

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

Non-Instructional Unit: **Police Services**

Individual(s) Completing the Questionnaire/Report: **John M. Reid**

BACKGROUND INFORMATION

1. Describe in a paragraph or two what your unit does (i.e., the services it provides).
University Police Services provides comprehensive, professional law enforcement and security services to the campus community.
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.)
 - **We serve all students, faculty, staff, units and visitors within the university community.**
 -
 -
 -
 -
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).

5 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 staff is committed, educated and highly skilled. We have generally benefited from what I would consider above average student work-study help. Allocated staffing levels are at an absolute minimum and do not allow for the ability to adequately follow-up/investigate crimes that occur on campus. Limited personnel resources also restrict the number of opportunities the Unit has to interact and educate the community from a programmatic perspective.

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).

5 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 Unit provides adequate office and storage space for staff. The workspace is being remodeled in 2005, and efficiency will be enhanced. Due to limited fiscal resources the Unit is unable to adequately keep pace with technological improvements. An important need not being met is the lack of attached garage space to store Unit vehicles.

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).

5 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 Unit works within its budget to provide the best service possible. There is limited funding available for technological improvements, programming, and employee training/development. Available fiscal resources are just sufficient to support Unit operations.

- 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.) The long time Director of the Unit retired in 2002 and a new Director assumed responsibility in Feb, 2003. A key administrative position was lost as part of the 2003/2005 budget reduction. The Unit's emergency communications center was dissolved and the function was assumed by the City of Whitewater. The Unit began the process of integrating students into the public safety program. The first step of this initiative was to assume management and control of SAFEWalk, a student operated service that provides walking escorts on campus.

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

The consolidation of emergency communications and the loss of the administrative position were the result of cost savings measures instituted by the institution.

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 Unit is currently exploring opportunities to expand its public safety program through the continued evolution of student centered security services. It is also actively working on a collaboration with the Sociology Department (College of L&S) to develop an internship program where students who meet police officer certification requirements will work in actual law enforcement positions and gain valuable experience prior to graduation.
- 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 | 20 |
| Development of the individual | 20 |
| Personal and professional integrity | 20 |

| | |
|--|-------------------|
| Commitment to serve | 20 |
| Commitment to develop a sense of community, respect for diversity, and global perspectives | 20 |
| 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 (100 points) |
|--|-------------------------|
| The mission of the university or the unit | 10 |
| Academic assessment data/information relevant to student performance against learning outcomes | 0 |
| Other data/information gathered relevant to performance (e.g., Audit & Review feedback) | 10 |
| Societal/Cultural trends (e.g., changes in demographics, lifestyles, professions) | 10 |
| Campus trends (e.g., changes in university-initiated needs and demands) | 10 |
| Technology trends (e.g., technology developments that affect delivery of service) | 10 |
| Professional trends (e.g., changes evident at other universities/colleges) | 10 |
| Available human resources (e.g., # of employees, talents, etc.) within the unit | 10 |
| Available financial resources (e.g., budget, available and accessible \$) | 10 |
| Available physical resources (e.g., space, existing technology, etc.) | 10 |
| Other: | 10 |
| 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.

<http://www.uww.edu/Adminaff/pdms.htm>

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 is at the center of all planning and decision making activities.

OPERATION AND PERFORMANCE

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

Survey constituent base

Provide timely policing services to the community

Institute new mobile data technology

Incorporate D2L into our internal training/learning program

Support career development

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

The outcome measures are generally data collection. The outcome measure for a main objective – "provide timely policing services" – is currently being developed. Simple data collection for this objective will not clearly show that it is being met. Philosophy, or guiding principles, for policing services will help to better define outcomes.

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 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.

- Student safety survey
-
-
-

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.

Up to this point there has been nothing identified in the surveys that would indicate significant changes is necessary.

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

- Provide mutual aid police services to the City of Whitewater Police Department
- Personnel actively participate in the Walworth and Jefferson County Drug and Sexual Assault Task Forces
-

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

- Actively partner with county wide drug and sexual assault task forces.
- Actively participate in cooperative police services with the City of Whitewater PD
-
-
-

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.

-
-
-

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:
 - Supporting Evidence:
 - Recommended Actions:
2. Specific Concern:
 - Supporting Evidence:
 - Recommended Actions:
3. Specific Concern:
 - Supporting Evidence:
 - Recommended Actions: