year. Tenured faculty are required to have a face-to-face review once every four years as part of the post-tenure review process. Instructors at any rank are also expected to do a self-reflection of their teaching strengths and weaknesses prior to these face-to-face reviews and to identify any specific goals they might have to improve their teaching during the next review period.

Departments have minimum standards of teaching effectiveness tied to these various types of evaluation. Tenure-track faculty and instructional academic staff are reappointed primarily based on their ability to meet these standards of effectiveness. Administrative oversight of this process from faculty review committees and the Dean, Provost, and Chancellor ensure that instructors are meeting these standards and given appropriate feedback where improvement is necessary.

There are additional unique requirements for instructors of certain types of courses, such as online courses, where instructors are expected to receive special training or course certification, which is directly tied to expectations of high-quality teaching. For example, in the College of Business and Economics, all online courses are required to go through Quality Matters certification. In the College of Letters & Sciences, all instructors are required to have participated in the Technology Institute, which provides training for online instructors during summer or winter break. Ongoing training of this type is required because technology is constantly changing.

3.C.4

The institution assures currency in the discipline and adeptness in teaching at time of hire and throughout the career. Tenure-line and tenured faculty are evaluated through a review process which includes documentation of teaching, research, and service via the “Purple Book” portfolio, and a parallel process is used to review teaching for academic staff. The university supports professional development, including pedagogical development, in several ways. New faculty participate in the First Year Program designed to assist first-year faculty in becoming successful teachers and scholars. In the most recent 5 year period, the FYP has supported 137 new faculty, including providing financial support for individual teaching resources ($137,000 in this time period). Ongoing support for all instructors is provided through The Learning Enhancement, Assessment and Research Network (LEARN) Center through a range of workshops and programs for a total of 8,750 faculty/staff development hours from 2009-2010 through 2013-2014. Specific programs include workshops on instructional issues, a peer coaching program involving 20 mentee participants with 15 faculty coaches between Spring 2012 and Spring 2015, and 56 book groups from fall 2004 to spring 2015 where instructors and other staff meet to discuss readings related to teaching. Between fall 2009 and spring 2014, participants rated the overall quality of the workshops at 8.87 on a 10-point scale (10 indicating “Excellent/Maximum Value”). In that same period, participants rated the usefulness of the workshops as 8.8 out of 10.

The LEARN Center also supports the scholarship of teaching and learning (SoTL) through
workshops and a formal Teaching Scholars Program. In the period since 2009, the Teaching Scholars program had 55 participants and provided a total of 2,116 faculty development hours. Support for the integration of technology and pedagogy is provided through the Learning Technology Center. Faculty and instructional staff are also eligible to participate in UW System teaching development programs through the Office of Professional and Instructional Development, including the WI Teaching Fellows & Scholars program, which from 2004-05 to present has supported 22 UW-Whitewater participants. The institution supports each participant with a $4000 stipend plus additional support for travel to program events (averages $700 per participant).

Faculty are eligible to apply for funds to support professional development in both scholarship and teaching. Professional Development Funds may be used for further training, conference attendance, and other forms of professional development. Faculty are also eligible for sabbatical leave to pursue professional goals with relation to scholarship and/or teaching. Additionally, the university has an Office of Research and Sponsored Programs which supports faculty in grant writing and other research-related efforts. The LEARN Center also sponsors the Scholar Mentor Program to assist junior-level faculty in developing their writing and publication skills. These efforts contribute to currency in discipline. The institution also supports innovation in teaching through participation in the LEAP initiative which includes development of LEAP teams that implement projects to improve teaching, learning, and the implementation of high-impact educational practices. Since 2011, 554 faculty, staff, and students have participated on 113 LEAP teams. Instructor efforts to assess learning outcomes and thereby improve teaching are also fostered by the Office of Academic Assessment.

3.C.5.

At UW-Whitewater, instructors make a strong commitment to meeting the needs of individual students. Instructors are available for student inquiry in several ways. All instructors hold regular in-person office hours each week. These hours must be posted on syllabi and scheduled at times when students are reasonably expected to be on campus. If a student has a class conflict with posted office hours, the instructor is expected to make alternative arrangements to meet with the student. The frequency and length of office hours varies based on the number of credits, meeting times for each course, and the College or Department policy.

Most instructors provide additional opportunities for student inquiry through supplemental instruction such as tutorial sessions, help sessions, and/or online communication. The latter is done via course support platforms such as D2L and/or through email. In many classes students may post questions related to an assignment or other course material in D2L and the instructor will then reply privately or in a public discussion forum. Some instructors hold synchronous online office hours and study sessions in the evenings to accommodate students who may not be able to meet on campus during the day. Most instructors are committed to responding to student inquiries within 24 hours.

All instructors are available for consultation via telephone and office phone numbers are listed in the campus directory. Contact information is supplied in every course syllabus. Students may also request appointments with some instructors through the campus Outlook calendar.


For every position on campus, UW-Whitewater has specific job descriptions that include the qualifications, experience and education required. Position qualifications and related classifications are standardized for all UW-System institutions. Example staff job descriptions are provided from the following units: Academic Advising, Career and Leadership Development, Financial Aid, and Residence Life.
The Office of Human Resources and Diversity and the University Titling Committee review all job descriptions to insure that qualifications and minimum standards are consistent with appropriate classifications. These are determined prior to a unit being approved to engage in a job hiring process or reclassifying a staff member. Every job hiring process includes the Human Resources office reviewing all applications to ensure that minimum qualifications are met. An overview of Human Resources office hiring process standards can be found online.

A variety of training and professional development opportunities are offered to staff providing student services. A number of offices, such as the Academic Advising & Exploration Center, develop internal staff orientation and training protocols. All campus staff are encouraged to participate in training and development opportunities offered by the Office of Human Resources and Diversity and the LEARN Center. All full-time faculty and staff may apply for professional development funds to support off-site conference attendance, reading and training materials, and other professional development opportunities. Financial support for up to one course per term is provided to staff pursuing higher education degrees at all levels, either at UW-Whitewater or another institution. All campus staff, regardless of office or level, are encouraged to participate on LEAP teams that work to enhance teaching, learning, and work at UW-Whitewater.

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3.D - Core Component 3.D

The institution provides support for student learning and effective teaching.

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

Argument


UW-Whitewater approaches students as unique individuals. Thus, we provide numerous programs and services that take into account the distinct experiences, backgrounds, and orientations to learning that students bring to our campus. Many programs and services begin early in students’ tenure on campus. Examples include:

- The Summer Transition Program
- Future Teacher/Minority Teacher Programs
- The Summer Business Institute
- Multicultural Business Program
- ULEAD
- Science Academy

Our centralized First Year Experience (FYE) Office begins the process of helping students to gain a “full measure of learning” by guiding new undergraduates from matriculation through their first year. The FYE coordinates:

- New (and Transfer) Student Orientations
- Learning Communities
- New Student Seminars, and
- On-going peer mentoring programs

Student learning occurs everywhere; it is not confined to classrooms, residence halls, athletic fields or any one venue. As educators, we provide support services that bolster student learning to help students draw the connections between learning and its applications in their lives. For non-traditional aged college students, we support:

- Adult Student Outreach Office
- Veterans Services Office, and a
Veterans & Service Members Lounge

We recognize that multicultural students and first-generation college students may have particular needs and/or pathways for successfully navigating the university. Additionally, all students have the need to develop their identity and explore, in general, matters of human identity. This identity development and diversity learning doesn’t happen in isolation nor without interaction with people from backgrounds different than our own. Thus, UW-Whitewater supports both a sector of the university and specific services/departments to address these developmental learning issues:

- Multicultural Affairs and Student Success
- Warhawk Connection Center
- Career and Leadership Development
- Diversity Network Programming
- Center for Students with Disabilities

Traditional services also support student success at UW-Whitewater:

- Financial Aid
- Registrar’s Office
- Assessment and Testing Services
- Student Employment

To assure the effectiveness of student support services, many units adhere to the Council for the Advancement of Standards (CAS) in higher education. Moreover, many units undertake a self-study (OPR) every five years to examine their operational functions.

The Dean of Students Office supports our overall learning environment by maintaining an orderly campus where learning can occur. This is accomplished by assisting faculty members, providing ombuds service for students, and intervening individually with students experiencing emotional crisis. The CARE Team is just one example of the “behind the scenes” work that helps to maintain a thriving environment.

Finally, to function as a “collective referral agent” in directing students to appropriate student services based on their unique needs and life situations, our Residence Life Department administers MAP-Works®, a student success tool. The results of this tool (student survey) help as an early warning mechanism for seamless interaction and intervention with students. Several departments across campus utilize this data for the development of institution-wide retention and success initiatives.


Learning support and preparatory instruction to address the academic needs of our students begins with appropriate forms of testing. UW-Whitewater’s Testing Office develops and implements various administrative testing procedures and programs. Accurate test data and test scores are provided to faculty, deans, department chairs and administrative offices for admission, academic advisement and decision making pertinent to student undergraduate and graduate degrees.

Placement tests are given in English, Mathematics, Arithmetic Skills, and Foreign Languages (Spanish, French, and German). These tests provide the University with information to place students at the correct level within their programs. Placement is compatible with students’ expected level of achievement, based on their test scores, and allows them to be placed with others at the same level of preparation.
This usually results in a successful learning experience for students. New Freshmen placement is determined by ACT or SAT sub-scores in English and Mathematics. The English and Mathematics placement tests are open to international students and transfer students who do not have ACT or SAT sub-scores. Group Mathematics placement tests are given at the beginning of each semester.

Learning support also takes the form of various Centers and Labs:

- **The Writing Center** (satellite Centers in Residence Halls and Andersen Library as well)
- Supplemental Instruction/In-class Tutoring & Cybertutoring
- **Satellite Centers** for accounting, biology, gened courses, math, PPST, and psychology
- The Math Center (satellite Centers in Residence Halls and Andersen Library as well)

Both the English and Math departments have created special programs to assist and support veterans. For the past few two years, the Languages and Literature Department has offered sections of English 101 and 102 for veterans or family members of veterans. In fall 2014, the Math Department piloted a section of Math 041 for veterans with math difficulties.


Through UW-Whitewater’s **Academic Advising and Exploration Center (AAEC)**, student advising has followed a total intake model. With some exceptions, freshmen and undeclared students are advised at the AAEC, while upper division students are advised by their College. The AAEC assists students with freshmen issues, helps students clarify their major choice, and supports our freshmen retention efforts. Students transition to advising within their College where the advising structure may differ depending on the requirements and qualifications for their degree program.

Over the past several years, the campus advising coordinators have focused on an assessment of this advising structure and how it meets student needs. The results of that assessment have been sent to the campus strategic planning and budget committee for review (can attach report). Based on the results of assessment, advising coordinators identified two general trends, both which focused on issues of transition: 1) advising outcomes are often higher for freshmen, drop as students transition to the sophomore year and tend to recover over the last two years, and 2) transfer students tend to be less positive about their advising experience across all areas and may find the transition to our university challenging. In addition to looking at general trends, each advising unit determined areas of strength and weakness to highlight and focus on (can attach).

For three of our four Colleges, an **Advising Office** is also provided. These offices don’t replace faculty advisors, but rather support faculty by providing students with information on policies, requirements, etc. **Faculty advisors** help students understand the curriculum and the competencies that they can gain in the major as well as connect students with study abroad, internship and research opportunities. And, the advising relationship gives faculty a valuable perspective on developing curriculum, policies, and courses.

**Each College provides select approaches to bolstering advising.** For instance, the College of Letters and Sciences (L&S) offers programming for students. Based on survey data, recent initiatives have focused on students transitioning from their freshman advising at the AAEC to their College advisor. This includes a Meet Your Major program in the fall, and sophomore orientation sessions offered for mid-year students. Sophomores also receive a monthly newsletter that assists them in their transition and links them to programs and services.

Another example is the L&S Summer Advising Institute, a one and a half day workshop for new and
continuing faculty advisors. Both the College of Letters and Sciences and the College of Business and Economics provide students with a Degree Planning Guide that offers essential information about advising, degrees, curriculum, programs, and university policies.

A key component to advising that all Colleges implement is some form of Dean’s Advisory Council or also called Dean’s Advisory Board. Comprised of students, alumni and friends of the university, these boards and councils act in an advisory capacity to the Deans by making recommendations about needs and services, programs and general operations. They connect students with available resources and bridge communication between students, faculty, staff, and alumni.


Libraries

UW-Whitewater’s main library has served as our university’s cornerstone for intellectual inquiries and scholarship since its origin on the third floor of the Old Main building to its move in 1953 to the then newly constructed Andersen Library (named after Harold G. Andersen, a lifelong resident of Whitewater).

[Andersen Library’s web site](#) and Primo discovery tool lead to thousands of scholarly and peer-reviewed sources, magazine and news sources, online books and government information, digital collections, streaming media, and the physical Library holdings of books, graphic novels, media (DVDs, VHS, audio books), video games, teaching tools, children’s literature, periodicals, etc. Academic departments are assigned allocations from the Library’s acquisitions budget to select materials to add to the Library’s collections in support of their programs. Resource sharing services (UW System-wide borrowing, ILLiad interlibrary loan, and transfers of collections among the Wisconsin Historical Society’s area research centers) extend access to information for faculty and students while complying with applicable copyright laws.

The Library staff provides high-quality services to support campus learning and teaching excellence, including video booking for classroom use, course reserves, technical services that provide resource descriptions and access, proxy server support for off-campus access to subscription resources, resource sharing, indexing and digitization of local resources like the student newspaper and masters theses, information literacy instruction tailored to class or program needs, online tutorials and research guides, individual consultations with students or faculty, and 24/7 reference services (including in-person service, email and chat). The reference librarians’ information literacy progression rubric is available to all teaching staff to support information literacy, which is among the baccalaureate learning outcomes that have been adopted by the faculty. Groups of college-bound students from area high schools and community members also visit Andersen Library to use its resources on-site. A rich array of programming and events is carried out by library personnel, along with community and campus collaborators.

A vast array of Library spaces and equipment for learning and study are available, including a dozen reservable group work rooms equipped with monitors, whiteboards, or SMARTboards; individual study rooms; media players; flexible Learning Commons seating arrangements (movable chairs and tables); PC and Mac desktops with accessibility software and commonly-needed productivity software; laptops and MacBooks; tablets and ereaders; scanners for print and microform resources; cameras; webcams; video game consoles, controllers, and a gaming room; calculators; printing; and wireless network access. The Library Instruction Laboratory and the Library Classroom are open for general use when library instruction is not taking place. Two quiet floors and one “talking” floor accommodate different needs for effective study.
Aside from the Andersen Library, another UW-Whitewater library resource is the College of Education and Professional Studies Curriculum Library. The ESL/Bilingual Education Program has been awarded multiple grants from the U.S. Department of Education that helped establish a multimedia resource library for the university community and area school districts. The library boasts a wide range of teacher, parent, and children's books, dictionaries, games, videos, and manipulatives for teaching English learners and emergent bilinguals.

