

Assurance Argument

University of Wisconsin-Whitewater - WI

9/4/2015

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](#). [University of Wisconsin-Whitewater's \(UW-W\) Core Values and Select Mission](#) guide UW-W's governance, planning, and decision-making processes.

UW-W revisits its mission documents as changing circumstances warrant. The most recent revision began in April 2000 when then-Chancellor Jack Miller charged the campus with "defining a set of core values and applying them across the curriculum and all aspects of student and faculty life." The [Strategic Planning and Budget Committee](#) (SPBC), composed of faculty, staff, administration, students and community, sought input from Faculty Senate, Whitewater Student Government (WSG), Academic Staff Assembly (ASA), and others to develop UW-W's Core Values.

In November 2002, in light of UW-W's new Core Values, the SPBC requested WSG, Faculty Senate, and ASA review and comment on the then-current Select Mission and Goals. Using this and other input, the SPBC forwarded the institution's proposed revised Select Mission to the UW System in August 2004. As required by the process, UW-W held an open forum for comments on the proposed changes (December 2004). Once comments were received, the Regents approved the revised Mission Statement (February 2005).

In August 2005, UW-W began using these new Core Values and Select Mission to develop a strategic plan. Through a series of eight campus summits involving faculty, staff, students and community members, SPBC formulated the current [UW-W Strategic Plan](#), which the aforementioned campus governance groups approved in spring 2006.

Biennially, the SPBC develops institutional goals aligning with the UW-W Strategic Plan. These goals are refined in collaboration with faculty, staff, and student governance groups. Units from across campus then report their contributions to achieving these goals in the annual reporting process.

Campus-wide progress is disseminated through the chancellor's annual address and updates to the [SPBC Goals Reports](#) 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." The [UW System program planning process](#) requires that any newly proposed degree-granting program specify how it supports UW-W's Select Mission.

As the [institution's enrollment profile](#) reflects, UW-W serves primarily a residential, traditionally-aged population of full-time students reflecting the geographic region it serves. Institutional offices and programs supporting these students have 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](#), [University Housing](#), [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, 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; this is accomplished through precollege programs including the [Upward Bound Program](#) and the [PreCollege Summer Academic Camps Program](#). 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. Through the creation of new [adult degree completion programs](#) and the addition of [support services for adult students](#), UW-W's [retention of adult students](#) has increased approximately 20% over the past decade; initial enrollment of nontraditionally-aged students has been stable.

Finally, all academic and non-academic programs participate in comprehensive review processes that require annual reports and 5-year self-studies assessing how program goals and mission align with the institutional mission. One-fifth of all undergraduate and graduate programs are reviewed annually 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 in part requires that these programs describe how their objectives over the previous five years relate to the division's and the UW-W's Core Values and Mission.

1.A.3

At all levels of the institution, goals, plans and budgets are established mindful of the mission and

strategic priorities of the campus. As with state universities across the country, declining state support has necessitated that the institution rely more heavily on tuition and fees, and more significantly, closely examine its strategic priorities in every funding cycle to optimize investment in those priorities.

The [Strategic Planning and Budget Committee](#) (SPBC), with membership from 38 campus constituencies, sets those priorities by developing institutional goals aligned with the Strategic Plan and Mission and making final budgeting recommendations to the Chancellor. The Committee monitors institutional progress in achieving strategic goals, and it oversees funding decisions regarding innovative, goal-oriented initiatives through the [Strategic Initiatives Grant Program](#). The [strategic plans and goal setting of the academic colleges](#) also align with the Strategic Plan and Select Mission. These entities explain how their work aligns with the Strategic Goals of the campus through the [annual reporting process](#).

UW System institutions are currently engaged in budget planning for the 2015-17 biennium, accommodating a \$250 million reduction in state support and an accompanying freeze on undergraduate tuition. [UW-W's portion of that reduction is estimated to be between \\$5.4 and \\$6.4 million annually](#). Planning for the reductions started at the college level and made their way to divisional levels, leading to the development of a preliminary [campus-wide proposal](#).

Using [SPBC's Guiding Principles for Budget Cuts](#), campus funding decisions have, and will continue, to focus on fulfilling the primary educational mission of the institution. Faced with reductions in state support in five of the last six biennial budgets, and with significant [shifts in its funding sources](#), UW-W's budgeting decisions over the past decade reflect a [commitment to fulfilling its educational mission](#). Moreover, 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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1.B - Core Component 1.B

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.

UW-W's Core Values and Select Mission are easily accessed through the [About UW-Whitewater](#) link on UW-W's homepage. The Mission Statement is displayed in entryways of high-traffic buildings: the University Center, Visitor Center, Center of the Arts, Williams Center, 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 frequently used as a tool to discuss the institution's broader purposes for the public. The core values and tenets of the strategic plan provide the framework for the Chancellor's annual [State of the University Address](#). The mission is introduced and discussed by the Chancellor at UW-Whitewater campus [Premiere Days](#) (for prospective students), is included in 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 Core Values. The magazine is widely distributed internally and mailed to 70,000 external constituents.

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 highlights the pervasive importance of integrity.

UW-W's success in fulfilling its mission is manifest in its many 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 numerous 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. Faculty earn national recognition for [basic and applied research](#), secure research funding in [federal grant programs](#), and are recognized for their [creative activity](#). Students, too, have earned national awards for their [research](#) and their [entrepreneurship](#).

The institution's array of programs that attract and serve diverse student populations (including Pathway for Success Program, King/Chavez Program, Summer Business Institute, 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 the prestigious Carnegie Foundation's [Community Engagement Classification](#). And for five consecutive years, UW-W has been the only public university and only state agency to be named a [Top Workplace](#) in southeast Wisconsin by the *Milwaukee Journal Sentinel*.

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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." UW-W's fifth Core Value explicitly states: "Commitment to develop a sense of community, respect for diversity, and global perspectives," and its centrality is clear in UW-W's 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.

UW-W devotes human, fiscal and physical resources to achieving its diversity-related goals, and has developed numerous policies and programs to ensure that diversity issues are fully integrated in academic, co-curricular and personnel matters. These include positions and committees 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, 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 ensures compliance with the University's [equal opportunity and affirmative action policies](#).
- The [Chancellor's Committee on Inclusive Excellence](#) focuses on campus-wide 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 initiatives to improve campus equity, inclusion and diversity.
- The [Affirmative Action/Equal Opportunity Committee's](#) members represent 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](#) works with the chancellor to resolve "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'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. In 2014 it revised UW-W's undergraduate [U.S. Racial/Ethnic Diversity Course Requirements](#) to be more integrative and comprehensive. More than 70 courses are now available to ensure that all students, "Understand and appreciate the cultural diversity of the U.S. and other countries, and live responsibly in an interdependent world."

Support for Student Programming and Services

More than 50 UW-W programs, services, and organizations support diversity; the institution has been 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 of campus programs include:

- The [Multicultural Business Program](#) provides advising assistance and academic support to minority undergraduate business majors.
- 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 to help these students 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](#) trains students to raise awareness and appreciation of diversity throughout 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 support recruitment of a [more](#)

[diverse faculty](#), the institution piloted an [Inclusive Excellence Fellowship Program](#) in 2014-15. Several new academic programs were developed to address the [institution's achievement gap](#), including the [Future Teachers Program](#), [Science Bootcamp](#), and [Pathway for 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, the [Wisconsin Idea](#) has guided UW-W and all UW System institutions. 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 prioritizes the institution's commitment to external constituents, enjoining UW-W to "serve as a regional cultural and economic resource center through its service initiatives" and provide "continuing education and outreach programs as integrated institutional activities." Additionally, UW-W's Strategic Plan states: "With a 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 which benefit those outside the institution. Regional engagement activities are coordinated by several campus units, 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 is supported by a wide range of student, faculty and staff.

To provide a sampling of the services and programs provided by these units, 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. In addition, approximately 30 [Cornerstones for Success](#) disability-awareness workshops led by the men's and women's national championship wheelchair basketball teams annually reach 12,000-15,000 elementary-aged children. Other additional recurrent programs with regional impact include:

- Over 75,000 individuals annually attend events at the 1,350-seat Young Auditorium, and 30,000 attend the 125 public concerts, theatre productions, dance performances, lectures and art exhibits offered in the Greenhill Center of the Arts;
- 50,000 individuals annually [attend intercollegiate athletic events](#) featuring the very successful Warhawk teams;

- 7,500+ individuals annually attend the 90+ presentations delivered on campus (e.g., [Contemporary Issues Lecture Series](#)) and in the community (e.g., [Fairhaven Lecture Series](#)) by faculty, staff, and invited experts;
- Over 7,000 UW-W students annually engage in 600 community service projects, providing 30,000 hours of service and raising \$100,000 for 350 organizations;
- 700 UW-W students volunteer each year to visit senior partners once weekly in the [Nursing Home Visitation Program](#)—a program that has logged over 243,000 visits since 1975; and
- the work of the [Winther Counseling Lab](#), where graduate student counselors-in-training annually serve 70 community clients seeking assistance with mental health concerns.

UW-W actively celebrates its public commitment by recognizing 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 faculty and staff who have “fostered community service in UW-W students and encouraged a culture of service on campus and in the community.” The [Chancellor’s Achievement Award](#) recognizes a student organization for community service and making “UW-Whitewater and the surrounding community ... better places.” Over half of the campus awards given out each spring by Career and Leadership Development (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, included in the Chancellor’s State of the University Address, and recognized at an annual banquet.

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 several 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, and [Whitewater EXCELS](#), distributed to community members, prospective faculty and staff, potential donors, and others, devotes a section to UW-W engagement with regional businesses and economic development. The School of Graduate Studies and Continuing Education’s (SGSCE) bi-monthly [Continuing Education Newsletter](#) chronicles a variety of credit and noncredit outreach programs on campus and throughout the region.

1.D.2.

UW-W is governed by the UW System’s 18-member Board of Regents. The Regents establish policies and rules for system governance, plan to meet future state needs for post-secondary education, set admission standards and policies, review and approve university budgets, and establish the regulatory framework for campuses. UW System Administration supports the Regents by establishing policies reflecting the Regents’ will and reviewing the administration of such policies.

Collectively, the Regents and UW System Administration provide oversight of essential aspects of UW-W’s operation. Activities governed by the Regents or UW System Administration include: 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. The 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 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 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; integrated into faculty hiring and personnel evaluation processes; 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 charged with implementing the Wisconsin Idea, works collaboratively with campuses to help fund and provide outreach. Extension requests an annual [Critical Analysis Report](#) that examines each campus's efficacy in operationalizing the Wisconsin Idea. The UW-W Critical Analysis Report outlines myriad ways through which the SGSCE engages approximately 30,000 external constituents annually—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, and education outreach.

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 UW-W and the community. Most notably, UW-W, the City of Whitewater, and the Whitewater Community Development Authority jointly created the [Innovation Center](#) at the 130-acre [Whitewater University Technology Park](#). The Park's mission is to create and foster business by closely aligning UW-W's research and educational talent with the City of Whitewater's resources. Since its 2011 launch, the Innovation Center has worked with hundreds of clients and provided thousands of hours of business counseling and consulting services in support of regional economic development.

UW-W and Whitewater public safety services have also partnered in providing police and fire protection, sharing personnel and equipment resources as they address public safety 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. Additionally, representatives from UW-W, 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 UW-W decisions and programs. For example, community members routinely serve on search and screen committees for UW-W positions, including the chancellor, athletic director, and athletic coaching positions, and as members of the Strategic Planning and Budget Committee. Currently, over 400 members of the community hold membership on one of the five intercollegiate athletic booster clubs, volunteer to help run athletic events, and volunteer for Irvin L. Young Auditorium programs. Business and community leaders also serve on myriad advisory boards that support colleges and departments on campus, providing input that enhances the ability of UW-W to understand and serve needs throughout the region.

