

Higher Learning Commission
Self-Study Questionnaire/Report for Non-Instructional Units

Non-Instructional Unit: Department of Intercollegiate Athletics

Individual(s) Completing the Questionnaire/Report: Director of Athletics

BACKGROUND INFORMATION

1. Describe in a paragraph or two what your unit does (i.e., the services it provides).

The Department of Intercollegiate Athletics contributes to the educational process of UW-Whitewater by providing students an athletic experience. This experience is enhanced by having the highest quality in all sports that allows the University teams to compete for championships in the conference and in the nation. Students are impacted by all facets of the Athletic Department staff. Head and assistant coaches, program assistants, trainers, physicians, and administration play a vital role in the development of the Department.

Intercollegiate Athletics are affiliated with Division III of the National Collegiate Athletic Association (NCAA) and are a member of the Wisconsin Intercollegiate Athletic Conference (WIAC). The Department reports directly to the Chancellor and the Intercollegiate Athletic Committee (IAC), comprised of faculty, staff and student representatives, has the responsibility for reviewing financial information, formulating and/or reviewing program policies, and assisting in other program areas. In addition, the men's and women's programs are represented at the Conference and NCAA levels by faculty representatives. A Student Athlete Advisory Committee (SAAC), with representatives from each of the 20 intercollegiate teams (9 men and 11 women) meet regularly with the athletic administration to help in the development of policies and procedures, especially those related to class attendance, substance abuse and conduct.

2. Who is/are the constituency/ies you serve, and approximately how many of each constituency do you serve annually? (e.g., students, academic departments, classified staff, etc.)

- 622 Student-Athletes (274 women, 348 men)
- 39 Coaches, Support Staff and Administrators (Unclassified Staff)
- 2 Program Assistants (Classified Staff)
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3. Overview and evaluate the adequacy of the human, physical, and fiscal resources your department deploys to serve students and meet other programmatic needs by answering the questions below:

Human Resources

Evaluate the general adequacy of the human resources (i.e., the # of employees (including student help) and their skills) relative to the unit's ability to serve the constituencies identified above and achieve other programmatic goals. Do this by assigning a number between "1" (completely inadequate) to "9" (completely satisfies needs).

6 1-9

In a paragraph or two, discuss why you've assigned the score you have. Include, in particular, a discussion of unique strengths as well as important needs not being met or opportunities not being explored because of limitations.

Of the three (3) staffing areas (Coaching, Support Staff and Administration) in the Department, the following is a listing of information pertaining to each:

1. Coaching: The current coaching model for head and assistant coaches is strong, as compared to other WIAC schools. However, there are three sport programs that have specific needs that must be addressed for safety and gender equity issues. These sports are women's soccer, women's track and field and women's swimming and diving.
2. Support Staff: The support staff includes athletic trainers, strength and conditioning staff, and sports information. The Department has three University-paid athletic trainers and 1.3FTE through a relationship with Mercy Health Systems. For 622 student-athletes, the ratio of student-athletes to athletic trainers is poor. The same can be stated of the strength and conditioning staff that has 1.03FTE for 622 student-athletes. The sport information staff has 1.0FTE allotted in order to support 20 intercollegiate programs and their needs. These three support areas must be reviewed for their offerings to the student-athlete population.
3. Administration: The Department is supported very well with administrators. 3.00FTE is dedicated to the Athletic Director, Assistant Athletic Director-Business Manager, Senior Women's Administrator (.25), Marketing and Promotions Director (.50), Games and Event Manager (.25), and Student-Athlete Advisory Committee (.25). Realignment may be necessary in order to accommodate other needs.

Physical Resources

Evaluate the general adequacy of the physical resources (e.g., office and storage space, supporting technology, other equipment) allocated to the unit relative to the unit's ability to serve the constituencies identified above and achieve other programmatic goals. Do this by assigning a number between "1" (completely inadequate) to "9" (completely satisfies needs).

7 1-9

In a paragraph or two, discuss why you've assigned the score you have. Include, in particular, a discussion of unique strengths as well as important needs not being met or opportunities not being explored because of limitations.

The score of 7 out of 9 has been assigned because the Department has adequate physical resources, but there are some limitations in office space and technology. Our staff have limited office space and in some situations are forced to share offices. The technology used is getting out of date and ineffective for use. However, the Department does have \$26,500 in an Equipment Account for use of equipment purchases. A plan is in place to replace office technology as needed. The Department will also build a reserve in this account for future use.