Computing/Technological Infrastructure and Support

UW-Whitewater’s Instructional, Communication & Information Technology (ICIT) department enables: “the UW-Whitewater community, its academic and administrative units, and all members of the university community (students, their families, faculty, staff, alumni and friends) to fulfill their educational, research, learning, organizational, administrative and public service objectives through the use of technology.”

Infrastructure: The institution provides robust wired and wireless network infrastructure designed to support rapidly changing instructional needs. In the summer of 2014, all network equipment was upgraded to provide the speed and bandwidth necessary to support the use of video, multimedia and gaming in instruction – that includes synchronous video conferencing mode and asynchronous video conferencing to share previously recorded video content.

The university also offers an advanced unified communication and collaboration environment. Technologies, such as WebEx, enable faculty and students to participate in learning process remotely, and collaborate through video conferencing systems. There are multiple campus locations outfitted with high-definition video conferencing equipment, enabling its use in foreign language and other classes.

Over the years, the university has invested significant resources in classroom technology. The standard classroom equipment includes the following: a desktop computer, a projector, a control panel, a digital presenter, a document camera, a Blu-ray or DVD player, and speakers. Due to rapidly changing technology and increasing demand, it has become challenging to ensure the sustainability of classroom technology. In order to continue providing state-of-the-art classroom technology for years to come, ICIT conducted a review of all classroom technology in 2014 and developed a five-year plan, along with the funding proposal, to facilitate the replacement and enhancement of classroom equipment.

The Learning Technology Center (LTC) offers high quality instructional support to faculty. LTC services include providing assistance with the following: production of instructional videos, course design consultations, and instructional technology workshops.

Every year, the LTC conducts a Summer Institute for Blended Learning where faculty can effectively hone their online and hybrid course design skills. In 2015, ICIT also offered a Winter Institute for Blended Learning. The university has also adopted Quality Matters, a nationally recognized, faculty-centered, peer review process designed to certify effective course design.

UW-Whitewater also offers 266 computers and seven printers in numerous general access computer labs. In addition to the general access computer labs, Andersen Library also offers 104 general access computers and print services. There are also several Collaboratories, which are specialized computer labs that provide students with the space and resources to complete video editing projects, a sound booth for audio work, and equipment for high quality color printing. There are multiple recording studios where students can record professional quality media for videos for use in individual and
group projects.

The university offers various environments to host and share produced videos for sharing and collaboration. Every college has a discipline-specific lab and equipment, including a metrological lab for the geology department (College of Letters and Science) and a training lab with EMS software for the Counselor Education department (College of Education & Professional Studies).

Another example of our campus’ technology support is the Wisconsin Instructional Technology Resource Center (WITRC). Within the College of Education and Professional Studies, WITRC offers personal technology training for students, staff, and faculty in the use of smart boards, video production, iPads, and other instructional technology. It is staffed by a full-time in-house technology coordinator and student assistants. Two collaborative labs (co-labs) are available for meetings and work areas. Co-labs include a SMART Board, computer, projector, cable to connect a laptop to the system, and a telepresence video conferencing system. There is a production room for students to edit video, record DVDs, and scan images, 26 technology classrooms which have equipment permanently installed to facilitate the use of technology, and two computer labs, Hansel and Gretel, with more than 40 computers in total. Approximately 300 workshops, classes, student groups, and faculty meetings take place within WITRC each semester.

Performance and Learning Spaces; Clinical Practice Sites

Throughout our university, careful thought has been applied to our physical environment and how it supports student learning. For instance, the College of Arts and Communication students and faculty work and perform in amazing spaces. Learning by doing is at the core of our academics and the results are showcased in our gallery, theatres and performance halls. Examples of spaces within the College include:

- Barnett Theatre
- Crossman Gallery
- Greenhill Center for the Arts
- Hicklin Studio Theatre
- Light Recital Hall
- Young Auditorium

Beyond artistic performance, the College of Education and Professional Studies allows students and faculty to enjoy the benefits of a state-of-the-art counseling lab. A large financial investment makes this lab possible and ensures high quality counseling as well as an exceptional training context for graduate students. The Winther Counseling Lab, staffed by Counselor Education masters level students during their practicum, is committed to providing free (fees assigned for mandated services only) and confidential individual/group counseling services to UW-Whitewater students and community members. Supervision and consultation are provided by licensed Counselor Education Faculty.

The Whitewater Innovation Center is another learning space. Dedicated on 5 May 2011, the Innovation Center is the cornerstone of the Whitewater Technology Park. The Innovation Center was specially designed to offer collaborative space, resources, and services to entrepreneurs and growing businesses. Those who build or grow their company in the Whitewater community benefit from support from the University of Wisconsin-Whitewater, the Whitewater Community Development Authority, and the City of Whitewater — as well as from the broader entrepreneurial ecosystem of southeastern Wisconsin.
**Scientific Laboratories**

UW-Whitewater provides extraordinary scientific laboratory facilities within our Upham Hall. Recently, these facilities underwent a $40-million renovation that transformed them into one of the nation's state-of-the-art science centers. The renovated facility features four 60-seat classrooms, one 100-seat lecture hall, one 185-seat lecture hall, wired classrooms, modern research laboratories, and 34,000 square feet of new space. Facilities and lab space include a greenhouse, animal care facility, multiple cold rooms, chemical and cell culture hoods, and numerous -80 degree freezers.

As learning spaces for the sciences, these facilities offer faculty and students various equipment and instrumentation. While an exhaustive list of these is provided in our report’s evidentiary files, a sample list includes: 300 MHZ nuclear magnetic resonance spectrometer (NMR), EMX-plus electron spin resonance spectrometer (ESR), High-performance liquid chromatograph (HPLC), Inductively coupled plasma spectrometer (ICP), Differential scanning calorimeter (DSC) and much more.

3.D.5

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• LIBRARY_COMMUNITY PATRONS_2015
• LIBRARY_CURRICULUM LIBRARY_2015
• LIBRARY_EQUIPMENT_2015
• LIBRARY_FACULTY RESOURCES_2015
• LIBRARY_HOME PAGE_2015
• LIBRARY_STUDENT SERVICES_2015
• MASS_HOME PAGE_2015
• MASS_RESIDENCE HALLS_2015
• MASS_WRITING CENTER_2015
• REGISTRAR_HOME PAGE_2015
• REGISTRAR_VETERANS LOUNGE_2015
• REGISTRAR_VETERANS SERVICES_2015
• RES LIFE_RESNET_2015
• RESIDENCE LIFE_HALLS_2015
• TECHNOLOGY PARK_INNOVATION CENTER_2015
3.E - Core Component 3.E

The institution fulfills the claims it makes for an enriched educational environment.

1. Co-curricular programs are suited to the institution’s mission and contribute to the educational experience of its students.
2. The institution demonstrates any claims it makes about contributions to its students’ educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.

Argument

3.E.1.

Consistent with UW-Whitewater’s mission and, indeed, with the notion of a holistic (liberal) education, our campus sponsors a broad array of co-curricular offerings. These experiences are centered on multiple forms of learning: self-discovery, personal and professional development, physical, emotional and spiritual development, community engagement and service, diversity learning, and much more.

Co-curricular offerings are not the domain of any one area of our university; they emanate from all “corners of the campus.” A review of our Colleges’ websites provides links to student organizations that connect with those Colleges’ majors and professional associations. Moreover, throughout the Division of Student Affairs, co-curricular programs are both student-driven (originating from students’ own interests and learning desires) as well as promoted by staff to address the intellectual and developmental needs of students. Additionally, through intercollegiate athletics, UW-Whitewater’s emphasis is clearly on the development of the “student-athlete.”

While undergraduate research and community engagement/service are highlighted in the segment to follow, for purposes of this self-study, a brief introduction to student co-curricular offerings are placed in three categories: Academic/College-based Co-curricular Programs, Athletics, and Student Affairs-based Programs.

Academic/College-based Co-curricular Programs

Our evidentiary files show links to student organizations within our Colleges. Nonetheless, to illustrate the breadth of co-curricular learning, the following examples place these activities in various learning contexts.

The College of Letters & Sciences sponsors the UW-Whitewater Soils Team that allows Geography and Environmental Science students to compete against other regional schools to apply and test their skills at soil description, classification and land use interpretation. The WeatherHawks participate in weather related research including a summer storm chasing trip. The Student Math Association and that department’s Pi Mu Epsilon Honor Society sponsor lectures on a variety of topics. The Law Society provides assistance for students applying for law school including hosting admissions officers from law schools. The Social Work Student Organization is active in professional development and service learning. The GIS Center, Wisconsin History Project and the Center for Political Science and Public Policy Research provide opportunities, generally paid, for students to apply skills learned in
classes to professional settings.

The College of Business and Economics (CoBE) has approximately 28 student organizations. These include discipline specific organizations (such as Women in Accounting) and broader interest groups such as Collegiate DECA or the Ethics in Business group. The Institute for Sales Excellence gives students the opportunity to earn a Sales Certificate and to compete nationally with other sales students. CoBE has a group of outreach centers that allow faculty to work with students in real-world and competitive settings. For example, in the Wisconsin Innovation Service Center, students assist in research for entrepreneurs who are studying markets for new products. Students working in the Fiscal and Economic Research Center complete numerous projects annually on the economic impact of activities such as agricultural product production (potatoes, cranberries, corn), environmental cleanup (Tainter Lake) or business activity (black-owned banks). The Wisconsin IT Services Center matches information technology students with small businesses or not-for-profit organizations who need website development or enhancements. COBE conducts annual survey research on activities in which students engage and how they contribute to leadership. Over half of graduating seniors in business participate actively in student organizations. A document showing one iteration of the research results on engagement and leadership is attached.

The College of Arts & Communication provides various co-curricular activities. The Music department’s String Academy and Piano Academy are two examples of co-curricular and outreach programs that provide opportunities for students to gain valuable pedagogical and communication skills working with young people, and also provide Arts education opportunities for students in the community. Theatre and Dance offers six-productions each academic year plus a two-production Summeraround season that provide students a wide range of theatrical experiences, both for participants and for audience members.

The College of Education and Professional Studies supports numerous student organizations that provide an intentional way to meet fellow students, professors, and staff on campus who share their particular interests and can provide personal, professional, and academic assistance when needed. Examples include: America Reads, Best Buddies, CARE (Creative and Resourceful Educators), FTSO (Future Teachers Student Organization), Kappa Delta Pi (Honorary), and SWEA (Student Wisconsin Education Association).

Athletics

The University of Wisconsin-Whitewater is home to one of the finest collegiate athletic programs in the nation. With each season, the Warhawks build on a tradition of academic and athletic excellence. In fact, the decade has seen the Warhawks capture National Championships in baseball, volleyball, football, gymnastics and men’s basketball. The success of Warhawk sports teams parallel the accomplishments inside the classroom of UW-Whitewater student-athletes. With 39 chancellor scholar-athletes, and a grade point average over 3.0, Warhawk student-athlete success happens both in the classroom and on the field of play.

Regardless of the sport played at the University of Wisconsin-Whitewater, the Warhawks compete in style, train in first-class facilities, and enjoy a decided home-court advantage. Kris Russell Volleyball Arena and Kachel Gymnasium, home of Warhawk volleyball and basketball, have been recently updated and compete among the finest arenas in Division III college athletics with men’s basketball ranking among the top 25 in average attendance. Similarly, Perkins stadium is consistently ranked among the nation’s top 10 venues in attendance drawing 43,636 fans, the second-highest total in NCAA Division III; averaging 5,455 fans per game (fourth in the nation), and led the nation in regular season attendance average with 9,426 fans per game. The Warhawks set a WIAC record with 13,627
fans against UW-Oshkosh on Oct. 25. Lastly, the Kachel Family Sport Complex is one of the area’s chief track-and-field and soccer shrines.

Student Affairs-based Programs

The co-curriculum is a primary means for the Division of Student Affairs to prompt the education and development of the “total student” at UW-Whitewater. The Division is comprised of ten departments — from which a host of co-curricular activities emanate. Too numerous to mention separately, this report’s evidentiary files provides insight into many of them, while the following highlights some exemplary co-curricular experiences for students:

The Intramural Sports program has created the Sport Coordinator role that enables students to lead Official’s Trainings, Captain’s Meetings, and one-on-one meetings with student officials who are their peers. These opportunities provide growth and development that is unmatched in the classroom.

The Wheelchair Athletics Cornerstones presentations given to New Student Seminar classes on campus provide a powerful learning environment. It not only provides a learning experience for the attendees to learn about students with disabilities, but it provides a public speaking opportunity for the wheelchair athletes that are presenting. By doing these programs, the number of able-bodied students that participate in intramural wheelchair basketball have more than doubled (from 6 teams to 16 teams).

The adaptive athletic and adaptive intramural programs provide students with the opportunities to learn on multiple levels. The opportunity to stay active on a team, that encompasses a diverse population, teaches life skills that allows for character development. For instance, the students involved in the wheelchair athletics program learn mostly through immersion. Students work directly with students that have disabilities and interact with them through sport. Also, intramural wheelchair basketball for able-bodied students teaches our students about the challenges associated with having a disability while showing them that the disability does not define the individual.

Our Career and Leadership Development Office sponsors a 3-day program called ULEAD that targets first year students who expressed an interest in starting off their collegiate career with a focus on success, involvement and meeting people. ULEAD’s key components are LEAD 101, ethical leadership, creating a collegiate involvement plan and learning about the campus and community governance structure. Participants also engage in a community service project for their fellow students on Move In Day.

UW-Whitewater also supports a vibrant Greek Community with 23 chapters and more than 700 students as members in various Greek organizations. Moreover, our Career and Leadership Development Office administers the student organization program with over 220 student groups with membership of about 6,000 students. Greek chapters and student organizations compete in activities that foster Warhawk spirit and pride in a homecoming program that dates back over 50 years.

Divisional annual reports provide more insight into the co-curricular and the learning and personal development that students accrue from their involvement.

3.E.2.

Community Engagement

From science exploration and artistic endeavors to entrepreneurship, the University of Wisconsin-
Whitewater is committed to community engagement. In schools, parks, offices, nursing homes, and theaters, our students, faculty and staff members are actively reaching out into the community.