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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 note the importance of diversity. The institution has worked to fulfill this portion of its Select Mission through structures ensuring compliance with affirmative action policies, bringing diversity-related issues and concerns to the attention of the administration, and developing 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 sharing the institution's work with the public, the documents are also explicit about UW-W's commitment to serving the public, as evidenced by its recent achievement of the distinguished Carnegie Community Engagement Classification. However, 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. Its work led to a series of recommendations, including the creation of a Center for Community-Based Learning, and the formation of an [Outreach Council](#) with representation from campus and the community.

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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 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 UW System Administration and UW-W's Administration. A commitment to [personal and professional integrity](#) is one of UW-W's five foundational values.

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. All faculty, academic staff and limited appointees are required to complete a [Report on Outside Activities](#) and a Report on [Outside Financial Interests](#) yearly. 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 university staff](#) (formerly called classified staff) 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 requests and open meetings requirements](#), custody of public records and personal information practices. Regent policy documents

provide 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 prominently posted in campus buildings. 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. Minutes of these meetings are posted online as well. The director of Marketing and Media Relations serves as the University's "point person" for Freedom of Information requests.

UW-W 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 provide the high-level framework for campus policies in these areas. [Personnel rules for UW-W faculty, academic staff and university 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 [University Staff Council](#) are developing a detailed set of policies governing the work rules for employees designated as university staff.

UW-W has demonstrated its commitment to ethical and responsible conduct through a long history of [shared governance](#). This system of inclusive governance enhances decision-making, with faculty, students and staff establishing committees to better support the university's mission and goals. A recent development is the addition of university staff to the shared governance structure, authorized by the Regents in spring 2014. UW-W responded by creating the [University Staff Council](#) for university staff. Thus, all segments of the university community now participate in campus decision making.

[UW-W operates ethically and responsibly in its research protocols](#). It 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 [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 established 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 students' safety in classes and labs when working with potentially hazardous materials.

UW-W manages its financial operations with integrity. The university budget is developed to provide campus leaders with the resources needed to achieve our strategic goals. The budget is informed by the divisions, colleges, departments and Strategic Planning and Budgeting Committee. It is developed in consultation with the UW System Administration Budget Office and reviewed and approved annually by the Regents.

In 2006, the HLC visiting team noted a concern about UW-W's decentralized budgeting process. Since 2006, campus has migrated to a more centralized budgeting process that aggregates a significant amount of resources centrally. A portion of departmental carryover is returned to the central funding pool and tuition revenues above the tuition target are held centrally. Further, new (2006) UW System resource allocation rules allow institutions to retain all of their tuition revenue, with UW-W growing its centralized carry-forward resources from approximately \$2.9 million in 2006-07 to [\\$22 million in 2013-14](#).

The availability of centralized resources in recent years has enabled UW-W's administration to make strides in addressing salary compression issues and promotion increases for faculty, as well as discretionary merit awards for staff. Nonetheless, overall compensation levels lag peers outside the state. While UW-W recognizes that the UW System's lack of a generalized pay plan for the past several years has affected staff morale, one indication of employee satisfaction is found in yearly workplace surveys by the *Milwaukee Journal Sentinel* that place UW-W in the newspaper's 2011-2014 "Top Workplace" lists for regional employers with more than 500 employees.

The 2006 visiting team also asked if students' concerns were addressed effectively in the planning of the University Center expansion, and if alternative scenarios were discussed adequately with them. It is the practice at UW-W to seek student input into key decisions affecting the student experience, and eight of 17 members of the Student Center Building Committee in 2006 were students. Student groups participated in the planning and design of the addition, including Student Government, Residence Halls Association and the University Center Board. Several open forums were held to discuss where vital services would be relocated during construction. Since the addition was completed, UW-W student [segregated fees](#) have been well below the average of the comprehensive universities in the UW System. Similarly, student input was a significant part of the recently completed Campus Master Planning process.

All financial transactions of the institution comply 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.

UW-W's financial operations 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, receive internal and [UW System audits](#). Mission statements for the campus and [System audit offices](#) outline the various activities subject to periodic review.

All university operations may be periodically reviewed by the state's [Legislative Audit Bureau \(LAB\)](#), which is the cognizant agency for the federal A-133 audit of financial operations and federal financial aid. The LAB is also used by the state Legislature's audit subcommittee to perform ad-hoc reviews of the UW System. External audit reports which include the UW System are publicly available on the LAB home page.

UW-W follows a number of policies to ensure effective management of auxiliary operations. Our [reserve transfer policies](#) require 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 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 participates in the [College Portrait Program](#), a voluntary system of accountability providing accessible, transparent and comparable information on public 4-year institutions of higher education. Since 1993, UW-W has prepared an annual [accountability report](#) for the citizens of Wisconsin, Legislature, and Board of Regents. The 2013-14 edition of "[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.

The university provides students and parents many informative offerings about programs and requirements. A student-focused page is clearly linked to the UW-W home page. This [student landing page](#) contains a wealth of information for current UW-W students and future Warhawks. The [Registrar's Office website](#) includes general information in its [Welcome to Whitewater](#) page. Descriptions of undergraduate degree programs and graduate programs are available on-line, as is a comprehensive list 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 and area high schools and two year colleges. 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 available to the public on 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 webpages for the [Faculty Senate](#), [Academic Staff Assembly](#) and [University Staff Council](#). The web-based [University Handbook](#) has an array of links to policies, university committees, instructional resources, administrative resources and campus news and events.

UW-W's online resources include its [Financial Aid webpage](#), with links to [cost-of attendance information](#), [cost estimator](#), [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 in 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 campus visits. The [First Year Experience](#) resources page has links to information about advising and exploration, placement tests, accommodations for students with disabilities, [learning communities](#), and mentoring programs, as well as helpful tips for first-time students.

The [Admissions Office](#) is charged with publicizing UW-W's expectations of academic preparedness, which are specified for prospective students in the form of guidelines for admission as a new freshman or 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 meeting these 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 chat live with a counselor or link to social media sites such as Facebook and Twitter. The Admissions Office travel schedules show when a UW-W representative will be recruiting in specific areas. 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 UW-W's news outlet, MMR manages public records requests, public meetings notices and archives for stories, videos and photos. MMR hosts our social media activities on Facebook, Twitter, Flickr, Foursquare and YouTube. Hardcopy publications include information on programs, requirements, costs and accreditation to help prospective students, faculty and staff make 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 UW System [Board of Regents](#) reflect priorities to preserve and enhance UW-W. The [Regent Bylaws](#) were created pursuant to the authority vested in the 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 about both the UW System's mission and the national higher education environment. Regents meeting agendas are developed by the System Administration Office after conferring with 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 duties as Regents.

The 18-member Board of Regents is a deliberately diverse group. Sixteen are appointed by the governor subject to confirmation by the state senate. Of these, 14 serve staggered, seven-year terms; 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 biographies](#) are available to the general public through the UW System Administration website.

2.C.2

The Board of Regents reviews and considers 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](#). External and internal parties are frequently invited to present at Regents meetings. Meetings are open to the public, and webcasts are posted online. Agendas are published on the Regents website a week before each meeting. Supporting materials are available Monday of the week of the next meeting. All Regents materials and webcasts are archived and accessible online by the general public.

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, and the Capital Planning and Budgeting Committee. Standing Regents committees also include an Executive Committee, a Personnel 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 from 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 must abstain from participating in discussions where a conflict of interest is found to exist, and they 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 each campus to its administration and expects the faculty to oversee academic matters. The Board empowers the chancellor with the necessary authority to fulfill the University's Mission. Wisconsin State Statute [s. 36.09\(3\)\(a\)](#) establishes chancellors as the executive heads of their institutions and gives them the responsibility for administration of Board policies. The chancellor, in consultation with the [faculty](#), is responsible for:

- 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 area 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 provide oversight on academic matters. The provost is responsible for faculty staffing, enforcement of personnel rules, promotion, performance reviews, and salary plans along with other administrative duties. The associate vice chancellor chairs the [University Curriculum Committee \(UCC\)](#). Academic Affairs also oversees the administration of the [Undergraduate and Graduate Audit and Review](#) (academic program review) processes.

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 recently enacted 2015-2017 biennial budget removed faculty shared governance and tenure from state statute and placed the responsibility for defining shared governance and tenure with the Board of Regents. Committees have been established to create Regents policies regarding shared governance and faculty tenure. Work on these issues will not be finished until after the completion of the 2015 HLC review. Until the new Regents policies are developed, policies currently existing in state statutes will remain in effect.

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 meets once a month, September through May. All faculty are permitted to attend its meetings and address the Senate. A Faculty Senate Executive Committee 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 all five colleges, work to address faculty responsibilities. All committees except the Organization Committee and 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.

As the University Handbook states, “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.” Membership of [Graduate Council](#) includes graduate faculty representatives from each graduate program, at-large graduate faculty and student representatives from each academic college, and the provost and dean of the School of Graduate Studies, both of whom serve as ex-officio members. As stipulated in the [Graduate Faculty Constitution](#), two standing committees report to the Graduate Council: the Graduate Audit and Review Committee and the Committee of Exceptions to Graduate Policy. Ad hoc committees are 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 and Letters and Sciences 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 safe, effective and appropriate use of the university's facilities and lands in support of free expression. The [Student Organization Policy](#) outlines a process for recognized student organizations to assemble, 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-W community.

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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 ensure integrity in all areas of research, teaching and service. The [Office of Research and Sponsored Programs](#) (ORSP) provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students. ORSP 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 has taken the lead on providing students with tutorials regarding information literacy. The Library offers [training sessions](#) to approximately 8,000 students annually, with special emphasis and [assessment efforts](#) directed at ethical use of information. It also 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. [Human Resources and Diversity](#) requires student employees to complete confidentiality training, integrity and ethics training, sexual harassment training, mandated reporting training, and academic integrity training.

Acquisition of skills in ethical decision-making is a part of the [Essential Learning Outcomes](#) for UW-W undergraduate students and the [Master's Institutional Learning Outcomes](#) for master's level graduates. CoBE distributes to all its students an [Honor Code](#) which also appears on all course syllabi,

and CoBE 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 concerns 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 administers 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, and develops materials used in [New Student Seminar](#) classes to familiarize students with academic integrity expectations and procedures. The [University Handbook](#), the [Student Handbook](#), and the [Undergraduate and Graduate Catalogs](#) all include statements or policies regarding academic misconduct. Students who use testing and note taking services, or are provided accommodations through [CSD](#), must sign agreements to ensure they understand policies and procedures related to misconduct. Faculty and instructional staff across all the colleges are required to include [statements on syllabi](#) related to academic honesty and integrity. Since 2009, as many as 55 cases (in 2011-2012) and as few as 37 cases (in 2014-2015) of academic misconduct were reported to the Dean of Students. Many faculty and instructional staff also now utilize the [Turnitin Suite](#) to monitor plagiarism. More than [50,000 student paper submissions](#) went through Turnitin review in 2014-15.

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2.S - Criterion 2 - Summary

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

Summary

All faculty, staff, and students of UW-W 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-W 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-W [university staff](#) 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 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 implement and enforce various policies and procedures related to ethical conduct and professional integrity.

Sources

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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

3.A.1.

UW-Whitewater is committed to providing high-quality undergraduate and graduate programs that serve the region's needs. 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. All four of the academic colleges and 40% of individual academic 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 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 considered in these reviews. On campus, proposals for new/revised courses and programs are [reviewed at all levels of faculty governance](#). Courses or programs that involve graduate study, general education, diversity, honors, or travel study are also reviewed by committees representing these areas to further evaluate currency and appropriateness of learning outcomes.

Once established, all academic programs enter a [five-year cycle of audit and review](#) that considers 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 campus groups and to the UW System Administration. Individual courses that have not been offered or had enrollment for four years, [by policy](#) are deleted from the course catalog unless departments provide an updated course outline and request course continuation. Likewise, programs with low or declining enrollments are evaluated during the audit and review process.

Ten academic programs and two of the four academic colleges hold [specialized accreditation](#) involving extensive periodic reviews that include currency and appropriateness of their 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's [baccalaureate learning](#)

[goals](#) (currently defined as the AAC&U essential learning outcomes).

Currency of academic programs was evaluated during a [2012-2014 strategic planning goal](#), and is also demonstrated by new programs 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.