Fiscal Resources

While recognizing that every unit would benefit from a larger budget, evaluate the general adequacy of fiscal resources allocated to the unit to serve its constituencies and achieve other programmatic goals by assigning a number between "1" (completely inadequate) to "9" (completely satisfies needs).

6 1-9

In a paragraph or two, discuss why you've assigned the score you have. Include, in particular, a discussion of unique strengths as well as important needs not being met or opportunities not being explored because of limitations.

Of the 20 intercollegiate programs, each program is required to generate, on average, 30% of their operating budget in order to support their efforts (team travel, equipment needs, uniforms, and recruiting). Student Segregated Fees, which are determined and allocated from Student Government, are just under \$500,000 for the entire Department. The Department's administrative budget comes from ticket sales generated at most home contests. The Department supports its staff through 102 or state-appropriated funding. The unit has one endowment in place to assist the Hall of Fame operations. However, each year the

Department must engage in fund-raising activities (socials, golf outings, campaigns, marketing and promotions) to help support additional endeavors.

4. In a paragraph or two, overview significant changes made in your unit since 1996 (i.e., the last North Central Association Accreditation Visit). (e.g., re-organized, key staff changes, change in purposes, etc.) Since 1996, the Department has undergone major changes. They are as follows:
 1. In 1999, the role of the Director of Athletics for men and for women was combined into one position. The title was named, "Director of Intercollegiate Athletics."
 2. In 2000, all head coaches were elevated to .50FTE (except Cross Country, Golf, Soccer, Swimming, and Tennis). Numerous sports were provided .25FTE for assistant coach support.
 3. In 2001, the Williams Center underwent a complete remodeling. The athletic administrative offices, Volleyball Arena and Athletic Training Facility were remodeled. The DLK Kachel Field House and Strength and Conditioning Center were built. Wrestling and Gymnastics traded practice and competitive sites on the second level of the Williams Center.
 4. In 2002, women's track and field head coaching position was combined with the men's track and field head coaching position.
 5. In 2002, the sport of women's bowling was added.
 6. In 2003, the Baseball Service Building and Student Athletic Complex were completed.

In another paragraph or two, describe why these changes occurred.

Overall, these changes were made to continue progressing as a unit and provide to our student-athletes a safe and secure environment that can attribute to high achievement while hosting conference, regional and national competition.

MISSION & PLANNING

5. In a paragraph or two, describing any significant projects/initiatives that your unit is planning or currently has underway, but has not yet completed.
 The Department has been working specifically on the following major projects:
 1. Expanding the opportunities for women. Staff and program restructuring are being addressed so that we can add more females to our student-athlete population.
 2. Building outdoor athletic facilities for softball, soccer and track and field. In addition, reviewing closely the other sports (indoor and outdoor) that have facility needs.
6. Below are five "core values" the University identifies as central to its purposes and operation. Please evaluate the importance of each core value in terms of how each aligns with the purposes of your unit (i.e., take a hypothetical 100 points and distribute them among the five values, with those values that align more closely to the purposes of your unit receiving more points).

Core Value	Importance (100 points)
Commitment to the pursuit of knowledge and understanding	25
Development of the individual	25
Personal and professional integrity	25
Commitment to serve	10
Commitment to develop a sense of community, respect for diversity, and global perspectives	15
Total=	100 points

7. Each and every academic and non-academic unit engages in planning for the future. Review the list of variables below and evaluate the extent to which each of the following influences decision-making behind the planning process for your unit (i.e., take a hypothetical 100 points and distribute them among the planning variables listed below, with those variables playing the larger role in your unit's planning efforts receiving more points)

Planning Variables	Importance
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	(100 points)
The mission of the university or the unit	20
Academic assessment data/information relevant to student performance against learning outcomes	5
Other data/information gathered relevant to performance (e.g., Audit & Review feedback)	5
Societal/Cultural trends (e.g., changes in demographics, lifestyles, professions)	5
Campus trends (e.g., changes in university-initiated needs and demands)	5
Technology trends (e.g., technology developments that affect delivery of service)	5
Professional trends (e.g., changes evident at other universities/colleges)	5
Available human resources (e.g., # of employees, talents, etc.) within the unit	15
Available financial resources (e.g., budget, available and accessible \$)	10
Available physical resources (e.g., space, existing technology, etc.)	20
Other:	
Total=	100 points

8. Does your unit have a mission statement?

Yes No

If you answered "yes," please list the mission statement here. or, if your mission statement can be accessed on the web, please list the URL here.