These efforts have garnered national recognition. UW-Whitewater is a recipient of the 2015 Community Engagement Classification from the Carnegie Foundation for the Advancement of Teaching. This designation — bestowed on only 361 colleges and universities in the United States — honors campuses that are improving teaching and learning, producing research that makes a difference in communities, and revitalizing their civic and academic missions. Our evidentiary file includes the application provided to the Carnegie Foundation for this designation, and highlights the wide-ranging commitment and involvement of our campus for community engagement.

Undergraduate Research Program

Our Undergraduate Research Program supports inquiry-driven research scholarship and creative activity. The program is an advocate for expanded experiential learning that enhances engagement in undergraduate research, scholarship and creative activity, including faculty-mentored research and curriculum-based projects. Our program goal is to create opportunities for inclusive participation.

For students wishing to excel in scholarly and creative enterprises outside of their classes, UW-Whitewater has earned a national reputation in undergraduate research, mainly for two reasons: 1) we have terrific student researchers; 2) we are committed to providing them with first-rate opportunities. In particular, we provide strong financial support of undergraduate researchers and we support top quality mentoring.

In January of 2015, the University of Wisconsin Board of Regents honored Dr. Catherine Chan with the Regents Diversity award for UW-Whitewater’s Research Apprenticeship Program (RAP). The RAP engages mainly first- and second-year UW-Whitewater undergraduate students in the high-impact practice of undergraduate research, aiming to eliminate equity gaps between minority and majority students. RAP began in 2011 as a pilot program for 20 students in the College of Business and Economics and in the College of Education and Professional Studies. It has since expanded to all four colleges at UW-Whitewater and has served nearly 200 students. RAP students are paid research assistants who work with faculty and staff mentors on research and scholarly projects for one year. They also enroll in an online course to help build basic research skills and ethics. RAP students demonstrate significantly better academic outcomes than the campus average, including first-year grade-point averages and second- to fourth-year retention rates.

Sources

- ATHLETICS_STUDENT SERVICES_2015
- CARNEGIE FOUNDATION_COMMUNITY ENGAGEMENT_2014
- CLD_GREEK COMMUNITY_2015
- CLD_STUDENT INVOLVEMENT OFFICE_2015
- CLD_ULEAD_2015
- COAC_STUDENT ORGANIZATIONS_2015
- COBE_BUSINESS CENTERS_2015
- COBE SALES EXCELLENCE_2015
- COBE_STUDENT ORGANIZATIONS_2015
- COEPS_STUDENT ORGANIZATIONS_2015
- COLS_STUDENT ORGANIZATIONS_2015
- REC SPORTS_INTRAMURAL SPORTS_2015
- REC SPORTS_WARHAWK FITNESS_2015
- REC SPORTS_WHEELCHAIR ATHLETICS_2015
- REGENTS_DIVERSITY AWARDS_2015
- STUDENT AFFAIRS_ANNUAL REPORT_2012-13
- STUDENT AFFAIRS_CO-CURRICULAR ACTIVITIES_2015
- STUDENT AFFAIRS_HOME PAGE_2015
- UNIVERSITY_PARTNERSHIPS_2015
- URP.Student RESOURCES_2015
3.S - Criterion 3 - Summary

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

Summary

Our courses and programs are current and continuously reviewed to they are delivered consistently and meet the changing employment and educational needs of the region. We align our general education program, baccalaureate degrees, and co-curricular programing with the national consensus for quality education provided by the AAC&U LEAP initiative. Diversity is a strong ethic, infused throughout all educational programs. Academic advising and support services are designed to meet the needs of our student populations, with an emphasis on approaching students as unique individuals. Our library, technology infrastructure, and other supports are robust.

Recruiting and retaining qualified faculty and staff is increasingly challenging in the difficult budget environment of continuously decreasing state financial support. It is especially difficult to recruit minority faculty and staff. Our campus is committed to reducing the achievement gap among student demographic groups, particularly disparities that exist in academic success, retention, and graduation rates when compared between underrepresented groups (minority, low-income, and first-generation) and majority student populations; we need a better understanding of how to address this multifaceted issue.

Although we recently received the 2015 Community Engagement Classification from the Carnegie Foundation for campuses that are revitalizing their civic and academic missions through improved teaching, learning, research, and community service, we still have considerable work in assessing community engagement. While we provide various infrastructures to support student learning and engagement, our ability to build a new residence hall(s) is stymied by our state process for building approval. Nonetheless, we continue to work with the UW System and local community (leasing of private apartment buildings) to meet the residential needs of our students.

Sources

There are no sources.
4 - Teaching and Learning: Evaluation and Improvement

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

4.A - Core Component 4.A

The institution demonstrates responsibility for the quality of its educational programs.

1. The institution maintains a practice of regular program reviews.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that assure the quality of the credit it accepts in transfer.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
6. The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and Americorps).

Argument


A program review process is required by the UW System, with details on frequency and requirements determined by individual institutions. At UWW, all undergraduate and graduate programs are reviewed in five-year cycles through the Audit & Review (A&R) process. The program completes a self-study in which it provides information about its purpose and overview; assessment; student recruitment, enrollment, retention and graduation; and resource availability and development. The program must also discuss how it addressed recommendations from previous A&R reviews. The program is asked to reflect on the information and identify its main strengths, areas for improvement, and recommendations for action and continued improvement. Undergraduate and Graduate A&R review committees comprised of faculty and staff review each self-study to ensure that program mission, goals, student learning outcomes, and curriculum are clearly stated and consistent with the mission, goals, and learning outcomes of the university; that the program is collecting and making use of data on student learning for program improvement; that the curriculum is reasonable, purposeful, and efficient; that students progress through the program in a reasonable time; and that adequate
resources are available to the program and are utilized appropriately. Feedback is discussed in a face-to-face meeting with the program, review team representatives, program Dean, Provost, Associate Provost, and Director of Academic Assessment. Final results and recommendations from each review are publicly available on the A&R webpage, along with the schedule of reviews. Program review results are shared with UW System each year.

In addition, the General Education Review Committee (GERC) conducts a full review of all core courses every five years. Reviews address faculty adherence to the guidelines for each of the courses, assessment efforts, faculty efforts to improve the courses, and obstacles to more effective teaching of the core. Recommendations from these reviews in recent years have focused on improving assessment. The GenEd signature assignments project was developed as a program-wide response to the challenges of creating useful assessment processes and data for the GenEd core courses. The program as a whole is scheduled for review in Fall 2015 as part of the university Audit & Review process.

Accredited programs must also adhere to accreditation standards and undergo periodic program review by their accrediting agencies. These external reviews are extensive and address all aspects of program quality and functioning. In addition, programs in our College of Education and Professional Studies (CoEPS) that grant teaching licenses participate in rigorous program review from Wisconsin’s Department of Public Instruction, including a yearly Continuous Program Review process. The CoEPS has also been preparing for the upcoming Educator Teacher Performance Assessment (edTPA), a comprehensive assessment of teaching behaviors focusing on students’ planning, instruction, and assessment skills. The edTPA is required for teaching licensure in Wisconsin. Implementation has required extensive review of programs’ curricula, assignments, and assessments.

Finally, UW System policies require Joint Program Review (JPR) of all new programs five years after their initial approval to ensure that programs are meeting their objectives and are of sufficient quality to continue and be placed in the five-year, internal A&R cycle.


All credit transcripted by UW-Whitewater undergoes a rigorous evaluation process. Proposals for new or substantially revised courses and programs are reviewed at multiple levels including departments, college curriculum committees, deans, university curriculum committee, and faculty senate. Depending on their content, some proposals undergo review by specific committees as well (e.g., Graduate Council, Diversity Committee, GenEd Committee, Travel Study, Honors).

The University Curriculum Committee (UCC) review process evaluates the quality of each proposal. The evaluation takes into account need for the proposed course/program in the curriculum, appropriateness for the University’s mission, whether the proposed action meets relevant requirements for specific designations sought (e.g., GenEd, Diversity, travel study, etc.), whether adequate resources exist to support the proposal, whether the sponsor can effectively implement the proposal, and the impact of the proposed action on existing curricula. In addition, the UCC evaluates the proposal to ensure that it follows requirements for number of classroom hours per credit hour and qualification of instructors. Department and College Curriculum committees evaluate similar aspects of each proposal as they relate to the specific department and college. They also consider alignment of the proposal’s student learning outcomes with those of the department/program and the college. To encourage consistency and communication between the college and university levels, members of the UCC are elected from faculty serving on their College Curriculum Committees.

UW-Whitewater provides multiple opportunities for students to earn college level credit through
learning that has occurred outside the traditional academic environment. For example, the university accepts various forms of assessment including:

- **Military credit** (AARTS, SMART or Community College of the Air Force transcripts). We utilize the American Council on Education’s guidelines and UW System standards in awarding military credit.
- **Several national test exams** including College level Examination Program (CLEP), the International Baccalaureate (IB) Program, the College Entrance Examination Board (CEEB), and Advance Placement (AP).
- Departmental exams and portfolio-based evaluations.

UW-Whitewater utilizes recommendations and standards set by the American Council on Education (ACE), the Council for Adult & Experiential Learning (CAEL), UW System, and UW-Whitewater colleges and departments to determine appropriate credit. After the transcript, test or portfolio has been evaluated, a UW-Whitewater equivalent course is placed on the student’s permanent academic record. All credit appears at the beginning of the student’s transcript with the type of credit earned, the title of the course and the credit earned.

The university also offers credit for prior learning through a portfolio evaluation process. Policies for evaluating and providing credit for prior learning through portfolio were established in accordance with the standards set by the Council for Adult and Experiential Learning (CAEL), and they follow the recommendations of UW-System’s Prior Learning Assessment Academic Planning and Policy Task Force as well as adhere to the UW System Policy on Credit for Prior Learning. The most important guiding principles of the UW-Whitewater policies are: 1) Credit is awarded for learning, not for experience; 2) Learning shall be demonstrated and not assumed based on experience; 3) Assessment is based on standards that measure college-level learning; and 4) Proficiency levels will be evaluated by a subject matter experts. Students can earn up to 12 credits through this portfolio process.


The university adheres to the **University of Wisconsin Transfer Policy – Academic Information Series (ACIS) 6.0**, which is based on principles in the **Joint Statement on the Transfer and Award of Credit** developed by the American Association of Collegiate Registrars and Admissions Officers (AACRAO), the American Council on Education (ACE), and the Council for Higher Education Accreditation (CHEA). The **Joint Statement** sets forth basic assumptions regarding the transfer of credit between institutions and recommended best practices for developing institution-specific policies and procedures. In keeping with the UW System policy, UW-Whitewater awards transfer credit based on “the combination of quality, comparability, and applicability” of the sending institution’s academic program.

UW-Whitewater publishes information for transfer students in our undergraduate and graduate catalogs. The **Undergraduate Catalog** states (page 12), “UW-Whitewater will accept credit only from regionally accredited colleges and universities. Wherever possible, transfer courses are converted to exact UW-Whitewater course equivalents,” “Credit may be transferred to UW-Whitewater if the grade earned is passing (D or better) and the course parallels work offered at UW-Whitewater,” and “duplicate credit in courses cannot be awarded.” Courses taken at two-year campuses may be equated only to UWW 100- or 200-level courses, although courses from two-year campuses that appear to parallel junior or senior level courses may be accepted as general electives. While there is no specific limit on the number of credits that can be transferred, “a minimum of 25% of the major course units and 25% of the minor course units must be completed at UW-Whitewater.” All undergraduate
students, first-year or transfer, must attend an orientation program called Plan-It-Purple. During this program, students meet with an academic advisor and discuss the status of their transfer credits. Graduate students may transfer up to 9 units, provided the units meet conditions listed in the graduate catalog.

To ensure consistency in transfer credits awarded, Admissions staff are trained in policies regarding transfer credits, online course equivalency systems, and articulation agreements between UW-Whitewater and other institutions. If there are questions about equivalency of courses, relevant university personnel are consulted (e.g., Department Chairs, college Assistant/Associate Deans). The online University of Wisconsin Transfer Information System (TIS) provides a thorough list of transfer equivalencies for all institutions within the UW System, the UW Colleges (2-year institutions), and Wisconsin Technical College System. UW-Whitewater also pays for access to a database through College Source called Transfer Evaluation System (TES). This service provides course descriptions from over 2,000 other college and universities in the United States. UW-Whitewater has also reached agreements with numerous other higher education institutions regarding courses that will be accepted as transfer credit. These articulation agreements, as well as transfer guides for prospective transfer students, are published on the admissions website.

UW-Whitewater also encourages current students to complete a Transfer Credit Agreement prior to taking courses at other institutions that they intend to transfer back to UW-Whitewater. The admissions staff work with colleges and departments to ensure the courses will meet the guidelines of quality for transfer credit as well as the needs of students.


Authority over UW-W course prerequisites, course rigor, and expectations for student learning is exercised and maintained in several ways:

- Department, college and university curriculum committee review processes require all new and substantially revised courses to provide information about prerequisites, rigor, and student learning outcomes (see Criterion 3.A, 3.B, and 4.A.2 above for descriptions of the curriculum review processes). New course proposals include a bibliography of key sources for the course, which helps reviewers at all levels evaluate course level and rigor. In addition, course proposals seeking designation as a General Education or a Diversity course are also reviewed by the GenEd Review Committee or by the Diversity Committee. These committees evaluate course student learning outcomes, alignment of the SLOs with GenEd/Diversity learning outcomes, and appropriateness of the course rigor. Core courses in the GenEd curriculum undergo further review every 5 years (see Criteria 4.A.1 and 4.B.2), which examines data on SLOs as well as changes in course assignments and expectations.
- Overall rigor of academic programs and expectations for student learning are also evaluated as part of the 5-year Audit and Review of every program (see undergraduate instructions, graduate instructions, undergraduate rubric, and graduate rubric). Reviewers consider whether a program’s curriculum is “purposeful and efficient,” i.e., whether prerequisites are necessary for program quality and do not present an undue burden on students or increase credits to degree. The A&R process looks closely at expectations for student learning at the program level, considering types and levels of SLOs (e.g., skills as well as content; higher levels of analysis, synthesis and application in addition to comprehension of content), alignment of SLOs with university expectations for student learning, and where the SLOs are addressed in the program’s curriculum. Program, college and university processes for evaluating expectations for student learning are described more fully in Criterion 4.B.1 below.
- Data from assessments of student learning are gathered regularly by individual programs and
used to evaluate courses and programs and make adjustments as needed. These processes are described below in Criterion 4.B.1 and 4.B.2.