3.A.2.

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 AAC&U *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 UW System.

The [University Curriculum Handbook](#) requires that all new programs and courses specify student learning outcomes (SLOs). Proposals for new and revised programs are reviewed at all levels of campus governance to assure that the stated SLOs are clear and appropriate for the intended educational level. During the regular cycle of audit and review, programs must 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-W graduate programming, emphasizing a practitioner orientation built on foundation knowledge from baccalaureate study. The 2005-06 visiting team encouraged UW-W to "have a discussion about what really constitutes the differences between a graduate level program and a corresponding undergraduate program to ensure that such a difference exists and is maintained."

The institution pursued this charge in a variety of ways. Along with other members of HLC's Pathways Pioneer Program Cohort III, UW-W engaged in a test of Lumina's Degree Qualifications Profile as its [quality initiative project](#). The project concluded that students completing a UW-W master's degree demonstrated statistically significantly better performance than their baccalaureate counterparts, particularly in the areas of critical thinking, writing, and information literacy.

The School of Graduate Studies also commissioned a comprehensive, multi-year investigation to update both: 1) its original criteria that define how UW-W's graduate and undergraduate coursework differ (first approved by the Graduate Council in 1985); and 2) its university-level learning outcomes for all master's programs (first approved by the Graduate Council in 1997). The [final report](#) affirmed the professional orientation of master's level programming including recommended changes in both areas and became the centerpiece of Graduate Council discussions in 2014-15. The Council adopted changes in both the [criteria for master's-level coursework](#) and the [institutional learning outcomes for all master's programs](#).

The institution offers 21 credit-bearing certificate programs at the baccalaureate and 16 at the post-baccalaureate levels. All certificate program proposals are reviewed by the originating academic department, the academic college, and either the undergraduate University Curriculum Committee or the Graduate Council, using a process that requires a [specification of learning outcomes](#).

3.A.3.

UW-W offers courses on the main campus and off-campus in partnership with regional school districts (dual credit programming and MSE-PD program) and in Madison, WI for the MBA program.

UW-W 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 elements](#) 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](#).

Graduate programs may seek exceptions permitting individuals who are not members of the UW-W graduate faculty to lead graduate coursework, e.g. school district personnel teaching graduate courses. Each such individual must be approved by the department's graduate faculty, a college graduate committee (if one exists), the college dean, and finally by the graduate dean. The [process requires a review](#) of vita and rationale for exception based on exceptional qualifications related to the course and their current credentials.

Similarly, instructors teaching dual-enrollment courses must be approved by the relevant academic department and [receive training](#) during the summer prior to offering the course. The instructor also hosts a site visit from a university faculty mentor and provides evidence of student learning. Dual-enrollment instructors are [supervised throughout the course by a university faculty mentor](#).

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3.B - Core Component 3.B

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

3.B.1 & 3.B.2.

The General Education (GE) program at UW-W serves as the unifying educational foundation for all baccalaureate degree programs. The program is grounded in UW-W's [Philosophy of General Education](#) 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 [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.

All students who begin their degree programs at UW-W are required to complete a [44-45 credit GE program](#) encompassing communication and calculation skills, quantitative and technical reasoning, cultural heritages, communities, physical health and well-being, and electives. All students must also complete at least [one course 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.

The GE program [core curriculum](#) consists of five unique multi-disciplinary courses. Each course brings together materials and perspectives from several disciplines so students are introduced to a common body of knowledge and its interconnections. *World of Ideas* is an upper-level core course designed to function as a capstone GE experience where students can synthesize and reflect on skills and knowledge gained across their GE studies. Thus, the core curriculum provides a common intellectual experience for UW-W students while enhancing the integration and coherence of the GE program overall.

[The current GE program was developed by the General Education Review Committee \(GERC\) in the early 1990s](#). Since then, of course, much has changed in the world—from intensified globalization to the rapid deployment of new communication and information technologies. Closer to home, a significant change occurred at UW-W in 2010 when the campus adopted the [LEAP Essential Learning Outcomes \(ELOs\)](#) from AAC&U as our campus-wide baccalaureate learning outcomes. In 2012, a campus team returned from the AAC&U’s General Education and Assessment Institute with a [recommendation](#) that the university develop assessable GE outcomes that more clearly aligned with these baccalaureate ELOs. A first step towards this goal was a GERC-sponsored one-day workshop in May 2013: some 40 faculty and staff members re-examined the GE program's value, purpose, and outcomes, 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 following 18 months, GERC members drafted [a new set of GE learning goals and outcomes](#), circulated to campus stakeholders during Spring 2015.

The [LEAP ELOs](#) represent a national consensus about the learning that is essential for all undergraduates in the 21st century global economy. They articulate a contemporary perspective on the purpose, content, and intended learning for all undergraduate programs, including GE, providing students with a comprehensive and coherent educational experience.

3.B.3.

UW-W’s [baccalaureate ELOs](#) and [master's institutional learning outcomes](#) reflect the institutional commitment to students’ achievement of the key intellectual and practical skills needed for 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 in 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. 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](#).

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 required [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 contextualize knowledge and inquiry, providing a foundation for study within 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 these programs](#). Future teachers are immersed in professional modes of inquiry and innovation through [methods courses and field experiences](#). At least 11 different departments across the natural and social sciences [embed one or more research methods courses](#) into the curriculum in order to engage students in integrating and applying disciplinary concepts and skills.

Both the [GE](#) and the [baccalaureate ELOs](#) aim to provide students with transferable skills and dispositions they will need to thrive in a rapidly changing world. For example:

- Students practice [critical and creative thinking and problem-solving across the GE curriculum](#), helping them become flexible and innovative thinkers in real-life situations.
- [Majors in the humanities and social sciences hone research and communication skills](#) as preparation for many potential career fields; pre-professional degree programs also emphasize broad preparation.
- All BBA students take the capstone [Administrative Policy course \(MANAGEMNT 489\)](#) which uses case studies to teach the strategic management skills necessary to respond to changing business conditions.
- [Capstone courses](#) in Communication require that students demonstrate skills they can adapt to new situations (e.g., report on an issue of public concern using text, images, and audio-visual elements).

3.B.4.

UW-W works actively to promote human and cultural diversity in curricular requirements and offerings, co-curricular opportunities, and staff and student recruitment efforts. A few examples of these efforts include:

In the general education program, students take [The Individual and Society and either Historical Perspectives or Global Perspectives](#) to learn 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 students to complete a course with an [international component](#) and (beginning in fall 2015) to complete *Business and Society* which includes a module on diversity and multiculturalism.

UW-W 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 recently added include a Middle East Studies minor, Peace and Social Justice minor, Arabic and Hmong language courses, a *Hmong American History and Culture* course, and three certificate programs that emphasize diversity (Diversity Leadership, Disabilities Studies, and Global Engagement). Further, the [Race and Ethnic Studies program](#) was reinvigorated in fall 2013.

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 (CLD) 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](#). The CLD 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, P.B. Poorman PRIDE Center, and campus reflective space. More than 1,500 students participate annually in University Housing's *Boxes and Walls*, a thought-provoking and interactive diversity awareness program. Each year, campus holds a multi-day Campus Diversity Forum, and the College of Letters & Sciences sponsors a Contemporary Lecture Series that regularly features topics on diversity. 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 education abroad](#) has increased 43% over the last six years, from 231 students in 2009-10 to 331 in 2014-15. Further, 122 new [international students](#) were enrolled in UW-W in 2013-14. The campus has numerous [exchange programs](#) with campuses from other countries, and the College of Education & Professional Studies offers student teaching placements in Jamaica, Sweden, Mexico, and Ecuador.

A variety of programs help UW-W recruit, mentor, and support diverse students. Programs that support ethnic minority, lower-income, and other at-risk students include [McNair Scholars](#), [King/Chavez Scholars](#), [Latino Student Programs](#), [Pathway for Success](#) (for at-risk new students), [Science 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 and retaining diverse students, 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 undergraduates 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 Fellowship 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 UW-W's [mission](#) is “[t]o engage in scholarly activity, including research, scholarship and creative endeavor, that supports its 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.” Engaging graduate and undergraduate students in scholarly and creative work, as well as appropriate corporate-research partnerships, is clearly emphasized.

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 our undergraduate students' research endeavors. [Participation has increased dramatically](#) over the last decade, from 21 students in '03-04 to 226 students in '13-14. Similarly, for more than a decade, [Graduate Research Grants](#) have supported [12-15 master's research projects](#) across the institution. Students completing a thesis may compete for the [UW-W Outstanding Thesis Award](#).

The University’s [Tenure and Promotion Standards](#) also reflect the campus emphasis on research and creative activity. They state that any candidate for promotion and/or tenure “must achieve a record of professional research, or its creative equivalent, and other professional activity...(including) 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 [support participation in discipline-appropriate scholarship](#) through research grants and assistantships for students, and professional development funding, research grants, and teaching reassignment programs for faculty and staff. A list of scholarly output from the College of Business and Economics from 2013-14 provides an [example](#) of these achievements.

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3.C - Core Component 3.C

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

UW-W has a total of 613 instructional faculty (488 full-time, 125 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](#).

[As reported to the Board of Regents for fiscal year 2014](#), annual faculty turnover across the UW System averaged 5.1%. For UW-W, the turnover rate for tenured faculty was 1.77%: 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.

UW-W curriculum is the responsibility of the faculty. As described in the [Curriculum Handbook](#), all curriculum proposals are reviewed by committees in the academic college, then by faculty on the University Curriculum Committee (for undergraduate proposals) or by graduate faculty on the Graduate Council (for graduate proposals). Each committee meets at least monthly during the academic year.

Many [faculty groups are engaged in assessment of student learning](#), 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 summary information, and sets ongoing goals. The University Assessment Committee is an elected faculty committee that responds to policies and processes and assists departments with assessment. 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 to improve student learning. The General Education Review Committee actively engages in

assessment of the 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. Each year the university celebrates an Assessment Day with workshops on assessment initiatives and a poster session showcasing activities from across campus. Every academic department involves faculty in assessment of student learning, and there is a sufficient number and continuity of faculty members to carry this out as well as staff the assessment-based committees listed above.

3.C.2

[Faculty Personnel Rules](#) stipulate that all instructional staff have at least a Master's Degree. For tenure track positions, faculty must have completed terminal degrees. To teach graduate courses, faculty must have terminal degrees and hold membership as Graduate Faculty. Any exceptions require approval by graduate faculty in departments, and relevant academic and graduate deans. Detailed information regarding processes and requirements for searches is provided by the [Human Resources and Diversity office](#).

In collaboration with groups outside the university, the [Partners in Education \(PIE\)](#) concurrent enrollment/dual credit program was created in 2012 to provide challenging and rigorous coursework for qualified regional high school students, support college readiness initiatives, and create a new avenue for professional development for 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. The program enrolls 500 students annually. 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 UW-W sponsoring academic department, which reviews instructor applications, all transcripts and resumes to ensure applicants meet requirements for teaching the courses. Several departments require an additional teaching portfolio, classroom visits and interviews for [approval](#). All high school instructors have [master's degrees and appropriate teaching experience](#) for their PIE courses. Some PIE approvals are contingent on completion of additional graduate-level coursework. [Applications not meeting these criteria are denied](#).

Approved [PIE instructors must participate in training](#) by UW-W faculty in the semester before the concurrent enrollment courses are first offered. They must also participate in [1.5 days of professional training each year](#) led by UW-W faculty/staff regarding course content and department learning objectives. UW-W also offers [additional professional development workshops](#) on assessment and college readiness themes that have emerged from work with in-service PIE teachers.

UW-W 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-W.

3.C.3.

The evaluation of instructors at UW-W is done through a systematic process of review and feedback from students, peers, and administrators. We expect all tenure-track faculty to be peer-reviewed [at least once per year](#) and all probationary faculty and instructors to provide students the opportunity to complete teaching evaluations for each course. Tenured faculty must supply student teaching

evaluations at least once every three years, though we encourage that teaching evaluations be conducted in all courses.