The overall mission of the University of Wisconsin-Whitewater Athletic Department is to contribute to the educational process of students by providing an athletic experience. An integral part of this mission is the concept that student-athletes are students first and athletes second, and that the main goal for the student-athlete is to obtain a college degree. We believe in excellence in both Academics and Athletics. This is accomplished by recruiting the best students available and having the highest quality in all sports that allows the University teams to compete for championships in the Wisconsin Intercollegiate Athletic Conference and the National Collegiate Athletic Association.

Also found on the Athletics website at: www.uww.edu/athletics/athleticdept/philosophy.cfm

If you answered "yes," please describe how, if at all, this mission statement plays a role in your unit's planning and/or decision-making.

The mission statement for Athletics provides guidance to every decision that is made pertaining to the operations of the Department. More importantly, its emphasis is on students and their educational growth and development. Therefore, the unit engages student-athletes in the decision-making process and solicits their feedback as much as possible.

OPERATION AND PERFORMANCE

9. What are the major or measurable objectives of the unit?

Goal #1: Develop a comparable, six-year graduation rate statistic for student-athletes and graduate them at a higher rate than the general student body by surrounding student-athletes with a support system that is centered on student-athlete development and growth, and stresses the importance of student-athlete grade point averages and maintain an average greater than the general student body population.

Goal #2: Improve freshman-to-sophomore retention by enhancing orientation, advisement, and the first-year experience by engaging all first-year student-athletes and providing them with the necessary accommodations for academic and athletic success.

Goal #3: Win the NACDA Directors' Cup for Division III Athletics by also winning the WIAC all-sports award for men, women, and as a combined award.

Goal #4: Partner with the community and region to improve housing, day care, and quality of life through an extended number and quality of community service activities (camps and clinics) hosted by Athletics.

Goal #5: Increase the value of the endowment by maintaining the level of excellence in the annual Hall of Fame induction ceremony, increasing the number and amount of contributions made to the Athletic Hall of Fame Endowment, and establishing a National W-Club Endowment, All-American Endowment, and an Athletic Department Endowment.

Goal #6: Enhance the visibility of the institution through expanded communication, marketing and media relations by improving the quality and distribution of athletic information through the Athletics website and other relevant sports information mechanisms, and by increasing the level and quality of marketing activities to promote student and general admission attendance at all home athletic events.

Goal #7: Increase campus-wide participation in experiential learning and co-curricular activities by enhancing the number of student-athlete opportunities for women and improving the proportionality of male and female student-athletes as compared to the undergraduate student body population.

Goal #8: Increase the percentage of multicultural students by enhancing the effort of athletic staff in recruiting multicultural student-athletes to the University.

Goal #9: Increase the number of females and minorities in campus leadership positions by exploring opportunities for females and minorities in athletic administration.

Goal #10: Increase the percentage of multicultural faculty, academic staff, and classified staff by diversifying the Athletics coaching staff.

Goal #11: Develop outcomes-based budgeting process for Athletics that will encourage academic and athletic success for all sport programs.

Goal #12: Develop private funds to support a new academic building and improved student recreational and athletics facilities by creating improved athletic facilities to meet the ongoing needs of all individual sport programs.

Goal #13: Create a physical development plan to build new instructional facilities and renovate existing ones that are better than any other WIAC school and will enable sport programs to attain records while providing the chance for teams to host conference, regional, and national competition.

10. What outcome measures (i.e., data, information) provide evidence that your unit's objectives are being met?

Outcome #1:

Student-Athlete Graduation Rate (03-04): 62.5%

Student Body Graduation Rate (03-04): 52.1%

*Freshman entering university based on six years of attendance

Student-Athlete Grade Point Averages (03-04): 2.95

Student Body Grade Point Averages (03-04): 2.91

Outcome #2: In 2003-2004, the percentage of returning freshman student-athletes was 82%. This rate climbed from 74% in 1999-2000. From 2000-2001 to 2002-2003, the percentage of returning freshman student-athletes was 80%.

Outcome #3: The Department has finishes in the Directors' Cup of 15th, 21st, 39th, 26th, and 25th in the past five years. This accomplishment includes 15 conference championships in seven different sports, one national team champion, 41 national tournament team appearances (17 for women, 24 for men), seven individual national champions, and three national athletes of the year. In 2003-2004, the men's program won the WIAC All-Sports Award.