- Expectations for overall level of student achievement are controlled through minimum GPA requirements to remain in good academic standing, published in the Undergraduate and Graduate Student Catalogs.
- Course prerequisites are enforced through WINS, the university’s online registration system. Students who lack course prerequisites of any kind for a specific course (e.g., prior courses, GPA minimums, class standing, program admission, instructor permission, etc.) are denied enrollment in the courses unless qualified personnel (e.g., department chair, Dean’s office personnel) enter appropriate permissions.
- Finally, programs that hold outside accreditation undergo periodic reviews by the accrediting agency. An important part of these reviews is close examination of overall curricula, expectations for student learning, program rigor, faculty qualifications, and appropriate access to learning resources. While the institution does not control the content and rigor of accreditation reviews, our programs do control whether to seek external accreditation and the quality review and control associated with earning and maintaining accreditation.

Access to learning resources is controlled through assignment of a student identification number, ID card, and associated Net-ID credentials upon enrollment of any type at the university. All library resources, the course management system (D2L) and all associated resources, texts in the textbook rental system, support services (e.g., through Center for Students with Disabilities, University Health and Counseling Center, Tutoring Services), and enrollment in university courses and programs require either an ID number or a net-ID. Special events intended for public access such as public performances, camps, and conferences provide alternate means to access resources such as course materials and the university’s internet.

Faculty qualifications are controlled through policies developed by the university’s governance structures including the Faculty Senate and Graduate Faculty Council. Specifically, the UW-W Personnel Rules state the minimum qualifications for instructor and faculty appointment, reappointment, tenure and/or promotion including minimum levels of educational preparation, degree of experience relevant for the position, time in rank, and time at UW-W. The Graduate Faculty Constitution states the qualifications for participation in all aspects of graduate education. Processes for granting exceptions to the stated policies are described in these documents.

Dual Credit Program

As described in Criterion 3.C.2, high school instructors in UW-W’s Partners in Education (PIE) concurrent enrollment/dual credit program must have an earned masters degree and appropriate teaching experience for the PIE course, be approved by the respective UW-W sponsoring academic department, participate in training by UWW faculty before the first offering of the PIE course, and participate in additional professional training each year. PIE instructors are evaluated using established campus procedures. First-time PIE instructors are evaluated with three required class visits and consultations with an evaluation form modified from that used to evaluate adjuncts in the College of Letters and Sciences. A summative evaluation form also considers a portfolio of student work and evidence that the course achieved student learning outcomes. UWW faculty liaisons submit the class visit and final evaluations (with supporting evidence) to the department chair along with their recommendation to continue or discontinue the PIE course. Student evaluations of the instructor, using forms employed on the UWW campus, are also collected for all PIE courses.

Equivalence between PIE and UW-W courses with respect to course prerequisites, course rigor, and student learning expectations is achieved by aligning the PIE courses with the UW-W curriculum.
This takes place through the required PIE professional development in which PIE courses adopt UWW textbooks, assignments, and grading policies. For example, all English 101 PIE students complete at least 3500 words of formal writing; all Speech 110 PIE students complete the same number of speeches evaluated with the “Speaking Well” rubric as on-campus UW-W sections; and all PIE Chemistry 102 and 104 students receive course grades based on the same computer-scored American Chemical Society general chemistry final examinations that are administered nationally.

PIE students are admitted as UW-W students. They receive a UW-W student identification number with access to the course management system (D2L), all library resources, course texts through the textbook rental system and necessary accommodations for students with disabilities. A full student handbook for PIE students outlining services available, guides for transferring their PIE credits, and their responsibilities as UW-W students is available from the PIE website.


A number of academic university programs hold external accreditations and are subject to rigorous periodic and systematic reviews relative to external professional standards of quality and effectiveness. For example, expectations for maintaining AACSB accreditation require that all departments within the College of Business and Economics participate in ongoing “assurance of learning” activities. Programs that lead to professional licensing (e.g., Counselor Education, School Psychology, Social Work, Accounting) maintain accreditation as one way to ensure currency of their curriculum and skills training. Our Audit & Review self-study instructions for both undergraduate and graduate programs require that programs discuss their current accreditation status and attach their most recent accreditation reports. If accreditation is available but not achieved, A&R encourages programs to seek accreditation and requires that it explain the rationale for a decision to not do so. In addition to accreditation with NCATE, the College of Education and Professional Studies maintains licensure status with the Wisconsin Department of Public Instruction (DPI), which requires participation in a Continuous Process Review.


The university evaluates the success of graduates at the university level through centralized and systematic alumni surveys. Efforts to track graduates at the individual program level tend to be informal and based primarily on anecdotal reports from self-selected students. The data tend to focus on job placement and salary, although college and program Advisory Boards frequently make use of qualitative information about alumni experiences and opinions. All programs engage in assessment of student learning in their programs, most often emphasizing levels of knowledge and skills as students approach graduation. The university and many individual programs also conduct exit interviews to assess graduating seniors’ perceptions of their learning as well as their satisfaction with various aspects of their program and the university. These exit assessments are described in Criterion 4.B.2.

At the University level, the Office of Career & Leadership Development administers the Employment & Continuing Education Survey to assess the first destination of each University of Wisconsin-Whitewater graduating class. A report is compiled annually and includes Bachelor and Master’s degree graduates of the December, May and August graduating classes for each academic year, surveyed approximately six months following graduation. A minimum of four attempts are made to contact graduates. These attempts include email, regular mail, telephone calls, check of social media sites as well as soliciting feedback from faculty and staff. The survey assesses:

- the number of graduates employed, including the name of their employing organization, position title, location, and salary;
• the number of graduates enrolled in graduate or professional school, including the name of the school and program of study; and
• the number of graduates seeking employment or believe they are underemployed.

The 2012-2013 survey report (the most recent available) showed a 93% placement rate for those graduates who responded (response rate was 66.5%). Among Bachelor degree recipients, 76% were employed and 15.5% had enrolled in Graduate School/Continuing Education. Placement data from the annual report are summarized and distributed to colleges and departments, and the reports are posted on the Career & Leadership Development webpage. A 10-year summary of the placement data shows an overall average placement rate of 81.5%, with the highest rate of 93% occurring in the most recent survey year. Salary information by career field is collected and can be obtained by contacting the CLD office; this information is not publically posted because of potential confidentiality concerns for programs with small numbers of graduates.

In addition, the institution has gathered information on the geographic location of our graduates. This mapping is based on records from the Alumni Office and includes 10,200 records, for graduates dating back to the 1970s. The map, completed in 2008, shows that UWW graduates can be found in every state across the country, but most remain within our region. The Fiscal and Economic Research Center at UWW conducts a survey of alumni approximately every 5 years. The most recent report of these data (2014) show that 66% of alumni from 1980-2013 live in Wisconsin. Analyses in the report focused on the economic contribution of a UWW degree concluded that “a UW-Whitewater education brings significant financial benefits to the graduate and the state” and “As high school earnings have seen wage decay in the past years, university grad’s wages continue to increase over their lifetime” (pg. 9). Together, these reports provide evidence that our graduates have a substantial positive impact on our region.

The College of Education and Professional Studies receives contact information from the Wisconsin Department of Public Instruction for UW-W graduates who are currently licensed and teaching in the state. The college surveys these alumni and their employers regarding degree of preparedness for teaching overall and in specific areas (e.g., to teach specific skills and content, to assess student learning, to reflect on teaching). Overall, 66% of UWW graduates reported being well or very well prepared for teaching; 60% of employers reported that UWW’s undergraduate program compared well or very well to other institutions and 63% would be well/very well inclined to hire additional beginning teachers who graduated from UWW. The college also tracks the percent of graduates licensed to teach in the state (96.4% of 2011-2012 graduates) as well as the percent of graduates employed in Wisconsin (67.1%). These reports do not include graduates who are licensed and/or employed in other states. Other colleges do not conduct college-level tracking at this time, although at least one is discussing this possibility.

Professions that require licensure for practice (e.g., teaching, School Psychology, Counseling Psychology, Certified Public Accounting) track student scores on qualifying exams such as the Praxis II, CPA exam, National Counselor Exam, and teaching licensures. Most individual academic departments, however, use informal and less systematic means to track graduates such as social media (e.g., LinkedIn, Facebook groups) and individual contact between graduates and faculty. A small number of departments regularly conduct alumni surveys (e.g., Music, Political Science, Social Work), and other departments use periodic newsletters as a way to remain in contact with former students. Most departmental Advisory Boards include alumni and use their qualitative feedback to help guide program changes.

The evidence shows that our institution regularly gathers information on employment and income. We have also compiled information on the geographic “reach” of our alumni and on the economic impact
of a UW-W degree, and graduates offer feedback on the skills/knowledge they gained and those they believe are needed for competitive entry into the workplace through Advisory Board participation. It would be useful for the institution to more systematically gather information on the specific knowledge and skills alumni found useful in their early or mid-career, the degree to which their programs prepared them for initial employment and career advancement, and additional training they would find helpful for career advancement.

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The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.
2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.
3. The institution uses the information gained from assessment to improve student learning.
4. The institution’s processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

Argument

4.B.1.

In 2012, UW-Whitewater adopted the Essential Learning Outcomes from the AACU as the definition of baccalaureate learning goals for our campus. All students seeking a bachelor's degree are expected to achieve the essential learning outcomes through their studies in general education, their major and minor, their elective courses, and through experiences gained in co-curricular and extra-curricular activities. Adoption of the ELOs, along with the overarching AACU’s Liberal Education & America’s Promise initiative, was the result of extensive discussion across campus lead by the campus Baccalaureate Learning Outcomes Team. The team’s final report provided recommendations and direction that, with the approval of campus governance groups and support from the Provost, colleges, and Student Affairs, has provided an organizing framework for conceptualizing student learning outcomes and academic assessment on our campus.

In addition to campus level student learning outcomes, every academic program articulates a set of student learning outcomes specific for its program. The 5-year A&R self-study requires that undergraduate programs document the alignment between program and campus student learning outcomes. Though not required, undergraduate programs are also encouraged to map their learning outcomes to their curriculum to identify where each expected outcome is introduced, developed, and assessed. The School of Graduate Studies includes school-wide student learning outcomes in its Mission Statement, and all graduate programs are required to articulate student learning outcomes for their specific programs. Every graduate program is required to map their student learning outcomes to their program’s courses and learning experiences.

Processes for assessment of student learning and achievement of learning goals

UW-Whitewater has multiple processes to assess student learning and achievement of student learning outcomes that span the campus, college, and individual program levels. Our processes address the complete assessment cycle—the collection, discussion and review, and use of data on student learning to continuously improve the quality of our educational programs. This section describes our processes; Sections 4.B.2 and 4.B.3 summarize assessment results and use of data.

A major change since our last HLC review is the establishment of the Essential Learning & Assessment Review Committee (ELARC). ELARC began in 2011 as a university level administrative
committee to discuss assessment data and other indicators related to student achievement of the UW-Whitewater baccalaureate learning outcomes and make recommendations to improve teaching, learning, and assessment. Academic colleges, student affairs, and other campus units send to ELARC their executive summaries of assessment data and other indicators of learning related to the baccalaureate learning outcomes. Members of ELARC distill findings into a report of highlights and recommended actions, and then share the report across campus. Via the reports received from units, ELARC archives notes about campus progress in meeting the recommended actions. ELARC has been an important addition to our campus assessment process. The committee’s process of collating assessment data from across campus, identifying and discussing general themes, and making data-based recommendations provides a ‘big picture’ view of academic assessment at UW-Whitewater, summarizing what we know about student achievement of campus SLOs, what we still need to learn, and how we can use the data to improve student learning.

Another recent change in our processes for discussing data is our annual Assessment Day. This half-day event was established in 2013 as a way to celebrate and publicize assessment activities across campus, and to connect individuals and units to share assessment strategies.

The university systematically assesses student learning. Some measures are gathered on a planned cycle, but we also have the flexibility to allow programs to meet assessment requirements as they arise (e.g., for accreditation) and to allow faculty/staff to conduct assessment projects they want and find useful. Both direct and indirect measures are used.

- One of the largest campus-level efforts in the past 10 years was the campus HLC Quality Initiative Learning by Degrees Project to evaluate the Degree Qualifications Profile, conducted in 2011-2013. Approximately 50 faculty (about 15% of the total number of faculty and instructional staff in the participating departments) and 1000 students participated. Direct performance data were collected to assess students’ writing, critical thinking, and information literacy skills, as well as knowledge base in several domains (english, science, mathematics, social studies). Participating departments also conducted extensive content analyses of course syllabi and interviews with faculty and students.
- As part of the Voluntary System of Accountability’s student learning outcomes project, 428 UW-Whitewater freshmen and seniors completed the ACT’s Collegiate Assessment of Academic Proficiency (CAAP) in 2009-2010. This is a direct assessment of students’ writing and critical thinking performance. The university will conduct campus-level assessments of writing and critical thinking every three years as part of the VSA.
- Each Fall and Spring semester, all graduating seniors are asked to complete the UW-W Senior Outcomes Assessment Survey (SOAS). The SOAS was recently revised to closely align with the baccalaureate learning outcomes. The survey assesses students’ self-evaluations of achievement of campus learning outcomes, academic effort, and satisfaction with academic advising.
- The National Survey of Student Engagement (NSSE), administered annually to freshmen and seniors, provides data on the educational experiences of undergraduates, particularly classroom activities and those faculty and peer practices found to produce high-quality undergraduate student outcomes. Recent special ‘modules’ added to the basic NSSE questions provided information about civic engagement, student writing, academic advising, and high-impact instructional practices.
- Assessments of student performance are conducted as part of campus projects and initiatives. In recent years, these assessments have focused on students’ writing, oral presentation, critical thinking, and information literacy skills, often as part of projects to develop campus assessment rubrics.
College level assessment practices vary as a function of accreditation/licensing requirements and range of departments in the college. As part of accreditation/licensing requirements, the College of Business and Economics and the College of Education and Professional Studies collect, review, and use data at the college level. CoBE collects and summarizes data each year in specific subareas for AACSB’s Assurance of Learning accreditation requirement. CoEPS students must pass the Praxis II test and any relevant content exams for their specific field before they can participate in student teaching. Graduate programs that require licensure by Wisconsin’s Department of Public Instruction (e.g., School Psychology, School Counseling) also require students to pass the Praxis II for their respective fields. Both colleges examine patterns of student performance closely to identify strengths as well as content and skills that need more detailed analyses or that could be improved by instructional or curricular changes. The Colleges of Letters & Sciences and of Arts & Communication do not collect data for the colleges as a whole, but both have clear practices for assessing SLOs within individual programs.