All probationary faculty and instructional academic staff must have a departmental [face-to-face review](#) each year. Tenured faculty must have a face-to-face review every four years as part of the post-tenure review process. Prior to face-to-face reviews, instructors at all ranks must complete a self-reflection of their teaching strengths and weaknesses and identify specific goals to improve their teaching.

Departments have [minimum standards](#) of teaching effectiveness, and faculty/staff reappointment decisions are based primarily on their ability to meet these standards. Administrative oversight of this process from faculty review committees and the dean, provost, and chancellor ensure that instructors meet the standards and are given appropriate feedback.

There are additional unique requirements for instructors of certain types of courses, such as online courses. In these, instructors are expected to have special training or course certification, directly tied to expectations of high-quality teaching. For example, in the College of Business and Economics, [all online courses must achieve Quality Matters](#) certification. In the College of Letters & Sciences, all instructors must complete the [Technology Institute](#), which provides training for online instructors.

3.C.4

The institution assures currency in the discipline and adeptness in teaching at time of hire and throughout instructors' careers. All 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. Newly-hired tenure-track faculty participate in the [First Year Program](#) designed to assist first-year faculty in becoming successful teachers and scholars. In the most recent five-year period, the FYP supported 137 new faculty, including providing \$125,000 of financial assistance for presentations of scholarly/creative activity.

Ongoing support for all instructors is provided through the [Learning Enhancement, Assessment and Research Network \(LEARN\) Center](#). Since fall 2009, LEARN Center programs had 4,000+ contacts with faculty and instructional staff, for over 11,000 hours of professional development. Specific programs include workshops on instructional issues, a [peer coaching program](#) involving 20 mentee participants with 15 faculty coaches, and 56 [book groups](#) where instructors and other staff meet to discuss readings related to teaching. Between fall 2009 and spring 2014, participants rated overall quality of the workshops at 8.87 on a 10-point scale (10 indicating "Excellent/Maximum Value"). Participants rated 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](#). Since 2009, the Teaching Scholars program had 55 participants, providing 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 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 has supported 22 UW-W participants since 2004. UW-W provides each participant with a \$4000 stipend plus travel funds for program events (\$700 per participant).

All instructors may apply for [Professional Development Funds](#) for both scholarship and teaching. These funds are allocated at the [institutional level](#) and within academic colleges and may be used for training, conferences, and other forms of professional development. Faculty are also eligible for [sabbatical leave](#) to pursue professional goals in scholarship and/or teaching. UW-W's [Office of Research and Sponsored Programs](#) supports faculty in writing grants and other research-related efforts. The LEARN Center also sponsors the [Scholar Mentor Program](#) to assist junior-level faculty in developing writing and publication skills, which also contributes to currency within their disciplines. The institution supports teaching innovation through participation in the [LEAP initiative](#) which includes development of 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](#) through individual consultations, workshops, and presentations.

3.C.5.

UW-W instructors are available for student inquiry in several ways. All instructors hold regular in-person office hours each week. These hours must be included in [syllabi](#) and scheduled at times when students are reasonably expected to be available. If a student has a class conflict with posted office hours, the instructor is expected to make alternative arrangements. The frequency and length of office hours varies based on the number of credits, course meeting times, 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 Desire 2 Learn (D2L, UW-W's course support platform) and/or through email. Students may post course-related questions in D2L; the instructor replies privately or in a public discussion forum. Some instructors hold synchronous online office hours and study sessions in the evenings to further accommodate students. 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 through the campus Outlook calendar.

3.C.6.

For every position on campus, UW-W has specific job descriptions that include the qualifications, experience and education required (for examples, see [Academic Advising](#), [CLD](#), [Financial Aid](#), and [University Housing](#)). Position qualifications and related classifications are standardized for all UW-System institutions.

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. The Human Resources office reviews all applications for every hire to ensure that minimum qualifications are met and [hiring process standards](#) are followed.

A variety of training and professional development opportunities are offered to staff providing student services. Several offices, such as the Academic Advising & Exploration Center, develop [internal staff orientation and training protocols](#). All campus staff are encouraged to participate in 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](#) as described above. [Financial support](#) for up to one course per term is provided to staff pursuing higher education degrees at all levels, either at UW-W 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-W.

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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

3.D.1.

UW-W approaches students as unique individuals, providing numerous programs and services that take into account students' distinct experiences, backgrounds, and orientations.

- [The Summer Transition Program](#) for students with disabilities has enrolled [429 students](#) since Fall 2005, including 64 new freshmen in Fall 2014. Students arrive for orientation the summer before their freshman year, complete two summer courses, and receive mentoring and intrusive case management. The first-to-second year retention rate for these students is an impressive 73%. Participants, via interviews and focus groups, provide feedback supporting continuous program improvement.
- [The Future Teacher Program](#) provides a summer institute and services for minority, STEM, and other education students in high-need areas, offering high-impact activities related to education, leadership, and service. The most recent five cohorts averaged [25 students](#) each; 40% of currently enrolled students are in underrepresented minority groups. The 2008 cohort's 6-year graduation rate of 58% matched the overall campus rate. Notably, the program earned the 2012 UW System Board of Regents Diversity Award for its success with minority and underrepresented students.
- [The Summer Business Institute](#) helps minority high school students transition to college as business majors. On average, 21 new freshmen participate yearly. First-to-second-year retention is strong, e.g., 92% for the 2009 cohort. Yearly program evaluations support continuous improvement. SBI received 2010's UW System Regents Diversity Award recognizing success in supporting and retaining diverse students.
- [The Multicultural Business Program](#) is a collaborative effort of the College of Business & Economics, campus Academic Support Programs, and industry partners. Over the past decade, an average of [271 students](#) have participated yearly. The 2009 cohort's second-year retention was 78%, matching the overall campus rate.
- [ULEAD](#) is an intensive leadership program for first-year students. Program enrollment over the past nine years has averaged [70 students](#), growing to 112+ for the past two years.

- [Science Academy](#) for freshman students in Biology, Chemistry, and Environmental Science explores science career options, connects students to a science learning community with peer and faculty mentors, and engages students in research and industry apprenticeships early in their major.

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

- [New \(and Transfer\) Student Orientations](#) are held each summer and fall to provide information to students and families and register students for classes and other services. The program uses surveys and evaluation data for continuous improvement. In 2014, [2,002 new freshmen](#) were surveyed: 98% indicated that the orientation helped them feel more assured about coming to campus in the fall.
- [Learning Communities](#) began with [38 students](#) in 2004 and now serve 557 students (26% of the 2014-2015 freshman class). Twenty percent of participants are minorities, exceeding the campus demographic. Surveys from the last three years show that 90% of students are satisfied with their experience and would recommend learning communities to other freshmen.
- [New Student Seminar \(NSS\)](#) is a voluntary course providing an orientation to university life and strengthening students' study skills and preparation. Seminars began in 1986. By 2005-2006 they enrolled [989 students](#) (58% of the new student class). Enrollment is now 1800+ yearly, (85-90% of incoming students), with an aggregate of 15,000+ since 2005-06. Second-year [retention is now 80%](#), 9.5 percentage points higher than non-NSS students. Their 4- and 6-year graduation rates are likewise 6.2 and 10.5 percentage points higher. The NSS program is evaluated regularly, and a [2012 task force](#) reviewed all information and recommended improvements.
- The [peer mentor program](#) trains students to mentor new-students as they transition into college life. Since 2005, approximately [80-90 peer mentors](#) have worked with the nearly 2,000 new students admitted each year.

Student learning occurs everywhere; as educators, we provide support services to help students draw connections between learning and its applications across multiple settings in their lives. For non-traditional aged students, we support:

- [Adult Student Outreach Office](#) providing services for the 800+ adult students annually. [A 2012 survey of adult students](#) assessed awareness and participation as well as satisfaction with high-impact educational practices, support services, and elements of campus life. Resulting program enhancements included better coordination with other campus offices, reaching adult students earlier (e.g., during summer orientation), a computer training course, a tutor to help with computer skills, topical workshops, and an adult student lounge with amenities for commuting students.
- [Veterans Services Office](#) and [Veterans & Service Members Lounge](#). Approximately 300 military veterans enroll each year. A [2009 survey of veterans](#) indicated a need for a service office and a dedicated lounge for veterans (created in 2010). A Veteran Services Coordinator was added to assist in tracking and supporting services.

Multicultural and first-generation college students may have particular needs and/or pathways to successfully navigate the university. All students need to develop their identity and explore matters of human identity. This doesn't happen in isolation—it requires interaction with people from backgrounds different than our own. UW-W supports these developmental learning issues:

- [Multicultural Affairs and Student Success](#) serves [6,000+ students yearly](#) with programs focused on pre-college preparation, tutoring, retention, and support for multicultural, lower-income, and first-generation students.
- [The Warhawk Connection Center](#) offers campus events and programming to support diversity, emphasizing racial, ethnic, and LGBT topics. [Since 2012 alone](#), 9,500+ students and staff have attended 134 events.
- [Career and Leadership Development](#)
- Diversity Network Programming
- [The Center for Students with Disabilities](#) reflects UW-W's special mission to serve students with disabilities. Students receiving services has grown from [360 in 2005 to 936 in 2014](#). Though these students face additional challenges navigating the university environment, 49% still graduate within 6 years (2008-09 cohort).

Traditional services also support student success at UW-W:

- [The Financial Aid Office](#) provides comprehensive services to help students meet financial responsibilities. Aid amounts have [doubled over the past 10 years](#) from \$52.6 million (20,474 awards) in 2005 to \$106.7 million (31,965 awards) in 2014, reflecting the continuing increase in tuition and fees relative to family income.
- [Registrar's Office](#)
- [Assessment and Testing Services](#) provides college, graduate school, and professional tests. Total exams administered [over the past decade](#) ranged from 2,083 (2012) to 6,022 (2010).
- [Student Employment](#) opportunities abound on campus, providing 3,000 jobs (in 2014-15), helping students earn income while developing important workforce skills and campus learning outcomes. UW-W has a [national reputation](#) for weaving the LEAP Essential Learning Outcomes into many campus student employment positions. At UW-W, student employment is more than just a job—it's also an important part of the student's education.

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 (the Office Planning Review) 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. [As examples](#), the office reviewed 51 applications for medical withdrawal and managed 438 student conduct issues in 2014-15. The [CARE Team](#) is but one example of “behind the scenes” work that helps maintain a supportive environment by assisting students and employees experiencing crises or critical incidents. [CARE team cases](#) increased from 78 in 2008-09 to 343 in 2014-15.

Finally, [University Housing](#) (formerly called Residence Life) functions as a “collective referral agent” in directing students to appropriate services based on their unique needs and situations. Activity from this office [increased substantially](#) from offering 1,405 program or events (with 18,000+ total participants) in 2007-08 to 2,219 (with 54,000+ participants) in 2014-15. University Housing also administers MAP-Works®, a student success survey tool. Survey results provide an early-warning mechanism for intervention with students. Several campus departments utilize the data to develop institution-wide retention and success initiatives. In [Spring 2014](#), 2,408 students participated in MAP-Works®.

3.D.2.

Learning support and preparatory instruction to address the academic needs of our students begins with appropriate forms of testing. UW-W's [Assessment and Testing Services](#) develops and implements administrative testing procedures and programs. Accurate test data and scores are provided to faculty, deans, department chairs and administrative offices for admission, academic advisement and decision making.

Placement tests are given in English, Mathematics, and Foreign Languages (Spanish, French, German), helping place students at an appropriate level within their programs. New Freshmen are required to submit ACT/SAT scores for admission. Their English sub-scores are used for placement in English courses. Students must also take the UW System Math Placement Test prior to their orientation program, which enables students to be placed with others at the same level of preparation. [Since 2005](#), approximately 20% of first-time, full-time freshmen were directed into remedial math courses and 10% into remedial English. Most of these students complete the remedial requirement during their first year (in 2013, 86% for math and 96% for English).