Outcome #4: The Department continues to provide exceptional camps and clinics. The number of camps/clinics has increased and the number of participants continues to rise. Additional service activities provided by the Department include Reading with the Warhawks, Campus Clean-Up, Food Drive, and National Girls and Women in Sport Day.

Outcome #5: The Athletics Hall of Fame Endowment has increased to \$35,000 since 1999. No other Athletic Endowments are in place, except Men's Tennis. Since 1999, the Department has spent \$673,739 out of the Foundation on sport-specific operations. On average, the male programs spent \$92,872 per year and the female programs spent \$41,875 per year.

Outcome #6: The Department is working with Technology and Information Services (T&IR) to compile the following sports information data: Number of Athletic website hits, user demographics, and the overall effectiveness of the website and other content information. The Department has accumulated attendance data for football. The average attendance per football game in 2004 was 4,716, whereas, in 2003, the average attendance per game was 3,387. During both years, the program experienced the same level of success (7-3 record); however, during 2004, a major marketing and promotional plan was implemented.

Outcome #7: In 2003-2004, there were 622 student-athletes in the Department, with 56% of the population being males and 44% being females. The undergraduate enrollment percentage for males was 47% and for females was 53%. The disparity between males and females was 9%. For the past five years, the disparity has been as high as 9.8% in 2000-2001 and as low as 8.25% in 2001-2002.

Outcome #8: In 2003-2004, the number of multicultural student-athletes was at an all-time high of 46 (8% of Department). The Department has experienced a slight increase since the initial analysis: 38 (7%) in 2000-2001, 41 (7%) in 2001-2002, and 44 (7%) in 2002-2003.

Outcome #9: The Department has a female in the role of the Senior Women's Administrator (SWA) at .25FTE and has recently added the NCAA Minority and Women's Internship position to the administrative staff.

Outcome #10: The Department has one multicultural staff member.

Outcome #11: The Performance Reward Program has provided the following financial incentives to individual sport programs: \$23,250 (1999-2000), \$28,000 (2000-2001), \$43,500 (2001-2002), \$42,750 (2002-2003), and \$49,750 (2003-2004). An average of \$36,450 per year has assisted twenty sport programs (\$1,872.50 per program per year).

Outcome #12: Nearly \$16 million in facility enhancements and developments have occurred in Athletics since 1999. \$1.4 million – Student Athletic Complex, \$275,000 – Baseball Service Building, \$375,000 – Tennis Complex, \$14.5 million – Williams Center & DLK Kachel Field House.

Outcome #13: The Facility Task Force has been developed to proactively address and develop a comprehensive, six-year, prioritized indoor and outdoor facilities and grounds plan for academics, athletics, recreation and other uses.

11. Related to question #10, does the unit regularly collect data/information to evaluate how effectively it serves its constituency(ies)? (This might include surveys of constituencies.)

Yes X No

If "yes," please list specific data/information sets that the UW-W Self-Study Committees, and/or the Higher Learning Commission's Visiting Accreditation Team can access to review/consult.

- Office Planning and Review Executive Summary
- Intercollegiate Athletics Committee (IAC) Annual Report
- WIAC Sport Data
- NCAA Sport Data

12. In a paragraph or two, describe specific changes to the unit's operation or planning, if any, have resulted from the collection and use of the data/information identified in the preceding questions. Please be specific.

The following changes are underway as a result of the collection of data:

1. Develop additional endowments to assist with long-term growth.
2. Expand our marketing and promotional activities through website development and other advertising mechanisms.
3. Increase the number of female student-athletes.
4. Enhance the percentage of multicultural student-athletes.
5. Recruit, retain and prepare females and minorities for positions in administration within the Department.
6. Hire more multicultural staff.
7. Grow our fund-raising base by improving the number and level of donors to the program.
8. Create better facilities to provide our student-athletes a safe and secure environment.

13. Please provide a list of services, if any, that your unit provides for constituencies that are external to the university.

- Reading with the Warhawks (a reading program with Whitewater elementary schools)
- Campus Clean-Up
- Annual Food Drive
- Camps and Clinics (sport camps, National Girls and Women in Sport Day)
- Social events (golf outings, alumni gatherings)

14. Please list any partnerships your unit has developed with the community (external to the campus, at the local, national, or global-level).