Data on student learning are also collected by individual programs. All programs (graduate and undergraduate) establish a plan for assessing program SLOs, and most programs collect direct and/or indirect data on a subset of their SLOs each year. Assessment plans are discussed by college Assessment Committees, and they are reviewed every 5 years as part of the university’s Audit & Review process. Programs are strongly encouraged to include both direct and indirect data in their assessment plans and to make use of university level data (e.g., program-level reports of NSSE, SOAS data). Though not required, A&R encourages programs to develop a curricular map to specify where in the curriculum and to what degree each SLO is addressed. Programs are increasingly making use of embedded assessments to collect direct data on student learning; some are developing “signature assignments” to be given in multiple sections and used for program level assessment of SLOs.

Processes are in place to encourage systematic review and use of assessment data. ELARC provides this structure at the campus level, and Assessment Day provides an annual event to share data, assessment tools, and projects. College assessment committees provide a venue for discussing data and identifying assessment needs at the college level. Colleges also occasionally hold retreats to discuss and interpret their data on student learning. Our campus Audit & Review process requires all individual programs to describe their processes for reviewing assessment data and summarize how they have used the data to impact the program. These A&R self-studies indicate that many programs have an assessment subcommittee charged with guiding program assessment, and most hold an annual meeting during which faculty review data, discuss potential uses, and set assessment goals for the next academic year. Many departments also discuss specific assessment results as they are relevant at regular department meetings. Over the past few years, programs and colleges have been encouraged through the A&R process and through annual report requirements to provide annual assessment reports summarizing the year’s assessment activities, processes for reviewing and discussing data, and resulting changes to the program (e.g., changes in curriculum, classroom activities, program emphases or opportunities for students, etc.).

4.B.2.

Following the processes described in Criterion 4.B.1, units across campus generate a great deal of data to assess our students’ achievement of learning outcomes. Individual academic programs develop and employ their own assessment-oriented data collection instruments, and the institution funds several comprehensive data-collection instruments to survey incoming, current, and outgoing students and alumni. The Division of Student Affairs has increasingly contributed assessment data on student learning, enhancing our understanding of the bidirectional influence of curricular and co-curricular student experiences. In general, units and programs are collecting data to assess each of the campus
SLOs as well as additional program learning outcomes. Although more indirect than direct student performance data are collected (e.g., through opinion surveys from students), the balance of direct and indirect data collected is reasonable. Further, programs are becoming increasingly skilled in using embedded assessments to evaluate program level SLOs, which will lead to even more direct assessment of student performance in the future.

The most comprehensive summary of data on student learning from across campus comes from ELARC reports. The most recent report noted that all the campus SLOs were assessed by at least some programs (pg. 2). While we can always do more to “roll up” data from individual to college to campus levels, the data submitted to ELARC show that assessment of SLOs at the program level aligns reasonably well with and is contributing to a campus level understanding of what our students achieve regarding campus SLOs. The most recent report also summarized patterns identified over the committee’s three years. Evidence from multiple sources indicated that students “have difficulty evaluating information and evidence and integrating,” sometimes with “retention and application of skills and knowledge to new problems,” and generally have “greater difficulty with higher-level skills” (pg. 5). The ELARC reports provide a guide that can be used across campus to coordinate and direct allocation of resources for a cohesive approach to understanding our students' learning.

There is more work to be done. Analyses from the DQP project showed few reliable differences in the skills and knowledge assessed between students at Associate and at Bachelor degree levels—a result that was surprising and inconsistent with other sets of data. The vast majority of data on student learning collected is cross-sectional; a longitudinal cohort study focused on specific skills may provide a better understanding of changes across time, instructional practices that foster skill development, and whether different types of students benefit differently from these practices. It will also be useful to work more closely with individual programs to continue to ensure good alignment of SLO assessment at the different levels.

The most recent ELARC report also identified specific areas of progress and need that have emerged over the past three years. Although not all these areas directly involve data on student learning, all play at least a supportive role in ensuring systematic and thorough assessment of student learning. For example, the report noted a shift over the past three years toward a more positive campus attitude toward assessment, increased resource allocation for assessing student learning, development of campus assessment rubrics, and steps taken across campus to enhance students’ writing and critical thinking skills. Areas where additional progress is needed included recognition and funding for assessment activities, implementation of a strategic plan for ELO assessment, further use of campus rubrics, and providing staff development for areas in which the data show lower student performance.

Results of campus-level surveys are posted on campus websites for easy access by the campus community and the public, including:

- Annual reports from the ELARC are posted on the ELARC webpage (2012, 2013, 2015).
- Data from the HLC Quality Initiative Learning by Degrees Project to evaluate the Degree Qualifications Profile was presented and discussed as the Keynote Discussion at Assessment Day 2014. Approximately 50 people attended the keynote discussion and participated in the discussion. A summary of the data was submitted to ELARC in Fall 2013 and included in the discussion and 2014 Final Report.
- A report on students’ writing and critical thinking skills for the Voluntary System of Accountability was posted on the VSA website from 2009-2014. Updates for these data are currently underway and will be posted by December 2015.
- Data from the NSSE and FSSE surveys (main survey and modules for the most recent year's survey) are posted on the Institutional Research & Planning (IRP) website. Prior years’ results
and departmental breakdowns are available from IRP on request.

- Results from each semesters’ SOAS are compiled into an annual report and posted on the IRP website. The data are posted in Excel pivot tables so users can break the data down by unit, gender, and ethnicity. Five years of data are available so programs can track changes over time.

Results of other campus projects are summarized in final reports and disseminated through meetings with relevant groups, general campus presentations, and Assessment Day:

- Assessments of student writing at each class level were conducted using the campus Writing Matters rubric. Scores in all groups were highest in the rubric categories of Focus/Thesis and Evidence & Documentation, and lowest in Analysis/Interpretation and Language Use & Conventions. Performance in every category improved from first-year to later years, although only 50% of the papers from seniors met or exceeded campus expectations for senior-level competency. Results have been presented at numerous campus meetings and events, including LEARN Center events, Assessment Day, L&S College Retreat, and individual department meetings.
- Assessments of critical thinking were conducted in first year and Junior GenEd classes, and in a sophomore level Biology course as part of a curricular revision project. Upper level students outperformed first and second year students and first year students’ scores were significantly higher than the national comparison group. The analyses allowed us to identify areas of relative growth as well as areas for improvement. Results were shared both on campus (LEARN Center presentations, Chairs Council) and off (UW System President’s Summit, UW-Madison Biology Assessment Project).
- In 2011, campus held a summit to review and discuss data on the General Education Program SLOs. The Summit’s final report summarized data from many sources across several years and made data-based recommendations for improving teaching and program assessment.

Results of college level assessments in the College of Business and Economics (CoBE) and College of Education and Professional Studies (CoEPS) are summarized in accreditation documents and annual reports to the Wisconsin Department of Public Instruction. CoBE holds an annual college retreat during which data are presented and discussed.

Increasingly, assessment of SLOs takes place in co-curricular units. For the purposes of this HLC report, the term “co-curriculum” will refer to a broad range of outside of classroom, non-credit bearing, student engagement opportunities. In the Division of Student Affairs, nine departments make significant contributions to the co-curriculum, often in partnership with the colleges.

- During the 2012-2013 year, a study was conducted to assess the Student Affairs contributions to LEAP Essential Learning Outcomes (ELOs). Results were reported in the Division’s 2012-2013 ELARC Report. The study examined all SLO data compiled by the nine units. These data were reviewed through a coding scheme based on LEAP ELOs.
- Data analysis revealed that assessment in Student Affairs focused on learning outcomes that were holistic, addressing a variety of student development considerations. Student Affairs learning outcomes were clustered around four primary ELO-related themes: (1) Critical Thinking, Ethical Reasoning and Action, (2) Social Learning, including Teamwork and Problem Solving, (3) Oral Communication, and (4) Intercultural Knowledge and Competence. For each of the nine units, student learning outcomes assessment data was used to enhance unit programs and services.

Individual programs at both the graduate and undergraduate levels summarize their data on student learning for their 5-year Audit and Review self-studies and, in some colleges more recently, in
assessment reports to their college assessment committees. Results from these reports are included in unit summaries to ELARC and become part of the campus discussion.

4.B.3.

Consideration of data on student learning has become common on our campus. In a recent discussion at the ELARC, it was noted that assessment has evolved from externally required to more intrinsically valued—from a periodic task undertaken to meet accreditation requirements toward an ongoing process for answering questions of interest and generating information useful for understanding and improving programs. The impact of our data on student learning can be seen at multiple levels, including campus strategic planning, major curricular revisions, offering of new campus services and professional development opportunities, development of new courses, and changes in assignments within individual courses. Data also regularly inform discussions and activities in department/program meetings and college retreats.

Information on using data to improve student learning at the program and college levels are included in ELARC reports (2012, 2013, 2015) and the data on student learning serve as a foundation for ELARC recommendations. A few examples are given here; many more can be seen in the ELARC reports.

- Department chairs report that academic assessment data/information relevant to student performance is the variable that has the most influence on curricular decision-making.
- The campus Strategic Planning and Budget Committee uses data from campus surveys, including NSSE, SOAS, and Alumni Survey as it sets and monitors Strategic Planning goals. For example, recommendations concerning student advising compared results from the NSSE and SOAS (page 13); evaluation of student participation in HIPs included data from the most recent NSSE survey module on high impact practices, particularly for those practices that are not yet tracked by course designations (e.g., collaborative learning).
- The College of Business and Economics completed a two-year process of “revamping the entire MBA curriculum” with a new set of student outcomes.” This process was the result of examining data from existing measures of student learning and realizing the need for more consistency of measurement and teaching the content.
- Based in part on declines in writing-related communication outcome scores from students for whom English is a second language, the university expanded the UW-Whitewater English Language Academy and added the Intensive English Institute. The mission of these programs is to support students, both international and domestic, and help them develop the necessary skills for effective communication in English-speaking academic and social settings.
- Based on multiple assessments of student writing, including results from the DQP project and others using the UW-W Writing Matters Rubric, the university funded and implemented a Writing Academy. This professional development opportunity provides training in best practices in writing instruction in all disciplines, with an emphasis on those specific writing skills that our assessments show as more difficult for UWW students.
- Based in part on results from assessments of student writing and critical thinking, a Signature Assignments Workshop was held for instructors in the General Education program. The workshop addressed an ELARC recommendation for professional development opportunities to help instructors develop well-designed assignments that both instruct students in specific SLOs and allow the GenEd program to efficiently and effectively assess the SLOs. Also in General Education, a Reading – It’s Critical! Workshop was held to examine data on freshman students’ reading abilities, discuss the implications for teaching and learning in the GenEd core, and share best practices for enhancing critical reading skills.
- Based in part on data on students’ writing and critical thinking skills, several programs have
revised curriculum or added courses to emphasize specific skills. For example, the English program created a new upper-level Scientific Writing course and revised an existing course to become Technical and Professional Writing. The Biology and History programs made curricular changes to strengthen disciplinary writing, and other programs reported an increased focus on writing instruction (e.g., Chemistry, Geography and Geology, International Studies, Women’s Studies). The Sociology, Criminology and Anthropology department instituted new requirement, Basic Social Statistics, based on data from their program’s assessment of quantitative skills. Guided by assessment data, the Art & Design program recently revamped its Graphic Design area and BFA-Graphic Design major.

- Numerous faculty/staff revise course assignments to emphasize and/or provide more explicit instruction in specific skills that assessments have indicated are difficult for our students. For example, English 102 instructors increased their emphasis on constructing an argument in response to data on student writing; Math 141 instruction has increased the emphasis on summarizing the pattern of results in a graph and evaluating information for relevance in solving a problem based on student critical thinking data; and the Psychology department, as a follow-up to discussion of campus data on critical thinking, included a “critical thinking strategy report” as a regular item in department meetings to share teaching strategies to foster students’ critical thinking skills.

- Use of assessment can also be seen in the Division of Student Affairs. For example, the University Center’s assessment process included ongoing focus groups for students to discuss and reflect on each ELO, a structure which allows both the assessment of student learning and use of the assessment process to impact students.

Data awareness and use is actively encouraged on our campus. For example:

- Representatives from campus offices periodically present data to groups across campus. For example, the Director of Academic Assessment meets with College Assessment Committees and summarizes campus-level information. IRP representatives regularly compile campus reports as well as targeted reports for specific subcommittees. Representatives from the Career and Leadership Development office meet with campus groups to discuss the Alumni Survey.
- More general presentations of data and opportunities for discussion are held occasionally with campus groups to publicize results, provide guidance to interpret the results, and provide opportunities to discuss implications and potential actions.
- Campus-level reports are also included in the annual Assessment Day celebrations.
- Our program review process encourages use of both university- and program-level data. The review requires that programs summarize data on student learning as well as changes they have made based on the data. The Director of Academic Assessment holds two orientation sessions for self-study authors (about 1.5 years and again 6 months before self-studies are due). She shares campus survey information and helps programs think about ways they might use the data. The Director also meets individually with programs as requested to discuss their program data.


At UW-Whitewater, we recognize that student learning involves the whole person across multiple settings and experiences. We strive to assess the learning that happens inside and outside the classroom, and how students build bridges across these contexts. Assessment involves those who teach in classrooms as well as those who teach in other contexts such as student work settings, advising offices, counseling interactions, sports, and student organizations. We assess achievement of SLOs at specific milestones such as graduation and we track measures of post-graduation success. We recognize the usefulness of more detailed analyses of learning, tracked over time through longitudinal
cohort approaches; a few programs are using this approach and we plan to explore the feasibility of doing this on a larger scale. Although we can always do more, UW-Whitewater makes use of what we learn from our assessments in the service of continually improving the quality of our programs and enhancing student learning. The ELARC reports (2012, 2013, 2015) provide a summary of the breadth and depth of student learning assessment at UW-Whitewater. Programs from our Assessment Day celebrations (2013, 2014, 2015) also provide examples.

In 2013, several higher education associations and regional accrediting commissions together published Principles for Effective Assessment of Student Achievement. These principles suggest that all institutions should be able to provide evidence of success in three domains pertaining to assessment. The evidence reviewed and evidentiary documents throughout Criterion 4 show that UW-Whitewater’s process and methodologies meet the expectations for good assessment practice in all three areas:

1. **Evidence of the student learning experience.** UW-Whitewater assesses student learning in multiple contexts and across different types of experiences. Data come from embedded assignments within classrooms at different points as students matriculate; from applied experiences such as learning communities, capstone courses, and internships; and from co- and extra-curricular settings such as work settings and residence halls. These data are discussed by relevant divisions in both Academic Affairs and Student Affairs units, and are brought together at the ELARC committee. We have made progress in connecting across divisions in assessing student learning and talking about the data, although increased connections between Academic and Student Affairs is an area for continued attention.