Learning support is also provided in various Centers and Labs:

- [The Writing Center](#) (with satellite Centers in Residence Halls and Andersen Library)
- Supplemental Instruction/In-class Tutoring & Cyber Tutoring
- [Satellite Centers](#) for accounting, biology, general education courses, math, Praxis Pre-Professional Skills Test, and psychology
- The Math Center (with satellite Centers in Residence Halls and Andersen Library)

Both the Languages & Literatures and Math departments have created special programs to assist and support veterans. For the past two years, sections of Freshman English (ENG 101 & 102, both a GenEd requirement) have been offered for veterans or their family members; these sections enroll 25 students per term. In Fall 2014, the Math Department piloted a section of Remedial Math 041 (non-credit) for veterans with math difficulties, adapting assignments and materials to better engage these military veterans.

3.D.3.

Through UW-W's [Academic Advising and Exploration Center \(AA&EC\)](#), student advising has followed a total intake model. With some exceptions, freshmen and undeclared students are advised at the AA&EC, while upper division students are advised by their College. The AA&EC assists students with freshmen issues, helps students clarify their choice of major, and supports freshmen retention efforts. AA&EC services are evaluated regularly, with a [student survey](#) being conducted each semester since 2003. Students transition to advising within their College, where the advising structure may be tailored to specifics of their degree program.

One UW-W strategic priority for 2012-14 was improved academic advising. Over the past several years, the campus advising coordinators have [assessed the AA&EC advising structure](#) and how it meets student needs. Results were reviewed by the campus Strategic Planning and Budget Committee. Two general trends were identified, both focusing on transition issues: 1) advising satisfaction is higher for freshmen, declining by senior year, 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. [NSSE data](#) corroborate Point 1, and data from our own [Senior Outcomes Assessment Survey](#) highlight differences in student advising satisfaction among our four colleges. Improvement of academic advising remains a high-priority [strategic goal for 2015-17](#).

Three of our four Colleges also provide an [Advising Office](#). These offices do not replace faculty

advisors, but rather support faculty by providing students with information on policies, requirements, career information, and other matters. [Faculty advisors](#) help students understand the curriculum; the competencies they can gain in the major; and internship, research, and study-abroad opportunities. The advising relationship also gives faculty a valuable perspective on student concerns, curriculum, and policy development.

[Colleges use different strategies to provide advising.](#) For instance, the College of Letters & Sciences (L&S) offers programming for students. Based on survey data, recent initiatives focused on transitioning from freshman advising at the AA&EC to the student's college advisor. This includes a Meet Your Major program in the fall and sophomore orientation sessions 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 day-and-a-half 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.

All Colleges implement a key advising-related component—the [Dean's Advisory Council](#), comprised of students from each department or from student organizations in the college. These councils enable students to advise their Deans about needs, services, programs, and general operations. Likewise, Deans gain an opportunity to advise students. The councils connect students with available resources and bridge communication between students and chief college administrators.

3.D.4.

Libraries

UW-W's Andersen Library serves as the campus cornerstone for intellectual inquiry and scholarship. With information increasingly available 24/7 online, a decline in library visits might be expected. Yearly total library visits (the "gate count"), however, have grown 46%, from 251,675 patrons in 2005 to 399,877 in 2014. This shows the library is a place where the entire university community can study, learn, and participate in the many offerings provided. Groups of college-bound students from area high schools and community members also visit Andersen Library. Indeed, overall [Andersen Library usage](#) demonstrates a robust environment undergirding the learning mission of our institution.

The library staff provides high-quality services and instruction to support campus learning and teaching excellence. The reference librarians' information literacy progression rubric is available to all teaching staff to support information literacy, which is one of UW-W's baccalaureate learning outcomes. Continuous [assessments](#) are conducted to measure the efficacy of library instruction and services and continuously improve student use of library resources.

Another UW-W library resource is the College of Education & Professional Studies [Curriculum Library](#). The ESL/Bilingual Education Program has been awarded multiple grants from the U.S. Department of Education to establish a multimedia resource library for the campus and area school districts. This 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-W'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: UW-W provides wired and wireless network infrastructure designed to support ever-changing instructional needs. In mid 2014, all network equipment was upgraded to provide the speed and bandwidth necessary to support the use of video, multimedia and gaming in instruction—including synchronous video conferencing mode and asynchronous video conferencing to share pre-recorded video content.

UW-W also offers an advanced unified communication and collaboration environment. Technologies such as WebEx enable faculty and students to participate in activities remotely and to collaborate through video conferencing systems. Multiple campus locations are outfitted with high-definition video conferencing equipment.

Over the past decade, UW-W has [invested heavily](#) in instructional facilities. Today, the campus features 185 state-of-the-art classrooms. In 2014, for example, \$738,613 was spent renovating instructional facilities; over the past decade, annual classroom technology investment has ranged from \$500K to \$1 million.

The standard classroom equipment includes a desktop computer, projector, control panel, digital presenter, document camera, 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. To continue providing state-of-the-art classroom technology, iCIT conducted a 2014 review of all classroom technology and developed a [five-year plan](#), along with a funding proposal, to facilitate replacement and enhancement of classroom equipment.

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

Technological support has also been bolstered over the past decade through the [Learning Technology Center \(LTC\)](#). A decade ago, the LTC's primary function was supporting faculty/staff use of instructional technology. Over time, it has evolved from providing purely technology assistance to instructional partnering. Online and blended/hybrid courses have increased significantly over the past decade. The LTC thus—as per its mission—plays a greater role in helping faculty/staff use instructional technology effectively. To fulfill this role, the LTC provides one-on-one consultations, and sponsors periodic events and workshops for faculty/staff. LTC [participation and impact](#) on the campus community has been substantial.

Another example of UW-W's technology support is the Wisconsin Instructional Technology Resource Center (WITRC). Housed in the College of Education & Professional Studies, WITRC offers workshops for classes, individuals, and small groups on topics such as use of SMART boards, digital storytelling, video production, iPads & Chromebooks in Education, online education approaches, and other instructional technology. The WITRC is staffed by a full-time in-house technology coordinator and student assistants. Two collaboratories and an Active Collaboration Lab (ACL) are available for meetings and high-tech work areas. These labs include a SMART board, computer, projector, laptop

connections, and Telepresence video conferencing systems. Production work (e.g., helping students edit video, scan images and create websites) is also supported. Almost 300 workshops, classes, student groups, and faculty meetings take place within WITRC each semester.

Performance Learning Spaces and Clinical Practice Sites

UW-W has carefully examined how student learning is supported by its physical environment. In the College of Arts & Communication, students' work is showcased in its Crossman Gallery as well as:

- **Barnett Theatre and Hicklin Studio Theatre**—The Barnett Theatre is a fully equipped proscenium theatre housing six Theatre/Dance Department productions yearly: three plays, a children's tour, a musical or opera, and a dance concert. The Hicklin Studio Theatre is an experimental ("black box") theatre housing one mainstage production yearly when not also being used as a dance studio. Theatrical [audience attendance](#) for 2014-15 was 5,151.
- **Young Auditorium**—a fully modern proscenium facility with 1,300 seats and a 4,000-square foot stage. Young Auditorium can accommodate 46 wheelchairs and provides voice and TDD services, text scanning for conversion to Braille, and a state-of-the-art system for hearing impaired individuals. For 2014-15, [30,287 individuals](#) attended shows and productions.
- **Light Recital Hall**—a 350-seat performance space that is home to most choral concerts and student recitals. Yearly [attendance](#) totals indicate the venue's impact on the campus and community.

Clinical Practice Sites include the [Winther Counseling Lab](#) (College of Education & Professional Studies), providing [services](#) to students, faculty, staff, and the Whitewater community. Staffed by Counselor Education master's level students during their practicum, the lab provides free (fees assigned for mandated services only) and confidential individual/group counseling services. Supervision and consultation are provided by licensed Counselor Education Faculty.

The Whitewater Innovation Center, dedicated in 2011 also supports effective teaching and learning and is the cornerstone of the Whitewater Technology Park. The Innovation Center offers collaborative space, resources, and services to entrepreneurs and growing businesses. Those who build or grow their company here benefit from support from UW-W, the Whitewater Community Development Authority, the city of Whitewater—and the broader entrepreneurial ecosystem of southeast Wisconsin.

Scientific Laboratories

UW-W's Upham Hall provides excellent [scientific laboratory facilities](#). These facilities underwent a \$40-million renovation that transformed them into a state-of-the-art science center. 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.

These facilities offer faculty and students various [equipment and instrumentation](#), including: 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

Information literacy is one of UW-W's baccalaureate learning outcomes. Use of research and information resources is stressed by instructional staff in a wide variety of courses, and this learning outcome is heavily supported by UW-W librarians who offer guidance in information literacy based on the [Information Literacy Competency Standards for Higher Education](#) and the Association of College and Research Libraries' [Framework for Information Literacy for Higher Education](#) (2015).

Andersen Library's Reference & Instruction librarians tailor information literacy instruction sessions requested by instructors to class needs. They also offer open workshops on citation management software. The number of formal instruction sessions has grown from 257 sessions with 5,134 students (2006-7) to 422 sessions with 8,249 students (2013-14). The librarians create both [research guides](#) and online tutorials. For example, two sets of modules were created—one focusing on basic skills for such introductory classes as English 102, the other on higher-level skills needed in the Research Apprenticeship Program and 200-300 level classes. These modules, with built-in assessments, are available for all teaching staff.

The librarians' [information literacy](#) guide provides resources including UW-W's information literacy progression rubric, rubrics created specifically for New Student Seminar and English 102, a series of [questions](#) for students' self-assessment, and a rubric to assess student bibliographies. The progression rubric is also included in the [Academic Assessment toolkit](#).

The Reference & Instruction librarians provide research assistance, informal point-of-need instruction, and help with location and citation of appropriate sources. The reference service is available by phone, email, chat (available 24/7 through QuestionPoint), in person at the Reference Desk, and by appointment with [librarians](#) who have subject specializations.

Each academic department has a Reference & Instruction [librarian liaison](#) who regularly communicates with departments. They offer assistance, announce changes in resources, encourage feedback on how the library can best support their programs, and offer collaboration on projects. For example, the liaison to the College of Education & Professional Studies works with a faculty member in Communicative Disorders to evaluate the effectiveness of different strategies for information literacy instruction.

Instructional staff incorporate other UW-W rubrics in research-intensive courses and programs. For example, the writing, oral communication, and critical thinking rubrics include dimensions related to use of sources and are posted in the [Academic Assessment toolkit](#). Methods courses (e.g., Political Science Research Methods, Historical Methods) guide students in use of resources within disciplines while English 101 and 102 and Communication 110 provide guidance to all students. Undergraduate Research and the Research Apprenticeship Program provide students with opportunities to work intensively with faculty mentors on research projects.

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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-W's mission, we sponsor a broad array of co-curricular offerings addressing 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 emanate from all corners of campus. College websites provide links to student organizations and professional organizations for their majors. Co-curricular programs are both student-driven (originating from students' interests and learning desires) and promoted by staff to address students' intellectual and developmental needs. Additionally, UW-W's intercollegiate athletics clearly promote the development of the student-athlete.

Examples of co-curricular offerings are reviewed below, organized into three broad categories.

Academic/College-based Co-curricular Programs

The [College of Letters & Sciences](#) sponsors:

- The UW-W Soils Team, where Geography and Environmental Science students compete against other schools to apply and test their skills in soil description, classification and land use interpretation.
- The WeatherHawks participate in research, including a summer storm chasing trip.
- The Student Math Association and Pi Mu Epsilon Honor Society sponsor lectures on a variety of topics.
- The Law Society assists students applying for law school, including hosting law school admissions officers.
- The Social Work Student Organization sponsors professional development and service learning activities.
- 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 28 student organizations including discipline-specific organizations (e.g., Women in Accounting) and broader interest groups (e.g., Collegiate DECA; Ethics in Business group). Through the [Institute for Sales Excellence](#), students can earn a

Sales Certificate and compete nationally with other sales students. CoBE also has several [outreach centers](#) in which faculty 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 in the Fiscal and Economic Research Center assess the economic impact of activities such as agricultural product production (potatoes, cranberries, corn), environmental cleanup (Tainter Lake) or business activity (African American-owned banks). The Wisconsin IT Services Center matches information technology students with small businesses or not-for-profit organizations who need web site development. Annually, CoBE [surveys](#) student engagement in co-curricular activities and how this contributes to leadership. Over half of CoBE's graduating seniors participate in student organizations.