- Local elementary schools
- Booster clubs in several sports (Football, Basketball, Baseball, Wrestling)
- Local businesses serve as corporate sponsors (Mercy Health Systems, Pepsi Cola)
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STUDENT LEARNING (COMPLETE THIS SECTION ONLY IF YOUR UNIT HAS AS PART OF ITS MISSION OR PURPOSES THE DEVELOPMENT OF STUDENTS)

15. If your unit serves students as its primary constituency, does the unit have learning or development-related objectives relevant to its work with students? That is, does your unit expect that students will acquire certain knowledge or skill sets as a direct result of working with your unit or its programming?

Yes No

If "yes," please list these outcomes/objectives.

- Develop a comparable, six-year graduation rate statistic for student-athletes and graduate them at a higher rate than the general student body by surrounding student-athletes with a support system that is centered on student-athlete development and growth, and stresses the importance of student-athlete grade point averages and maintain an average greater than the general student body population.
- Improve freshman-to-sophomore retention by enhancing orientation, advisement, and the first-year experience by engaging all first-year student-athletes and providing them with the necessary accommodations for academic and athletic success.
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16. Does the unit use data/information to evaluate the extent to which these learning or development-related objectives are, or are not being met?

Yes No

If "yes," please list specific data/information sets that the UW-W Self-Study Committees, and/or the Higher Learning Commission's Visiting Accreditation Team can access to review/consult.

- Graduation Rates (general student body and student-athletes)
- Grade Point Averages (general student body and student-athletes)
- Diversity data (general student body and student-athletes)
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17. What specific changes to the unit's operation or planning, if any, have resulted from the collection and use of the data/information identified in question #15? Please be specific.

The Department has developed a collaborative relationship with Academic Advising and Career Exploration in order to assist our incoming students and help them progress toward graduation. Several sports have implemented weekly study tables for student-athletes to prepare for courses and complete homework. The Chancellor has also implemented a Performance Reward Program that provides financial incentives to team's that have high grade point averages and graduation rates.

SELF-EVALUATION

Strengths

18. List and prioritize no more than three primary strengths that have emerged in your unit's efforts to meet its mission, goals, or objectives. To identify these strengths, you may wish to consider: What does your unit do very well? What good things do people say about your unit? How has your unit aided the campus in meeting its mission? In what ways has your unit "gone beyond the call of duty?"

After identifying each strength, specify supporting evidence that suggests that the statement is true. This may include data/information gathered relevant to unit performance, trend data, information gathered from audits or external agencies visit, etc.

1. Specific Strength: Facilities

- Supporting Evidence: Comparison to other WIAC schools, interaction with staff and student-athletes. Communication with outsiders.

2. Specific Strength: Conferenc and National Success

- Supporting Evidence: National Association of Collegiate Directors of America (NACDA) Director's Cup standings and the WIAC All-Sports Award.

3. Specific Strength: Coaching Staff

- Supporting Evidence: Student-athlete evaluations indicate satisfaction with the coaches in our Department. Academic and athletic success also indicate levels of strength in our coaches.

Concerns

19. List and prioritize no more than three primary concerns that have emerged in your unit's efforts to meet its mission, goals, or objectives. To identify these concerns, you may wish to consider: What could be improved? What is done poorly? What do we, as a unit, avoid doing, even though we know it's important?

After identifying each concern, specify supporting evidence that suggests that the statement is true. This may include data/information gathered relevant to unit performance, trend data, information gathered from audits or external agencies visit, etc.

Finally, identify one or more recommended actions to address the area of concern. This may include actions that your unit has already begun, actions being planned, or preliminary thinking about how to address the area of concern.

1. Specific Concern: Gender Equity - Title IX compliance

- Supporting Evidence: Number of female participants in sports.
- Recommended Actions: Address staffing needs, sporting opportunities and viable interests as thoroughly as possible in order to enhance the number of female participants in sport. Work closely with the Conference Task Force, Chancellor, athletic administrative staff, Intercollegiate Athletic Committee, coaches and student-athletes on developing a formula for success.

2. Specific Concern: Funding

- Supporting Evidence: 30% of operations come from fund raising endeavors.
- Recommended Actions: Continue to build relationships with internal and external constituents (Student Government, Boosters, donors and friends of the program)

3. Specific Concern: Staffing

- Supporting Evidence: Athletic training, strength and conditioning and sports information have indicated needs based on ratios and other other safety concerns. Student-athlete evaluations indicate a need in staffing support for these areas.
- Recommended Actions: Address these concern by realigning administrative assignments into support staff assignments.