2. **Evaluation of student academic performance.** Since our last HLC review, UW-Whitewater adopted a campus-wide set of SLOs. Individual programs have aligned program SLOs within the broader framework of these campus SLOs. As a result, we have clear expectations for student learning that align well across program, unit, and campus levels, and units engage in systematic assessment of learning outcomes and discussion of the data. We use appropriate methods for assessing student learning that include multiple approaches (such as direct data on student performance from course-embedded assignments and supervisor evaluations as well as indirect data from student and alumni opinion surveys) and assessment at multiple points in the curriculum (first year, mid-level, and senior courses). Faculty and staff from across campus are involved in developing assessment tools (e.g., rubric development workshops), collecting data, presenting and discussing results within units, and serving on committees such as ELARC or at events such as Assessment Day. Students are also involved—our DQP Project included students in focus groups to evaluate the DQP, and assessment in Student Affairs units often involves students in discussions of learning outcomes.

3. **Post-graduation outcomes.** As discussed in Criterion 4.A.6 above and 4.C. below, UW-Whitewater assesses our students’ post-graduation outcomes. We track retention and graduation rates closely, and we examine these data by subgroups of students as well as for our student body as a whole. We conduct alumni surveys to track post-graduation employment and education, as well as where our graduates go geographically. We examine the data to estimate the impact our graduates have on our region and state. We also make strong efforts to encourage our alumni to retain close connections with campus through the Alumni Foundation, Advisory Board memberships, the Alumni Mentoring Program, Alumni events, and invitations to attend sports, music, theatre, cultural, and guest speaker events.

A more detailed set of best practices comes from the American Association for Higher Education’s 1992 Principles of Good Practice for Assessing Student Learning. A brief summary of how UW-
Whitewater follows these practices is provided here.

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- COMMITTEES ELARC DQP REPORT_2013
- COMMITTEES ELARC REPORT_2013
- COMMITTEES ELARC REPORT_2015
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- COMMITTEES ELARC_REPORT P32_2013
- COMMITTEES SPBC GOAL 5 P46_2014
- GENED_SUMMIT REPORT_2011
- LEARN CENTER CT IN UWW STUDENTS_2010
- LIBRARY_ELA POSTER_2015
- PROVOST_LEARNING BY DEGREES_2013
- SGSCE_MISSION_2015(2)
- STATE OF WISCONSIN_CONTINUOUS REVIEW PROCESS_2014
- STUDENT AFFAIRS_ASSESSMENT ELARC REPORT_2012
4.C - Core Component 4.C

The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.

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

Argument

UW-Whitewater embraces a philosophy of student success that is evident in its commitment to programs and services specifically focused on the population it serves. Retention and graduation rates are one measure of the progress and sustainability of campus efforts. Current leadership at the university pays careful attention to retention of subgroups on campus that make the campus unique, afford the reputation of being a campus of access and opportunity, and those that are routinely benchmarked across University of Wisconsin System institutions. UW-W achieved a record high retention rate in the most recent year (Fall 2014) in addition to the second highest six-year graduation rate.

4.C.1.

The University of Wisconsin System set forth a Growth Agenda for Wisconsin in 2009 which articulates goals and performance targets for enrollment, retention, and completion rates, including success of underrepresented and low-income students, through the year 2025. The statewide goals of the Growth Agenda are to increase the number of Wisconsin graduates, help create more well-paying jobs, and to build stronger communities. UW-Whitewater has been successful in meeting the targets of the growth agenda. While the growth agenda will likely be replaced with new strategies as the result of new UW System leadership in 2014, the campus efforts currently in place provide a continued focus on improving and understanding the institution’s position on the current benchmarks.

A University Retention Committee was formed at the start of the 2013-14 academic year, composed of student services directors (advising, first year experience, residence life, disability services, career and leadership services, health and wellness, admissions, multicultural affairs and student success, academic affairs), and is co-chaired by the Assistant Vice Chancellor for Enrollment and Retention and the Assistant Vice Chancellor for Student Affairs. The committee has engaged in discussions to consider internal university retention and graduation goals that differ from the Growth Agenda goals.
in methodology, but remain consistent with the university’s mission, appropriate for the student body composition, and aligned with university strategic planning goals. At the conclusion of the 2013-14 academic year, the committee drafted recommendations regarding its role in considering retention data and improving student success for the following year. Currently in 2014-15, the committee has expanded membership to include student representatives and also has plans to include faculty representatives. In addition, the committee is engaged in determining its role in moving the campus forward in a climate of historically high retention and graduation rates and an upcoming change in leadership at the institution.

Fall-to-fall retention rates to the second year reached an historically record high rate of 80.5% in Fall 2014. The retention rate for underrepresented minority (URM) students was at a high rate of 75.9%. In addition, the retention rate for underrepresented minority (URM) students was at an acceptable high rate of 75.9%. The URM population at UW-W has more than doubled since Fall 2006, representing 13 percent of the incoming student cohort in the most recent Fall (2014) semester. The impact of this growth has visible impacts on campus. These include the role and reach of the Multicultural Affairs and Student Success Center (MASS) as well as attention to the achievement gap between URM and non-URM students in retention and graduation rates. In addition, achievement rates of URM students are reviewed across UW System campuses by university Chancellors the Board of Regents.

Graduation rates at the 4th and 6th year were also at an acceptable high rate during the most recent Fall (2014) semester. Again, as these rates are compared across UW System, Whitewater ranks in the top third of UW institutions for a six-year graduation rate. The URM six-year graduation rate is higher than most years past, however the achievement gap between URM and non-URM students remains at the forefront of current campus discussions.

4.C.2.

The offices of Academic Assessment and Institutional Research and Planning were re-organized in 2013 with new staffing and a new physical space to house the offices and resources in proximity to one another. Through this effort, data availability and use for both academic and non-academic assessment and evaluation intends to be strengthened and become more user-friendly. Annual progress reports and a five-year program review cycle monitored by the Academic Assessment office ensure that individual departments monitor retention and graduation rates in addition to changing enrollments within majors.

UW-Whitewater collects and analyzes student success data at both the university and program levels. The primary source for this data is the Institutional Research and Planning office which disseminates data on the university website across all commonly reported data elements. In addition, data dashboards using the interactive software Tableau allows the campus to retrieve data through filtering options and use the resulting visualizations in reports as necessary. Data at the department level is generated in this same manner and distributed through a secure access website requiring authentication for faculty.

The institution collects and reports student progress data in accordance with all common reporting requirements including IPEDS, NCAA, Common Data Set, College Portrait, and Student Achievement Measure, to name a few. This data is in turn available to external constituents of the university. The university also completes surveys from college guidebooks in order to provide prospective students and families with current student success data. UW-W recently joined the Consortium for Student Retention Data Exchange (CSRDE) in order to obtain comparable retention, persistence, and completion rates for comparison to inform additional student success goal setting. At
a university level, this data is analyzed primarily by the Enrollment and Retention unit as well as the Retention Committee where benchmarks and admissions strategies are routinely reviewed. Data that is segregated by student demographics (such as URM status, residency, gender) are typically analyzed by the Retention Committee where programs aimed at assisting such student subpopulations are evaluated for effectiveness.

Student satisfaction and engagement is measured through multiple instruments. The National Survey of Student Engagement (NSSE), the Faculty Survey of Student Engagement (FSSE), and MAP-Works are the regularly administered tools at UW-W. This data is disseminated to campus by the office of Institutional Research and Planning and is a requirement for departments to include in program review reports. The offices of Academic Assessment and Institutional Research and Planning work together to disseminate these data to campus through individual department consultations, presentations, and posting of results online.

UW-Whitewater strives to demonstrate its commitment as an institution of access and its commitment to student success. To meet the needs of students who attend the institution, a great deal of effort is placed on programming in the first year through the Multicultural Affairs and Student Success Center (MASS), the Academic Advising and Exploration Center (AAEC), and the First Year Experience (FYE) program. The university has also received $4.5 million in funding for a Student Success Center which is slated for construction in Fall 2015.

The First Year Experience (FYE) program at UW-W demonstrates a commitment to helping new students build connections, achieve success in and out of the classroom, and provide support for personal and academic goals. The programs offered encompass strategies aimed at providing incoming and first year students with the individual attention necessary for freshmen to acclimate and succeed during their first year of college. Notably, 85% of all new freshmen enroll in New Student Seminar, a one-credit course designed to help first year students make a successful transition into college. Both retention and graduation rates of students who complete New Student Seminar exceed those of students who do not elect to take this FYE course. In addition, all freshmen students (with the exception of art performance majors) receive centralized advising through the Academic Advising and Exploration Center (AAEC). Both the Undergraduate Advising Survey administered by the AAEC and the institution’s National Survey of Student Engagement (NSSE) survey results indicate that first year students are highly satisfied with the quality of advising received from the AAEC.

Many programs place emphasis on increasing participation and success of underserved students. Multicultural Affairs and Student Success (MASS) offers programs to eligible students to further serve underrepresented minorities, provide remedial courses, and offer tutorial services. Tracking of retention rates for underrepresented students is a focus of MASS’s Advising Committee to ensure student success, utilization of services, and discuss ongoing program modification.

4.C.3.

Data is used to inform new strategies and goals and to assess the progress of both curricular and co-curricular programs for students. Several examples are provided below demonstrating the development of new goals inspired by use of data, including receipt of an award for a program created to increase the success of underprepared students.

Example 1:
Recently, a UW System-wide discussion of institution achievement gaps between underrepresented minority and non-underrepresented minority students has received attention. Retention and graduation rates among underrepresented minority (URM) students continues to lag behind the majority
population. The campus community is engaged in discussions of whether efforts to reduce this achievement gap will become part of the new university strategic goals currently in development. This decision may have an impact on the alignment of similar retention, graduation, and student success goals of other university committees.

**Example 2:**
In August 2014, UW System President Ray Cross announced two ambitious goals for the next five years. First, reducing by one-third the number of incoming students needing remedial math, from 21% to 41% system-wide. Second, to increase by 15% the first year completion rate among students who require remedial math coursework, from 66% to 76% across the system. To meet these goals, UW-Whitewater is involved in a developmental education research and development group in which funding from UW System was received to test a strategy for moving students with developmental education needs into credit-bearing courses at a faster rate than is currently in place. This pilot will involve attaching a one-credit developmental workshop to credit-bearing sections of English 101 and Math 141 (which normally have prerequisites of non-credit bearing remedial coursework) and enrolling carefully selected students requiring remediation into those courses. This strategy will be piloted in both fall and spring of the 2015-16 academic year.

**Example 3:**
Student progress in coursework is often examined through a variety of lenses including time to degree, percent of passing grades, and student retention and graduation rates. In 2011, a task force identified several aspects of Math 141, Intermediate Algebra, that could be refocused to place greater emphasis on interpreting and using quantitative information in response to a high rate of failing grades in the course. Approximately 60% of incoming freshmen at the time were required to take a math proficiency course, and most were advised to take Math 141. Students and faculty alike believed that the curriculum of the course attempted to cover too much material for effective learning. Among the intended outcomes, students were expected to achieve higher passing rates for the course, replicating results during a Spring 2010 pilot section. To date, comparison of Math 141 grades between Fall 2010 and Fall 2014 reveal that the percent of students who do not pass the course has decreased by 8 percent, while an average of grades across all four years shows a 4% improvement in students passing the course.

**Example 4:**
In response to an increase in the number of underprepared students entering UW-Whitewater, representatives from several academic units gathered to discuss the need to provide better academic support services for these students in the summer/Fall of 2009. The units who gathered included Admissions, Academic Advising, Reinstated and Probationary Students, Academic Support Services, and the Registrar’s Office. This group analyzed data on students needing remedial coursework regarding their grade point average, academic standing, and retention rates. The conclusion of the group’s effort was a proposal for an academic model called “Pathway for Success” which entailed an academic holistic plan that called for the increase of all forms of learning assistance, including tutoring, mentoring, supplemental instruction, academic and career counseling, and academic advising. Since its start in 2010, five cohorts of Pathway students have been admitted to UW-W, resulting in 460 underprepared students receiving an enhanced freshmen educational experience. The Pathway for Success program won the Ann Lydecker Educational Diversity Award in 2011, which recognizes exceptional efforts by UW campuses in the recruitment and retention of a diverse student body and faculty workforce as evidenced by data showing improved outcomes.

**Example 5:**
The Academic Advising and Career Exploration Center, created in 2002 in direct response to undergraduates’ request for better advising on campus, was awarded the Outstanding Institutional
Advising Program Award from the National Academic Advising Association (NACADA) in 2008.


As a member of the University of Wisconsin System, the primary methodology for calculating data elements conforms to Central Data Request (CDR) specifications. The data definitions used for CDR data are consistent across University of Wisconsin institutions, allowing for equal comparison. UW System’s Office of Policy Analysis and Research produces a variety of reports to compare institutions based on the CDR data, and campus Institutional Research offices have access to a CDR database through which the data can be accessed for production of local reports.

The Institutional Research and Planning office completes standard reporting which uses widely accepted data definitions including IPEDS and the Common Data Set. In addition, many university offices administer surveys and collect data in disparate sources outside of the PeopleSoft student information system. Working with the disparate sources of data in a more efficient and centralized manner is currently a goal within the Institutional Research and Planning office, and support for the endeavor is offered by the Retention Committee in order to work toward integrating data for better analysis by the campus constituents who will benefit.

Data disseminated on the Institutional Research and Planning website includes “Facts and Figures” based on CDR data. Data includes a snapshot of first-time full-time cohorts by gender, ethnicity, underrepresented minority status, residency, financial aid status, and remedial education needs. Further data analysis is provided as needed to committees focused on ongoing student retention and underrepresented minority student success including the success of cohorts by GPA, ACT scores, and high school rank to name a few variables. Also available on the Institutional Research and Planning website are data from commonly known surveys including IPEDS, Common Data Set, NSSE, and FSSE. A variety of internal data compilations are available including a Fall Profile and Fact Book, and links to relevant campus reports produced by UW System such as the Institutional Accountability Report.

In addition to the reporting of the university’s own data, the institution has recently joined the Consortium for Student Retention Data Exchange (CSRDE) which will further provide comparison data and nationwide trends in student retention and graduation rates. UW-Whitewater also participates in the Student Achievement Measure (SAM) along with the 12 other four-year University of Wisconsin System institutions to gather data in an alternative manner to the federal graduation rate methodology. SAM provides a more complete picture of student success and progress by including a greater proportion of an institution’s undergraduate students as well as tracking students who attend multiple institutions. SAM’s methodology and data are the same as that reported on the Voluntary System of Accountability's (VSA) College Portrait website.