The [College of Arts & Communication](#) provides various co-curricular activities. The Music department's String Academy and Piano Academy allow students to gain valuable pedagogical and communication skills working with young people, and also provide Arts opportunities for students in the community. Theatre/Dance offers eight productions each year that provide students a wide range of theatrical experiences.

The [College of Education & Professional Studies](#) supports numerous student organizations where students, professors, and staff share their interests and provide personal, professional, and academic assistance. Examples include: America Reads, Best Buddies, Creative and Resourceful Educators (CARE), Future Teachers Student Organization (FTSO), Kappa Delta Pi (Honorary), and Student Wisconsin Education Association (SWEA).

Athletics

UW-W has a successful and highly-regarded athletic program. Each season, the Warhawks build on our tradition of academic and athletic excellence. In the past decade, the Warhawks captured NCAA Division III Championships in baseball, volleyball, football, gymnastics and men's basketball, and also earned club-sports championships in rugby and men's and women's wheelchair basketball. Warhawk [student-athlete success](#) happens both in the classroom and in the sports arena. In April 2015, for example, 49 Chancellor's Scholar-Athletes were recognized as students who participated in a varsity sport for three years while also maintaining a 3.25+ academic GPA.

Athletics contributes to students' holistic education through a [community](#) that encourages freshmen involvement in high-impact practices, enabling them to develop their academic, personal, and professional identity. [The Student Athlete Advisory Committee](#) (SAAC) bolsters student learning and leadership by bringing together athletes from all 20 varsity sports. SAAC provides community service opportunities, consultation to the Director of Athletics, and addresses issues involving intercollegiate athletes.

Student Affairs-based Programs

The co-curriculum is a primary means for the 10 departments of the [Division of Student Affairs](#) to promote the education and development of the "total student" at UW-W. The Division provides a wide variety of co-curricular activities. [Insight into many is provided in the attached document](#). The following highlights a few of our exemplary co-curricular experiences:

The [Intramural Sports program](#) created the Sport Coordinator role that enables students to lead Official's Trainings, Captain's Meetings, and one-on-one meetings with student officials, providing growth and development opportunities unmatched in the classroom. In Spring 2013, the Department of Recreation Sports and Facilities [surveyed](#) alumni to assess the benefits of student employment in

the department. Results showed that keys to personal growth were the responsibility and accountability embedded in student employment.

The [Wheelchair Athletics Cornerstones](#) presentations provide opportunities for attendees to learn about students with disabilities and a public speaking opportunity for the wheelchair athletes. Recently, 57 off-campus presentations were attended by 15,000 people, and 29 presentations to New Student Seminars were attended by 725 students. By conducting these programs, the number of able-bodied students participating in intramural wheelchair basketball more than doubled (from 6 to 16 teams).

Adaptive athletic and adaptive intramural programs help students learn on multiple levels. The opportunity to stay active on a team that encompasses a diverse population teaches life skills that foster character development. For instance, the students involved in the wheelchair athletics program learn through immersion, interacting directly with students who have disabilities through sports. Also, intramural wheelchair basketball for able-bodied students teaches about the challenges associated with having a disability while at the same time demonstrating that a disability does not define an individual.

UW-W's [Career and Leadership Development Office](#) sponsors the 3-day [ULEAD](#) program that targets first year students with an interest in involvement and meeting people. ULEAD focuses on ethical leadership, creating a collegiate involvement plan, and learning about campus and community governance structure. Participants also help with Move-in Day as a community service project.

UW-W also supports a vibrant [Greek Community](#), with 21 [chapters](#) and over 600 student members. Moreover, our Career and Leadership Development Office administers the [student organization program](#) with over 220 student groups and 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 learning and personal development that students gain from their involvement in UW-W's co-curriculum.

3.E.2.

From science exploration and artistic endeavors to entrepreneurship, UW-W is committed to [community engagement](#). Our students, faculty and staff members actively reach out into the [community](#), including schools, parks, offices, nursing homes, theaters, and other venues.

These efforts have garnered national recognition—In 2015, UW-W achieved the Carnegie Foundation for the Advancement of Teaching's [Community Engagement Classification](#). This designation, earned by only 361 colleges and universities in the U.S., honors campuses that are improving teaching and learning, producing research that makes a difference in communities, and revitalizing their civic and academic missions. Our application for this designation (linked above), highlights the wide-ranging commitment and involvement of our campus for community engagement.

Our [Undergraduate Research Program](#) supports experiential learning through engagement in undergraduate research, scholarship and creative activity, including faculty-mentored research and curriculum-based projects. Our program places special emphasis on inclusive participation so all UW-W students may benefit from these experiences.

In January 2015, the UW-W's Research Apprenticeship Program (RAP) earned the UW System

[Regents Diversity award](#). RAP engages first- and second-year UW-W undergraduates 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 expanded to all four colleges and has served nearly 200 students. RAP students are paid research assistants who work with faculty/staff mentors on scholarly projects for one year. They also enroll in an online course to 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.

UW-W has earned a national reputation in undergraduate research due to the outstanding student researchers who participate as well as faculty, staff, and administration commitment to providing high-quality opportunities. In particular, we provide strong financial support to undergraduate researchers along with top quality mentoring.

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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 ensure they are delivered consistently and meet the changing employment and educational needs of our region. We align our general education program, baccalaureate degrees, and co-curricular programming 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 meet our students' needs, 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. UW-W is committed to reducing the achievement gap among student demographic groups, particularly disparities in academic success, retention, and graduation rates between underrepresented groups (minority, low-income, 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.

Campus policies and practices assure that high quality education is provided consistently across all methods and locations of delivery.

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

4.A.1.

University of Wisconsin System requires a program review process, with details on frequency and requirements determined by individual institutions. At UW-W, 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 reflects on the self-study and identifies its main strengths, areas for improvement, and recommendations for action. Undergraduate and Graduate A&R review committees of faculty review each self-study to ensure that program mission, goals, student learning outcomes, and curriculum are clearly stated and consistent with those of UW-W; the program collects and makes use of data on student learning for program improvement; the curriculum is reasonable, purposeful, and efficient; students progress through the program in a reasonable time; and that adequate resources are available to the program and 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 guidelines for each course, assessment efforts, faculty efforts to improve the courses, and obstacles to more effective teaching of the core. Recent recommendations have focused on improving assessment. The General Education [signature assignments project](#) was developed as a program-wide response to the challenges of creating useful assessment processes and data for the core courses. The program as a whole is [scheduled for review in Fall 2015](#) as part of the UW-W A&R process. A [draft of the self-study](#) is attached, including [appendices with details](#) on student learning outcomes, the [program's assessment plan](#), and a summary of both [direct and indirect assessment data](#).

[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 college has also been preparing for the upcoming [Educator Teacher Performance Assessment \(edTPA\)](#), a comprehensive assessment of teaching behaviors focusing on education 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 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.

4.A.2.

All credit transcribed by UW-W 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, provost office, the University Curriculum Committee (UCC), Faculty Senate, and Graduate Council as appropriate. Depending on course content, some undergraduate proposals also undergo review by specific committees (e.g., Diversity Committee, GenEd Committee, Travel Study, Honors).

The [University Curriculum Committee](#) and the [Graduate Council](#) are UW-W's primary curricular review bodies on campus. Their reviews evaluate need for the proposed course/program in the curriculum, appropriateness for UW-W's mission, whether the proposed action meets relevant requirements for specific designations sought (e.g., GenEd, Diversity, travel study), 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, both bodies ensure the proposal follows requirements for number of classroom hours per credit hour and instructor qualifications. 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 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-W provides multiple opportunities for students to earn college-level credit through learning that has occurred outside the traditional academic environment, 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 exams](#) including College Level Examination Program (CLEP), the International Baccalaureate (IB) Program, the College Entrance Examination Board (CEEB), and Advanced Placement (AP).
- [Departmental exams](#) and [portfolio-based evaluations](#).

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

UW-W also offers credit for prior learning through a portfolio evaluation process which, since 2011, has supported 93 students earning 375 academic credits at reduced tuition rates. [Policies for evaluating and providing credit for prior learning through portfolio](#) were established in accordance with standards set by 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 UW-W's 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 subject matter experts. Students can earn up to 12 credits through this portfolio process.

4.A.3.

UW-W adheres to the UW 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, 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 UW System policy, UW-W awards transfer credit based on “the combination of quality, comparability, and applicability” of the sending institution's academic program.

UW-W publishes information for transfer students in our undergraduate and graduate catalogs. The [Undergraduate Catalog](#) states (page 12), "UW-W will accept credit only from regionally accredited colleges and universities. Wherever possible, transfer courses are converted to exact UW-W course equivalents," "Credit may be transferred to UW-W if the grade earned is passing (D or better) and the course parallels work offered at UW-W," and "duplicate credit in courses cannot be awarded." Courses taken at two-year campuses may be equated only to UW-W 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 transfer credits, "a minimum of 25% of the major course units and 25% of the minor course units must be completed at UW-W." All undergraduate students, first-year or transfer, must attend a Plan-It-Purple orientation program, during which students discuss the status of their transfer credits with an academic advisor.

To ensure consistency in transfer credits awarded, Admissions staff are trained in policies, online course equivalency systems, and articulation agreements between UW-W and other institutions. Relevant university personnel (e.g., department chairs, college assistant/associate deans) are consulted as questions arise. 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-W also purchases access to the Transfer Evaluation System (TES) database through College Source which provides course descriptions from over 2,000 U.S. colleges and universities. UW-W has reached transfer credit [articulation agreements](#) with numerous other higher education institutions. These are published on the Admissions website, along with transfer guides for prospective students.

UW-W encourages current students to complete a [Transfer Credit Agreement](#) prior to taking courses at other institutions they intend to transfer back to UW-W. Admissions staff work with colleges and departments to ensure courses meet the guidelines of quality for transfer credit and the needs of students.

The [Graduate Catalog](#) indicates that graduate students may transfer up to nine units. Graduate students submit an [Application for Transfer Credit Approval](#) and supporting materials for each course. This application is reviewed by both the School of Graduate Studies and the graduate program. Each submission must meet several conditions, including that the units were offered at a graduate level by a regionally accredited institution, met Carnegie standards for credit hours, are relevant to the program of study, and serve as the equivalent of a specific UW-W graduate course.

4.A.4.

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 information on all new and substantially revised courses regarding prerequisites, rigor, and student learning outcomes (see Criterion 3.A, 3.B, and 4.A.2 for descriptions of the curriculum review processes). [New course proposals](#) include a bibliography of key sources, which helps reviewers evaluate course level and rigor. In addition, course proposals seeking designation as a GenEd or Diversity course are also reviewed by the [GenEd Review Committee](#) or the [Diversity Committee](#). These committees evaluate student learning outcomes (SLOs), alignment of SLOs with GenEd/Diversity learning outcomes, and appropriateness of the course rigor. Core courses in the GenEd curriculum undergo further review every five years (see Criteria 4.A.1 and 4.B.2) to examine 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 five-year A&R 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 UW-W 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.
- Data from assessments of student learning are gathered regularly by individual programs and used to make adjustments as needed. These processes are described 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](#) Catalogs.
- Course prerequisites are enforced through an online registration system. Students who lack course prerequisites (e.g., prior courses, GPA minimums, class standing, program admission, instructor permission) are denied enrollment in the course unless qualified personnel (e.g., department chair, dean's office) 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. Where appropriate, our programs actively seek external accreditation, in part because of the opportunity to review and control quality that is presented by this process.

Access to learning resources is controlled through assignment of a student identification number, ID card, and associated Net-ID credentials upon enrollment. Library resources, the D2L course management system and associated resources, texts in the textbook rental system, support services (e.g., 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.