4.C. Summary

Retention, persistence, and completion rates are consistently reviewed by the institution through various means: Retention Committee, Enrollment Management Committee, Strategic Planning and Budget Committee, and the Institutional Research and Planning office to name a few. The university has achieved a record high second-year retention rate for the Fall 2013 student cohort. Considerations for a more ambitious retention rate for the university population and ways to improve student success for underserved populations will need careful and perhaps delayed decision making during the current UW system-wide budget cuts proposed to take place in 2015.
Sources

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- COMMITTEES RETENTION THEMES_2014
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- ENRL & RET RETENTION ACTIVITIES_2015
- FIRST YEAR EXPERIENCE_2014
- INDIANA UNIVERSITY_FSSE_2015
- INDIANA UNIVERSITY_NSSE_2015
- INSTITUTIONAL RESEARCH AND PLANNING_2014
- IRP_ACHIEVEMENT GAP_2014
- IRP_FACTS & FIGURES_2015
- IRP_FALL PROFILE_2014
- IRP_GROWTH AGENDA GOAL_2010
- IRP_GROWTH AGENDA_2015
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- IRP_NSSE ADVISING COMPARISON_2015
- IRP_RETENTION RATES_2015
- IRP_SOAS_2015
- IRP_URM RETENTION_2015
- MASS_HOME PAGE_2015
- MASS_STUDENT SUCCESS CENTER_2015
- RES LIFE_MAP WORKS SURVEY_2015
- STUDENT ACHIEVEMENT MEASURE_ABOUT SAM_2015
- UW SYSTEM_ACCOUNTABILITY REPORT_2013-14
- UW SYSTEM_CDR_2015
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- UW SYSTEM_DATABASE VIEWS_2015
- UW SYSTEM_GRADUATION RATES_2003-07
- UW SYSTEM REMEDIAL EDUCATION_2015
- UW SYSTEM RETENTION RATES_2008-12
4.S - Criterion 4 - Summary

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

Summary

The evidence presented throughout Criterion 4 demonstrates responsibility for program quality from initial program proposal to program implementation to tracking student success. We utilize curricular development processes that evaluate quality of proposed courses at multiple levels, a regular cycle of program review, and processes for evaluating transfer credit and credit for prior learning that align with national standards, UW System policies, and involve university faculty and staff. Our processes ensure appropriate expectations for student learning, systematic assessment of student learning, ongoing monitoring of student retention and graduation, and use of data to improve programs and student success.

The evidence has also highlighted areas for greater attention in the future. Specifically:

- **More consistent tracking of how data are used to improve student learning.** Formal curricular changes are well-documented but discussion in the ELARC suggests that data on student learning are used more often than is being captured, for example to modify specific assignments or reframe discussions to focus more explicitly on specific skills.
- **Data collection among university graduates** could be expanded to include information on achievement of SLOs, the degree to which our programs prepared graduates for their first job as well as for career advancement, and additional programs that might be of interest for career advancement.
- **Compiling longitudinal co-curricular program data on the efficacy of various programs targeting underrepresented minority students.** Many of the current programs we believe to be successful are in their infancy, with a lack of data to track the efficacy of such programs on retention and graduation metrics. Collection and analysis of intermediate measures of success will help us evaluate these programs as part of the current university strategic goal to reduce the achievement gap.
- **Increased attention to using the multiple data sources available for evaluating university programs and student success.** For example, the university strategic goal subcommittee evaluating student satisfaction with undergraduate advising reviewed data collected through a departmental survey as well as through the university-wide administration of the National Survey of Student Engagement (NSSE). We can help ensure that all available sources of data are used and that multiple data points are considered in curricular and co-curricular program evaluation by providing enhanced data availability and encouraging systematic coordination between departmental and university-wide evaluation practices.

Sources
There are no sources.
5 - Resources, Planning, and Institutional Effectiveness

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

5.A - Core Component 5.A

The institution’s resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future.

1. The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The institution’s resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.
3. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution’s organization, resources, and opportunities.
4. The institution’s staff in all areas are appropriately qualified and trained.
5. The institution has a well-developed process in place for budgeting and for monitoring expense.

Argument

5.A.1

UW-Whitewater strives to utilize resources in the most efficient ways possible in order to be flexible in a changing environment. As part of the UW System, budget development is a very transparent and highly developed process. The budget development process results in the production of a budget document called the Redbook which provides summary and detailed budget information for each campus. This document serves as the annual plan for the institution’s fiscal resources. A significant part of the campus budget comes from tuition revenue. Tuition is set as part of the biennial budget by the Board of Regents utilizing a set of policy principles. Tuition setting authority is established in Wisconsin State Statute. However, in the most recent state budget, tuition was specifically frozen. The campus also utilizes a ‘Differential Tuition’ surcharge that is used to fund first-year support programs across the institution. Each year the institution produces a financial report. This report indicates that the campus has a positive net financial position. Human resources in the form of faculty and staff are included as part of the annual budget process and as enrollments have grown, so has staffing. A 10-year history of positions shows the growth in all areas of campus.

The campus has been a forerunner in online education. Online courses generate additional revenue for academic operations as well as for the library and technology support. The distance education course fees are requested and approved centrally and distributed out to the appropriate areas as they are credited to the financial system. Instructional technology infrastructure is additionally supported through laboratory and classroom modernization funds and tuition revenue funds specifically earmarked as student technology fees. Both types of funds include committee representation and consultation prior to the utilization of funds. Resources and support for classroom technology are also
easily accessible on the campus website along with the governance structure and guidance regarding consultation and approval for different types of technology.

Much of the technology infrastructure and support at UW-Whitewater goes hand in hand with facilities and physical planning. The institution has been careful about committing tuition resources to programs on a permanent basis; as a result, we have been able to utilize one-time funds for technology and facilities projects. The Chancellor has specifically provided funds for technology and facilities to augment ongoing funding and allow projects to get underway that otherwise would have a lengthy lead time. These types of projects and commitments are reported to UW System and the state legislature as part of the annual Program Revenue Balance Report.

The campus has recently developed a comprehensive campus master plan, which will be presented to the Board of Regents in the fall of 2015. This plan looks at historical information as well as anticipating future needs. As part of the campus physical planning and maintenance program there is also a space planning policy in place.

5.A.2

Historically, the UW System has provided guidelines regarding the shifting of funds off of programs that directly impact students, mainly instruction. Additionally, any shift of funding onto administrative functions are closely monitored. While the System has moved away from the type of reporting that required a line-by-line numeric justification of shifts, the new narrative that compares budget priorities to the campus strategic plan allows for a more in-depth analysis of how funds are being used. This includes instruction, student services, and academic support.

Academic Affairs conducts an annual staffing plan exercise to determine the need for replacement and new positions as well as looks at productivity reports produced by Institutional Research within each college and department. The Strategic Planning and Budgeting Committee (SPBC) has been organized with a campus wide membership to address develop campus budget considerations as well as develop the strategic plan framework. The budget office also provides periodic training and presentations regarding the budget to SPBC, faculty senate, academic staff assembly, academic affairs and department chairs.

5.A.3

The mission and values of UW-Whitewater are clearly laid out and visible in many areas across campus including various locations on the website and publications. The mission is also incorporated into the strategic plan. The five pillars of the values, mission, and strategic plan are: programs and learning, scholar educator community, diversity and global perspectives, regional engagement, and professional and personal integrity. Since 2010 progress towards the realization of specific goals related to each has been monitored and changed or re-shaped as specific goals are met or new programs started. The goals and revised goals are developed by the SPBC which includes representatives from all areas of campus including students and community members.

In two year intervals, progress toward the goals or revised goals is monitored and reported on. This process results in an examination of programs and projects that are taking place across campus and reviewing how they fit in with the strategic plan. In the period of 2010-12, the progress of nine strategic planning goals were reported on. Moving forward into 2012-14, goals were further defined, refined and broken down so that progress could be evaluated. A draft report on the progress towards
the revised goals was published in late 2014.

Specific examples of initiatives that capitalize on available resources and opportunities and tie in to the mission and goals of the university are the Strategic Initiative Fund and Inclusive Excellence Initiatives. Strategic Initiatives are run very similar to a grant and are used to fund high impact projects that fit in with the strategic plan goals. More than $1.2 million has been awarded since 2010-11. A fellowship program for individuals committed to the principles of Inclusive Excellence was also implemented in 2014-15

5.A.4

UW-Whitewater uses an extensive search and screen process for hiring staff. There are currently two processes in use, one for faculty and academic staff and one for university staff (formerly classified staff). While there are differences between the processes, both ensure that there is a committee of campus experts evaluating materials and interviewing candidates. All positions require a detailed, approved position description prior to the position being posted. There are also several approvals required along the way to assure a diverse, qualified candidate is selected. Prior to new academic staff positions being hired, a process of reviewing and assigning an appropriate title and salary range to the position is undertaken by a campus standing committee. Similarly, university staff positions are reviewed for appropriateness of title by the Office of Human Resources before the hiring process commences.

Once a qualified candidate has been selected, the orientation and training process begins. While this is different based on the employee category, all staff receive and orientation when they become employees of UW-Whitewater. University staff supervisors go through a comprehensive orientation process (sign-off required by both supervisor and staff member). All staff receive benefits orientation provided by the Human Resources and Diversity.

Once a faculty or staff member has been hired, there are many different types of training offered. The Human Resources and Diversity office provides information and access to over 35 different training opportunities. These range from supervisory training, to technology and safety training. Each employee is required to take a sexual harassment training course which is then repeated each five years. Specific training related to technology is available to faculty and staff through the Instruction, communication, and information technology department. Training is provided online as well as face to face. Specific instructional technology training is available for faculty and staff to assist with both online and in-person delivery of course content.

From an individual standpoint, the university provides financial assistance for staff wishing to continue their education in the form of training and credit bearing coursework. The campus reimburses the full amount of tuition and fees in approved situations. Additionally, the campus has a professional development program that provides support for non-credit and job related opportunities.

5.A.5

As part of the larger UW System, much of UW-Whitewater’s budget development process is proscribed by statute and UW System policies. Each UW System institution uses the same methodology for preparing budgets as well as provides the same type of reporting to the System, Board of Regents and Legislature. Campuses are free to determine their own budget development process within the framework of the System policies.
The UW-Whitewater budget is developed annually and changes incrementally based on new funding received or budget reductions. UW-Whitewater has used an incremental budget model for many years and as a result large changes in allocations are not frequent occurrences. Budgetary decisions are driven by the strategic plan priorities and the campus completes a summary narrative annually describing how the budget plan fits with the strategic plan. UW System provides oversight and guidelines to the campus and the campus in turn provides instructions to the campus when developing the budget. Allocations are received from UW System and distributed to campus units based on the requirements of the appropriation type. Budgets are reviewed by UW System to determine adherence to guidelines and System budget control policies. These policies indicate how various fees may be used. In most cases they are to be used for the purpose for which they were collected.

Monitoring revenue and expense is done at both the campus and the System level. Budget transfers to address shifting needs on the campus are processed throughout the year. This same policy is used when transfers come into the campus from the State or the System. Reports are run throughout the year to ensure that program revenue accounts are solvent, and departments are asked to review and address deficits prior to year end.

Sources

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- ACADEMIC AFFAIRS_SPBC PROGRESS REPORT_2012-14
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- ACADEMIC STAFF ASSEMBLY_2014
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- FP&M_SPACE PLANNING_2015
- FP&M_SUMMARY OF CCMP_2012
- FP&M_UNIVERSAL DESIGN_2009
- FP&M_ZONE MAINTENANCE_2015
- HR_CLASSIFIED RECRUITMENT_2015
- HR_HOME PAGE_2015
- HR_INCLUSIVE EXCELLENCE FELLOWSHIP PROGRAM_2015
5.B - Core Component 5.B

The institution’s governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.

1. The governing board is knowledgeable about the institution; it provides oversight of the institution’s financial and academic policies and practices and meets its legal and fiduciary responsibilities.
2. The institution has and employs policies and procedures to engage its internal constituencies—including its governing board, administration, faculty, staff, and students—in the institution’s governance.
3. Administration, faculty, staff, and students are involved in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

Argument

5.B.1

The Board of Regents of the University of Wisconsin System consists of 18 members, 16 of whom are appointed by the Governor, subject to confirmation by the Senate. Of these 16 members, 14 serve staggered, seven-year terms and two are ex officio members. The two ex officio members are the state superintendent of public instruction and the president or a designee of the Wisconsin Technical College System Board. Two UW System students are appointed to the Board for two-year terms; one of the two is a non-traditional student.

The Board is responsible for establishing policies and rules for governing the System, planning to meet future state needs for collegiate education, setting admission standards and policies, reviewing and approving university budgets, and establishing the regulatory framework within which the individual units are allowed to operate with as great a degree of autonomy as possible. The Board appoints the president of the university system and the chancellors of the 13 universities, UW-Extension, and UW Colleges. The Board grants tenure appointments to faculty members.

The Board’s regular meetings are held eight times per year; special meetings are scheduled as needed. The appointed Regents serve without pay. The President, Vice President, and a full-time Executive Director and Corporate Secretary are elected each June during the Board’s annual meeting. The Board President designates Board committee membership and other appointments.

Eight standing committees are in place to provide oversight of financial and academic policies and practices and to ensure institutions meet their legal and fiduciary responsibilities:

- The Education Committee has charge of consideration of all matters of an educational nature related to the instruction, research, and public service functions of the University System; the academic personnel; and to student services and welfare.
- The Business and Finance committee has charge of consideration of all matters related to operating budget, finances, trust funds, business operations, and non-academic personnel.
- The Capital Planning and Budget Committee has charge of consideration of all matters related to the physical environment of the University of Wisconsin System institutions.
- The Executive Committee has the powers of the Board, when the Board is not in session, and
provides for the execution of orders and resolutions not otherwise specially committed or provided for.

- The President of the Board may refer faculty and staff personnel matters involving requests for hearing, petitions for review, and appeals to the Board to the Personnel Matters Review Committee.
- The Committee on Faculty and Academic Staff Collective Bargaining has charge of consideration of all matters relating to collective bargaining under ch. 111, subch. VI, Wis. Stats., “University of Wisconsin System Faculty and Academic Staff Labor Relations.”
- The Research, Economic Development, and Innovation Committee:
  - Adopts policies and develop strategies designed to strengthen the UW System’s overall contribution to the economic development of the state and to support professional development, outreach, and research at all UW System institutions within the context of their unique missions;
  - Considers any matters related to the University’s role in enhancing its research enterprise and bolstering the state’s economy; an
  - Focuses attention on the Board’s statutory responsibilities to report on and ensure accountability for research and economic development activities at UW System institutions.
- The Audit Committee has charge of the oversight of: all audit-related matters, internal and external; compliance with laws and regulations; internal controls; enterprise risk management; and ethics.

The University of Wisconsin System Board of Regents sponsors several awards that honor the excellence of UW System staff and programs. Recipients are chosen by special committees composed of members of the Board of Regents and are honored at various times throughout the year at a Board of Regents meeting.

5.B.2

Richard J. Telfer is the 15th chancellor of the University of Wisconsin-Whitewater. Reporting directly to the Chancellor are the Provost & Vice Chancellor for Academic Affairs, the Vice Chancellor for Student Affairs, the Vice Chancellor for Administrative Affairs, the Vice Chancellor for University Advancement, the Intercollegiate Athletic Director, the Assistant to the Chancellor for Affirmative Action & Equal Opportunity, the Legislative Liaison, and the Director of Budget Planning & Analysis. The Provost oversees all academic, research, and public service activities and units that support these activities. These reporting relationships are summarized in the UW-W Organizational Chart.

The faculty, subject to the constraints of Board of Regents policy, is vested with the responsibility for the governance of the University. The faculty has primary responsibilities for the determination and implementation of its academic programs and educational activities, for faculty personnel matters and, along with the campus administration, for the development of institutional policy. The Faculty Senate represents and conducts the business of the faculty except at those times at which the faculty meets and except for those purposes otherwise specified by this constitution or by a vote of a meeting of the faculty. Faculty senators are elected according to constitutional guidelines. Each senator represents a specific constituency according to their college and rank, and anyone holding a faculty position is eligible to seek election to the Faculty Senate.

The Academic Staff Assembly (ASA) is subject to the responsibilities and powers of the board, the president and the Chancellor and the faculty of the institution, are active participants in the immediate governance of and policy development for the institution. They have primary responsibility for the
formulation and review, and are represented in the development of all policies and procedures concerning academic staff members, including academic staff personnel matters.

The University Staff Council (USC) serves in an advisory role to the Chancellor and University administration. The USC represents all classified permanent, limited term (LTE) and project appointment employees of the University. The USC has the following roles and responsibilities:

- Serve to facilitate communication across the campus, particularly regarding university staff employees
- Provide feedback from university staff employees to UW-Whitewater administration
- Advise UW-Whitewater administration regarding matters concerning university staff employees
- Identify policy questions and concerns
- Identify representatives from UW-Whitewater university staff employees for campus committees and other campus groups
- Bring questions and concerns to campus administration

The Whitewater Student Government’s (WSG) Student Senate is empowered with legislative authority, and they possess authority to regulate and make recommendations and decisions on matters concerning student life, services, and interests in accordance with the laws of the State of Wisconsin.

5.B.3

In policy and practice, the administrative positions identified above function in a context of shared institutional governance.

- The 39 elected members of the Faculty Senate are principally responsible for determining the institution’s undergraduate programs and educational activities as well as faculty personnel matters. Along with the campus administration, the Senate also develops institutional policy. The Faculty Senate uses resolutions to communicate and to participate in governance.
- The 13 elected members of the Academic Staff Assembly have the primary responsibility for formulating and reviewing all policies and procedures concerning academic staff members, including academic staff personnel matters.
- The 12 members of the University Staff Council facilitate communication across the campus, particularly regarding university staff employees, and provide feedback from university staff employees to UW-Whitewater administration.
- The 31-member Whitewater Student Government (WSG) serves as the official representative and legislative body for UW-W students. WSG is a strong voice that represents students through direct contact with University administrators, by serving as voting members on most campus committees, and by making changes through legislation.
- The Graduate Council’s 17 elected graduate faculty and four appointed student representatives legislate all graduate matters including curriculum, policy, and administration.

Collectively, these governance structures guarantee that students, faculty and staff have their viewpoints and recommendations considered in campus decision-making.

Sources

There are no sources.
5.C - Core Component 5.C

The institution engages in systematic and integrated planning.

1. The institution allocates its resources in alignment with its mission and priorities.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
4. The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution’s sources of revenue, such as enrollment, the economy, and state support.
5. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

Argument

5.C.1

UW-Whitewater's total budget in 2014-15 was just over $219 million dollars. Budget increases over time have been the largest in the instructional and student support areas while administrative services has remained relatively flat. This is also reflected in campus expenditures over the last four years. When comparing 2010-11 and 2013-14 expenditures, instruction expenditures increased 14% while institutional support expenses decreased 4%. When developing budget plans, at the beginning of each fiscal year, the previous year is reviewed. Enrollment, expenditures, and revenues are all reviewed to determined if any new budget can be allocated from enrollment or tuition growth. This is done by examining enrollment comparison reports that are generated from the Registrar's office, year-end tuition revenue balances in funds that carry over from year to year, and discussions with campus leadership. At this time the potential for new state support as well as the potential for reductions in state support are looked at. Once any new revenues are identified, academic units' requests and staffing plans are reviewed and funding allotted if appropriate. As with other planning activities on campus, the Strategic Planning and Budget Committee is integral to the planning process.

5.C.2

As part of the Strategic Planning and Budget Committee's work, student learning, operations, planning and budgeting are all linked. While many departments have a hand in these activities, they come together within this group. The campus has adopted the AASCU's Essential Learning Outcomes and for the past three years has hosted campus LEAP programming in order to assist in implementing LEAP throughout the campus. Through the audit and review process, academic programs are reviewed on a regular cycle and non-instructional programs are reviewed through an Office Planning and Review Process, on a five-year cycle. Annual evaluations comprehensive evaluations are conducted for campus leadership that include reflecting on the prior year as well as setting goals for the upcoming year. The Essential Learning & Assessment Review Committee (ELARC) discusses assessment data and makes recommendations to improve teaching, learning and assessment processes. Institutional Research and Planning (IRP) provides information regarding productivity and retention in order to assist in decision making and planning. While operating independently, all of these activities and staff involved in them come together when determining campus plans and goals as
well as evaluating the progress towards achievement.

5.C.3

While SPBC membership includes individuals from all areas of campus, this is not the only group with input into campus planning activities. There are four governance groups at UW-Whitewater; Faculty Senate, Academic Staff Assembly, University Staff Council, and Whitewater Student Government. Each of these groups meet on a regular basis regarding campus issues. At points during the year, the Chancellor attends their meetings. Representatives from each group are part of SPBC. The Chancellor holds monthly listening sessions and the Provost has weekly public office hours. Additionally, campus leadership meet monthly with the Whitewater School District and City of Whitewater. Each college has an advisory group. The office of Marketing and Media Relations (MMR) sends a weekly web based newsletter which keeps the campus community informed of activities and items of import on campus. This allows news distribution and communication of plans to the wider campus community that might otherwise choose not be engaged in planning. The activities that are undertaken by groups on and off campus facilitate both the formal and informal process of planning.

5.C.4

As has been the case across the country, UW-Whitewater has faced fluctuating state funding and is working hard to address a rapidly changing environment. In the past several years, state support has dwindled, while the campus has relied more on tuition and fee revenue. Over this same period of time, both resident and non-resident enrollments have increased, transfer students have bolstered also enrollment. Since the 2011-13 biennium, that University System as a whole has been experiencing significant change there has been a desire to move toward greater autonomy. There are six main areas where flexibility has been sought; budgeting, tuition pricing, human resources, capital planning, financial management, and purchasing. Flexibility could assist in overcoming challenges in areas of state support and economic issues. As the institution grows and changes, we are working to address a shortage of residence hall space as well a need to maintain and upgrade existing facilities. In many areas of Wisconsin, high school graduation rates are expected to remain flat for the next few years, however, this is not the case in the five county area that UW-Whitewater draws the majority of it's students from (need the evidence for this). The UW System does not yet have a budget planning tool that allows for predictive planning that includes variables such as tuition increases, pay plans, enrollment changes and shifts. UW-Whitewater has developed an excel tool that allows us to look at a 5-year projection and change certain variables to create different scenarios. This has been extremely helpful when trying to examine different eventualities.

5.C.5

UW-Whitewater has embraced technology and globalization as ways to help with potential reductions in state support and changes in enrollment. The University has worked to maintain classroom technology as well as ensure that faculty and staff using the technology are properly trained. The Learning Technology Center (LTC) is dedicated to serving the technical needs of instructional technology. In some cases, such a the College of Education and Professional Studies, the equipment in the classroom is actually what will be used in the working world. The campus has dedicated funds to assist in supporting a state project to upgrade the campus fiber optic backbone. This project will not only benefit campus but also the community at large. The Center for Global Education (CGE) and College of Letters and Sciences have collaborated to develop an Intensive English Institute (IEI). The IEI programming opens new doors to students that would not have previously been served by our campus. At the same time CGE is working to develop relationships and partnerships with other
countries to develop a pipeline of students that will enrich the campus community by bringing
different perspectives and experiences. The campus has partnered with the the City of Whitewater to
develop the Whitewater University Technology Park. Within the Technology Park is the Innovation
Center which provides collaborative space, resources, and services to entrepreneurs and growing
businesses. This space provides an incubator for business started by faculty and students of the
University as well as connects the campus with the community.

Sources

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5.D - Core Component 5.D

The institution works systematically to improve its performance.

1. The institution develops and documents evidence of performance in its operations.
2. The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.

Argument

Over the course of approximately the past 15 years, UW-Whitewater has significantly modified existing and developed additional processes for systematically planning, measuring and improving its performance. These changes have been implemented campus-wide and reflect a strong orientation towards a system of strategic operational management.

5.D.1

As suggested in Figure 5.1, at all levels of the university there are procedures for systematically collecting and reporting performance-related data, evaluating and reviewing performance, and planning and goal setting for continuous performance improvement.

In the top row, at the level of individual employees, operational performance data is collected and reported for review both annually and in multi-year intervals. Tenured (Post Tenure Review) and tenure-track (Purple Book) faculty gather and provide evidence characterizing their performance in the areas of teaching, research, and service. Similarly, instructional academic staff, non-instructional academic staff, and University Staff all engage in personnel review processes assessing performance against the responsibilities of their position.

Figure 5.1 also indicates that all divisions, colleges, academic departments, as well as all instructional and non-instructional administrative units on campus engage in the annual reporting processes. Reporting requirements differ among the divisions, colleges, and departments, but all annual reports require delineation of contributions to university operation as well as contributions to major strategic initiatives like Inclusive Excellence, LEAP learning outcomes, and the University’s Strategic Planning Goals.

Academic majors, minors and all graduate programs participate in Audit and Review, a process requiring preparation of a comprehensive self-study and a review by a faculty committee every five years. The self-study requires that the participating program report on assessment work and results, trend data, accomplishments, strengths and challenges. Similarly, the Office Planning and Review process requires non-instructional offices to complete self-study reports on five-year intervals, including data about performance and satisfaction of the constituents it serves.

At an institutional level, data is gathered and reported regularly through a variety of processes driven by constituent groups on campus and off. Two administrative committees serve this function on campus. The Essential Learning and Assessment Review Committee (ELARC) collect and synthesize assessment data from instructional departments and non-instructional units to gauge student accomplishment relative to agreed upon LEAP learning outcomes. The Inclusive Excellence Committee gathers and reviews institutional data regarding progress on inclusive goals. The Strategic
The **Budget and Planning Committee** works in subcommittees to gather and report data on the university’s strategic planning biennial goals. Concurrently, the institution is systematically gathering data for reporting requirements of the University of Wisconsin System (e.g., *Accountability Reporting*), and a variety of external entities (e.g., AIDU Report, *IPEDS*).

These expanding reporting processes have made data needs comprehensive, continuous and dynamic. A decision that has significantly advanced institutional capacity to document and report evidence of operational performance came with the reorganization and reallocation of resources to support the **Office of Institutional Research and Planning (IRP)**. IRP has improved its capacity to serve as a central repository for institutional data and a clearinghouse for reporting to government agencies, accrediting groups and regulators. Moreover, IRP has gathered input from divisions, departments, units, and committees from across campus to focus data needs, established systems to aid in data collection, made data far more available to the campus, added support for data interpretation to their array of services, and become active in pushing data out to the campus—all supportive of performance evaluation and decision-making.

5.D.2

Institutional processes for collecting, evaluating, and reporting on performance-related data, as discussed above, form a significant Phase I in efforts to continuously improve institutional performance. Phase II involves reviewing evidence of operational performance as a precursor to planning and goal setting. And like Phase I, reviewing, planning and goal setting also occurs at all institutional levels.

Academic departments, for instance, routinely review: departmentally and institutionally gathered assessment data; enrollment, retention, and graduation data; student credit hours relative to full-time equivalent instructors; course evaluations; and exit data gathered from graduating students before they establish and submit annual goals to their college.

Campus level committees with cross-campus membership regularly review performance-related evidence before making recommendations supportive of performance improvement in mission-critical areas like student learning (**ELARC**) and diversity and inclusion (**Inclusive Excellence**). Recommendations for academic program improvement emerge from the audit and review process (**Graduate** and **Undergraduate**) and the extensive use of external advisory boards. Ad hoc committees, too, review and digest performance data prior to planning for institutional improvement (**Student Retention and Graduation Committee**). The Strategic Budget and Planning Committee (SPBC) operates as the performance review and planning group at the institution’s highest level, considering all facets of institutional effectiveness before setting new goals for a new SPBC cycle.

The review and planning processes described above operates on annual, biennial or five year cycles. It does not capture the review, planning and goal setting that occurs within divisions or within colleges. Nor does it capture the comprehensive review of operational performance data that leads to long term planning. Review of large scale performance data, planning, and goal setting happen in more irregular cycles in response to UW System-wide initiatives or plans (**Growth Agenda Plan (2010)**; **Campus Master Plan (2014)**), evolving external conditions (**Enrollment Management Plan (2014)**; **Outreach and Engagement Plan (2014)**), and changing campus imperatives (**Inclusive Excellence Plan (2011)**; **Technology Plan (2015)**).

**Sources**
5.S - Criterion 5 - Summary

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

Summary

All institutions within the UW System are currently engaged in budget planning for the upcoming biennium to accommodate an estimated $300 million reduction in state support and an accompanying freeze on undergraduate tuition. UW-W’s portion of that reduction is estimated to be approximately $8 million.

The same sort of data gathering, performance evaluation, and planning--engaging governance groups and constituents from on campus and off--that earmarks the campus's typical operation will help shape UW-W effective response to these remarkable challenges.

Sources

There are no sources.