Faculty qualifications are controlled through policies developed by UW-W's governance structures including Faculty Senate and Graduate Council. Specifically, [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 relevant experience, 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 UW-W sponsoring academic department, [participate in training](#) by UW-W faculty before the first offering of the 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. UW-W faculty liaisons submit evaluation forms and supporting evidence to the department chair along with their recommendation to continue or discontinue the PIE course. [Student evaluations](#) of the instructor, using standard UW-W forms, are also collected for all PIE courses.

Equivalence between PIE and UW-W courses regarding prerequisites, rigor, and student learning expectations is achieved by aligning PIE courses with the UW-W curriculum during PIE professional development, in which PIE courses adopt UW-W textbooks, assignments, and grading policies. For example, all ENGLISH 101 PIE students complete at least 3,500 words of formal writing; all COMM 110 PIE students complete the same number of speeches evaluated with the "Speaking Well" rubric as required in on-campus sections; and all PIE CHEM 102 and 104 students receive course

grades based on the same computer-scored American Chemical Society general chemistry final examinations that are administered nationally at the college level.

PIE students are admitted as UW-W students and have access to the D2L course management system, library resources, the textbook rental system and necessary [accommodations for students with disabilities](#). A [student handbook for PIE students](#) outlining services available, guides for transferring PIE credits, and their responsibilities as UW-W students is available on the PIE website.

4.A.5.

A number of academic university programs hold [external accreditation](#) and are subject to rigorous periodic and systematic reviews relative to external professional standards of quality and effectiveness. For example, expectations for maintaining Association to Advance Collegiate Schools of Business (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 curriculum and skills training. UW-W's A&R 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 a rationale for a decision to not do so. In addition to accreditation with the National Council for Accreditation of Teacher Education (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 Review Process](#).

4.A.6.

UW-W evaluates the success of graduates at the university level through centralized and systematic alumni surveys. Programs also typically track graduates through informal surveys and anecdotal reports. The university-level data tend to focus on job placement and salary, while 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. Exit interviews are conducted at the university level as well as by many individual programs to assess graduating seniors' perceptions of their learning and their satisfaction with various aspects of their program and UW-W. These exit assessments are described in Criterion 4.B.2.

At the university level, the Office of Career & Leadership Development (CLD) administers the [Employment & Continuing Education Survey](#) to assess the first destination of UW-W graduates. A report is compiled annually and includes December, May and August bachelor's and master's degree recipients, surveyed approximately six months following graduation. A minimum of four attempts are made to contact graduates using email, regular mail, telephone calls, social media and soliciting feedback from faculty and staff. The survey assesses:

- the number of graduates employed, including the name of their employer, 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 believing 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's degree recipients, 76% were employed and 15.5% had enrolled in graduate school/continuing education. Data from the annual report are summarized and distributed to colleges and departments, and the reports are posted on the CLD webpage. [A 10-year summary](#) of the 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, UW-W 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 starting in the 1970s. The map, completed in 2008, shows that UWW graduates can be found in every state, but most remain within our region. The Fiscal and Economic Research Center (FERC) at UW-W conducts a survey of alumni approximately every five years. The [most recent report of these data \(2014\)](#) shows that 66% of alumni from 1980-2013 live in Wisconsin. Analyses focusing on the economic contribution of a UW-W degree concluded that “a UW-W 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 grads' wages continue to increase over their lifetimes” (pg. 9). Similarly, [FERC's 2011 report](#) noted that master's-degree holders from UW-W earned over \$13,000 more annually compared to their baccalaureate counterparts.

The College of Education and Professional Studies receives contact information from the Wisconsin DPI 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., teaching specific skills and content, assessing student learning, reflecting on teaching). Overall, 66% of UW-W graduates reported being well/very well prepared for teaching; 60% of employers reported that UW-W's undergraduate program compared well/very well to other institutions, and 63% would be well/very well inclined to hire additional beginning teachers who graduated from UW-W. The college also tracks the percentage of graduates licensed to teach in the state (96.4% of 2011-2012 graduates) as well as the percentage 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 requiring 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 use informal 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 maintain 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 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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4.B - Core Component 4.B

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 2010, UW-W adopted the [Essential Learning Outcomes](#) (ELOs) from the Association of American Colleges and Universities (AAC&U) as our campus definition of baccalaureate learning goals. All students seeking a bachelor's degree are expected to achieve the ELOs through their studies in general education, major and minor, elective courses, and experiences gained in co-curricular and extra-curricular activities. Adoption of the ELOs, along with the overarching *Liberal Education & America's Promise* initiative, was the result of extensive discussion across campus lead by the Baccalaureate Learning Outcomes Team. The [team's final report](#) provided an organizing framework for conceptualizing student learning outcomes (SLOs) and academic assessment, and the report has the approval of campus governance groups and support from the provost, colleges, and Student Affairs. Similarly, the UW-W Graduate Council recently approved a revised set of [Master's Institutional Learning Outcomes](#) (MILOs) characterizing common learning outcomes across all master's programs.

In addition to campus level SLOs, every undergraduate and graduate program articulates a [specific set of SLOs](#). The five-year A&R self-study requires that graduate and undergraduate programs articulate these outcomes and document the alignment between program and campus SLOs. The School of Graduate Studies includes school-wide MILOs in its [Mission Statement](#), and all graduate programs are required to [articulate student learning outcomes](#). Undergraduate and graduate programs map learning outcomes to their curriculum to identify where each expected outcome is introduced, developed, and assessed.

Processes for assessment of student learning and achievement of learning goals

The 2005-06 HLC review team concluded that UW-W provided ample evidence that assessment efforts had fueled curricular and program level change, but we needed to update our campus-wide assessment plan and provide a more "macro" orientation to assessment. A major change addressing both issues came with the establishment in 2011 of the [Essential Learning & Assessment Review Committee \(ELARC\)](#). ELARC has been an important addition to our campus assessment process. It [integrates campus assessment](#) efforts at department, program, division, and institutional levels; shares results; and develops campus-wide plans for improving student learning. To achieve this goal, campus units (e.g. colleges, student affairs) send ELARC executive summaries of assessment data and other

indicators related to baccalaureate learning outcomes. ELARC distills findings into a report of highlights and recommendations and shares the report across campus. ELARC also archives notes about campus progress in meeting recommended actions. The committee's process of collating data from across campus, identifying and discussing themes, and making data-based recommendations provides a "big picture" view of assessment at UW-W, 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. In collaboration with the University Assessment Committee, ELARC also developed an [assessment strategic plan](#) to guide assessment efforts over the next few years.

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.

UW-W 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 useful assessment projects. Both direct and indirect measures are used.

- In 2011-13, UW-W undertook the [HLC Quality Initiative Learning by Degrees Project](#) to evaluate the *Degree Qualifications Profile*. This was one of the largest campus-level assessment efforts in the past 10 years. Approximately 50 faculty (about 15% of the total faculty and instructional staff in the participating departments) and 1,000 students participated. Direct performance data were collected to assess students' writing, critical thinking, and information literacy skills, as well as knowledge base in 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 \(VSA\) SLOs project](#), 428 UW-W freshmen and seniors completed the ACT's Collegiate Assessment of Academic Proficiency (CAAP) in 2009-10. This is a direct assessment of students' writing and critical thinking. UW-W 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.
- Every semester, graduating master's students complete the [Graduate Outcomes and Satisfaction Survey](#). Results are disaggregated by graduate program and shared in five-year intervals that align with each program's graduate A&R cycle.
- 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 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. Recently, 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. The College of Business and Economics (CoBE) and the College of Education and Professional Studies (CoEPS) collect and use data to fulfill accreditation/licensing requirements. 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 participating in student teaching. Graduate programs requiring 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 knowledge and skills 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. All four academic colleges have college-level assessment committees that review data and discuss themes and improvements for student learning.

All undergraduate and graduate programs establish a plan for assessing program SLOs, and most collect direct and/or indirect data on a subset of their SLOs each year. Assessment plans are discussed by college Assessment Committees, and reviewed every five years as part of UW-W's [A&R 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 and SOAS data). 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 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. Colleges also occasionally hold retreats to discuss and interpret their data on student learning. Our campus A&R 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 that guides program assessment, and most hold meetings (at least annually) during which faculty review data, discuss potential uses, and set assessment goals for the next academic year. Many departments also discuss specific assessment results when relevant at regular department meetings. Over the past few years, programs and colleges have been encouraged through the A&R process and annual report requirements to provide annual assessment reports summarizing 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).

4.B.2.

Following the processes described in Criterion 4.B.1, units across campus generate a great deal of data to assess 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 collect data to assess each of the campus SLOs as well as additional program learning outcomes. The balance of direct and indirect data collected is reasonable, although more indirect data are collected (e.g., opinion surveys from students). 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 ELOs* were assessed by at least some programs (pg. 2). The data submitted to ELARC show that assessment of SLOs at the program level aligns reasonably well with and contributes to a campus-level understanding of what our students achieve regarding campus ELOs, although we can always do more to “roll up” data from individual to college to campus levels. The most recent report also summarized patterns identified over the committee’s three years. Evidence from multiple sources indicated that students have relative difficulty “*evaluating information and evidence and integrating learning,*” need work on “*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 useful guide to coordinate and direct resource allocation for a cohesive approach to understanding our students' learning.

There is more work to be done. Analyses from UW-W's quality initiative project ([DQP](#)) showed that while there were differences in academic and cognitive outcomes between master's and bachelor's degree students, there were few reliable differences between students at associate's and bachelor's 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 focusing on specific skills may provide a better understanding of changes across time, instructional practices fostering 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. These areas each play a supportive role in ensuring systematic and thorough assessment of student learning, although not all directly involve data on 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 of 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.

As suggested in the [ELARC Plan](#), ELARC reports and recommendations are circulated and discussed with a large number of campus constituent groups. Results of campus-level surveys are posted on campus websites for easy access by the campus community and the public. Examples include:

- ELARC reports 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* were presented and discussed as the [Keynote Discussion](#) at Assessment Day 2014. Approximately 50 people attended 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 [2009-10 report](#) on students’ writing and critical thinking skills for the VSA is posted on the VSA website. 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 semester’s [SOAS](#) are compiled into an annual report and posted on the IRP

website. The data are posted in Excel pivot tables so users can view results for specific units, genders, and ethnicities. 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 workshops, Assessment Day, the Letters & Sciences 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 and 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. In addition, the [General Education self-study](#) for its upcoming Audit and Review [summarizes direct and indirect data on student learning](#) from the past ten years.

Results of college-level assessments in the [CoBE](#) and [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 report, the term "co-curriculum" refers 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 2012-13 year, a study was conducted to assess Student Affairs' contributions to LEAP ELOs. Results were reported in the [Division's 2012-13 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.
- Analyses 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, SLO assessment data were used to enhance unit programs and services.

Individual programs at both the graduate and undergraduate levels summarize their data on student learning for their five-year A&R self-studies and, in some colleges, in assessment reports to 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 ELARC discussion, 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 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.

Cases in which data have been used 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 follow; many more can be seen in the ELARC reports.

- Department chairs report that academic assessment data/information relevant to student performance is the variable with 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) to set and monitor [strategic planning goals](#). For example, recommendations concerning student advising compared results from the NSSE and SOAS (page 13); evaluation of student participation in high-impact practices 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](#)).
- CoBE completed a two-year process of “[revamping the entire MBA curriculum](#) with a new set of student outcomes.” This process resulted from examining data from existing measures of student learning and realizing the need for more consistency of measurement and teaching.
- Based in part on declines in writing-related communication outcome scores from students for whom English is a second language, UW-W expanded our [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 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, emphasizing the specific writing skills our assessments reveal are more difficult for UW-W students.
- A [Signature Assignments Workshop](#) was held for instructors in the GenEd program, prompted in part by results from assessments of student writing and critical thinking. The workshop addressed an ELARC recommendation for professional development opportunities to help instructors create well-designed assignments that both instruct students in specific SLOs and allow the GenEd program to efficiently and effectively assess the SLOs. Also in GenEd, 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.
- Several programs have revised curricula or added courses emphasizing specific skills, based in part on data on students’ writing and critical thinking 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 a 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 revised course assignments to emphasize and/or provide more explicit instruction in specific skills that assessments have indicated are difficult for our students. ENGLISH 102 instructors increased their emphasis on constructing an argument in response to data on student writing; MATH 141 instructors increased 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](#) (see 4th bullet point) included ongoing focus groups for students to discuss and reflect on each ELO, a structure which allows both 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. The director of academic assessment meets with college assessment committees and summarizes campus-level information. Representatives from Institutional Research and Planning 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 and 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 six 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.

4.B.4.

At UW-W, we recognize that student learning involves the whole person across multiple settings and experiences. We strive to assess 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-W 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-W. 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-W's processes and methodologies meet the expectations for good assessment practice in all three areas:

1. *Evidence of the student learning experience.* UW-W 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 to assess student learning and talk 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-W adopted a campus-wide set of ELOs at the undergraduate level, and updated its list of MILOs. Individual programs have aligned program SLOs within the broader framework of these campus ELOs. 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 and college assessment committees 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. Students are also invited to be members of the campus ELARC committee.
3. *Post-graduation outcomes.* As discussed in Criterion 4.A.6 and 4.C., UW-W assesses our students' post-graduation outcomes. We track retention and graduation rates closely and 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, education, and where our graduates go geographically. We examine data to estimate the impact our graduates have on our region and state. We also make strong efforts to encourage 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-W follows these practices is provided [here](#).

Sources

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- UNIVERSITY COMMITTEES_ASSESSMENT GROUPS_2015

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-W embraces a philosophy of student success 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 UW-W pays careful attention to success rates of subgroups on campus that make the campus unique, afford the reputation of being a campus of access and opportunity, and those routinely benchmarked across University of Wisconsin System institutions. 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 (IRP) office. UW-W achieved a record high retention rate in the most recent reporting year (Fall 2014) in addition to the second highest six-year graduation rate.

4.C.1

The UW System set forth a [Growth Agenda](#) for Wisconsin in 2009 that 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 build stronger communities. UW-W has been successful in meeting the Growth Agenda targets. The Growth Agenda may be replaced due to new UW System leadership in 2014, but our campus will continue to focus on improving and understanding the institution's position on the current benchmarks.

A University Retention Committee was formed in 2013-14. It includes 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 discussed university retention and graduation goals that differ from the Growth Agenda goals in methodology, but that remain consistent with UW-W's mission, are appropriate for the [student body composition](#), and are aligned with university strategic planning goals. The committee made [recommendations](#) regarding its role in considering retention data and improving student success. In 2014-15, the committee expanded membership to include student and faculty representatives. It continues to define its role in supporting student success in a climate of historically high retention and graduation rates and a change in institutional leadership.

[Fall-to-fall second year retention rates](#) reached a record high of 80.5% in Fall 2014. The retention rate for [underrepresented minority \(URM\) students](#) also reached an institutional high rate of 75.9%. The URM population at UW-W has more than doubled since Fall 2006, representing 13% of the incoming student cohort in the most recent Fall (2014) semester. The impact of this growth is visible in the increased role and reach of the [Multicultural Affairs and Student Success \(MASS\) Center](#) as well as attention to the gap between URM and non-URM students in retention and graduation rates. Achievement rates of URM students are reviewed across UW System campuses by university chancellors and the Board of Regents.

Fourth- and sixth-year [graduation rates](#) were also high during the most recent Fall (2014) semester, and UW-W ranks in the top third of [UW System](#) for a six-year graduation rates. Our URM six-year graduation rate is higher than in most years past, but the achievement gap between URM and non-URM students remains at the forefront of campus discussions.

4.C.2

The offices of Institutional Research and Planning (IRP) and Academic Assessment were re-organized in 2013 with new staffing and 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 has been strengthened and become more user-friendly. Five-year program reviews and interim progress reports monitored by the Academic Assessment office ensure that individual programs monitor retention and graduation rates in addition to changing enrollments within majors.

UW-W collects and analyzes student success data at both the university and program levels. The primary source for these data is the IRP office which disseminates data for all commonly reported data elements on the UW-W website. In addition, data dashboards allow the campus to retrieve data through filtering options and use the resulting visualizations in reports. Department-level data are 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. These data are in turn available to external constituents. UW-W also completes surveys from college guidebooks 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 to inform student-success goal setting. At a university level, these data are analyzed primarily by the Enrollment and Retention unit and the Retention Committee, where benchmarks and admissions strategies are routinely reviewed. Data segregated by student demographics (e.g., URM status, residency, gender) are typically analyzed by the Retention Committee, where programs aimed at assisting student subpopulations are evaluated for effectiveness.

Student satisfaction and engagement are measured through multiple instruments. [The National Survey of Student Engagement \(NSSE\)](#), the [Faculty Survey of Student Engagement \(FSSE\)](#), and [MAP-Works](#) are regularly administered tools at UW-W. Programs are encouraged to include these data in A&R self-studies. The offices of Academic Assessment and IRP work together to disseminate these data to campus through individual department consultations, presentations, and posting results online.

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

UW-W's FYE program demonstrates our commitment to providing support for students' personal and academic goals, and helping new students build connections and achieve success in and out of the classroom. Our [programs](#) provide incoming and first year students with the individual attention necessary 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 (except art performance majors) receive centralized advising through the AAEC. Both the [Undergraduate Advising Survey](#) administered by the AAEC and our NSSE survey [results](#) indicate that first-year students are highly satisfied with the quality of advising received from the AAEC.

MASS programs emphasize increasing participation and success of underserved students, including remedial courses and tutorial services. Tracking retention rates for underrepresented students is a focus of MASS's Advising Committee to ensure student success, facilitate utilization of services, and encourage discussion of ongoing program improvement.

4.C.3

Data are used to inform new strategies and goals and to assess the progress of both curricular and co-curricular programs. The examples below demonstrate the development of new goals inspired by use of data, including two award-winning programs.

Example 1:

Across the UW System, retention and graduation rates for URM students continue to lag behind those of the majority population. UW-W's Strategic Planning and Budget Committee decided to address the [achievement gap](#) as a strategic priority for 2015-17, a decision likely to increase the alignment of retention, graduation, and student success goals across the university.

Example 2:

In August 2014, UW System President Ray Cross [announced](#) two ambitious goals for the next five years: To reduce by one-third the number of incoming students needing remedial math (from 21% to 41% System-wide); and 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-W is involved in a developmental education research and development group funded by UW System. In fall and spring 2015-16, the group will pilot test a strategy for moving students with developmental education needs into credit-bearing courses more quickly. The pilot involves 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.

Example 3:

UW-W's [Academic Transformation Program](#) was launched in 2009 as a way for academic departments "to systematically explore how institutional resources (e.g., faculty time) can be used more efficiently to demonstrably (measurably) improve student learning outcomes." A number of academic departments have participated, but the [Mathematics department's "refocused" math project](#) is especially noteworthy. In response to a high rate of failing grades in MATH 141 (Intermediate Algebra), the department "refocused" several aspects of the course and placed greater emphasis on interpreting and using quantitative information. Approximately 60% of incoming freshmen at the time were required to take a math proficiency course, and most were advised to take MATH 141.

Example 4:

In response to an increase in the number of underprepared students entering UW-W, representatives from several academic units gathered in the summer/fall of 2009 to discuss the need for better academic support services for these students. The units included Admissions, Academic Advising, Reinstated and Probationary Students, Academic Support Services, and the Registrar's Office. This group analyzed grade point averages, academic standing, and retention rates of students needing remedial coursework. The group then proposed an academic model called "Pathway for Success," an academically holistic plan calling for an increase in 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](#).

4.C.4.

As a member of the UW 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 UW institutions, allowing for 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](#) to access data for production of local reports.

The IRP office completes standard reporting using widely-accepted data definitions including IPEDS and the Common Data Set. In addition, many UW-W offices administer surveys and collect data in disparate sources outside the PeopleSoft student information system. Working with the disparate sources of data in a more efficient and centralized manner is currently an IRP Office goal, and support is offered by the Retention Committee to work toward integrating data for better analysis and use by the campus constituents.

Data disseminated on the [IRP website](#) include "Facts and Figures" based on CDR data. This information includes a snapshot of first-time, full-time cohorts by gender, ethnicity, URM status,

residency, financial aid status, and remedial education needs. Further data analysis is provided to committees focused on ongoing student retention and URM student success, including success of cohorts by GPA, ACT scores, and high school rank. Also available on the IRP 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, as well as links to campus reports produced by UW System such as the [Institutional Accountability Report](#).

In addition to reporting the university's own data, UW-W has recently joined the [Consortium for Student Retention Data Exchange](#) (CSRDE) which will provide further comparison data and nationwide trends in student retention and graduation rates. Along with the 12 other four-year UW System institutions, UW-W also participates in the [Student Achievement Measure](#) (SAM) to gather data using an alternative method 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.

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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 2005-06 visiting team lauded the amount and impact of assessment activities at UW-W, but suggested we do more to develop a campus-wide culture of assessment and expand assessment initiatives outside the core courses in the general education program. The team encouraged the campus to more closely entwine institutional research with assessment initiatives.

Since 2006, UW-W has overhauled its Office of Institutional Research & Planning and made it responsible for pushing institutional performance data out to academic departments; created a Director of Academic Assessment position; approved campus-wide learning outcomes; created the Essential Learning & Assessment Review Committee; launched a campus-wide assessment day; and watched each of the four academic colleges create assessment committees, allocate budget to support assessment activities, and make assessment a priority of college activities. The GenEd program has recalibrated its learning outcomes to align with the institution's baccalaureate outcomes and developed a [comprehensive assessment plan](#) that will help connect general education with the campus's program evaluation process.

Important work still remains. In the years ahead, UW-W will:

- *Seek more consistent tracking of how data are used to improve student learning.* Formal curricular changes are well-documented, but discussion in ELARC suggests 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.
- *Expand data collection among university graduates* to include information on achievement of campus ELOs and program SLOs, the degree to which our programs prepared graduates for their careers and for additional programs that might be of interest for career advancement.
- *Begin compiling longitudinal co-curricular program data on the efficacy of various programs targeting underrepresented minority students.* Many current programs believed to be successful are in their infancy and lack data on retention and graduation. Collecting and analyzing intermediate measures of success will help evaluate these programs and address the current university strategic goal to reduce the achievement gap.
- *Expand use of multiple data sources available for evaluating university programs and student success.* UW-W can help ensure that all available sources of data are used and multiple data points 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

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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. UW-W's transparent and highly developed budget process results in a section of the UW System [Redbook](#), which provides summary and detailed budget information for each campus. This document serves as an annual plan for the institution's fiscal resources. A significant part of UW-W's budget comes from tuition revenue. [Tuition is set](#) by the Board of Regents as part of the biennial budget utilizing a set of [policy principles](#). Tuition setting authority is established in [Wisconsin State Statute](#). In the most recent state budget, [tuition](#) was frozen. The campus also utilizes a 'Differential Tuition' surcharge used to fund [first-year support programs](#) across the institution. UW-W produces an annual [financial report](#) indicating the campus has a positive net financial position. Human resources in the form of faculty and staff are included in the annual budget process. 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. [Distance education course fees](#) are requested and approved centrally and distributed to the appropriate areas via the financial system. Instructional technology infrastructure is additionally supported by [laboratory and classroom modernization](#) and tuition revenue funds earmarked as [student technology fees](#). Both types of support include [committee representation](#) and consultation prior to the [utilization of funds](#). Resources and support for [classroom technology](#) are 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-W goes hand in hand with facilities and physical planning. The institution has been judicious in 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 provided funds for technology and [facilities](#) to augment ongoing funding and allow projects to begin 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](#) that will be presented to the [Board of Regents in fall 2015](#). This plan considers 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, UW System has [provided guidelines](#) regarding shifting funds away from programs directly impacting students, especially instruction. Additionally, any shift of funding onto administrative functions is [closely monitored](#). UW System has moved away from the type of reporting that required line-by-line numeric justification for shifts. The [new narrative](#) compares budget priorities to the campus strategic plan, allowing more in-depth analysis of how funds are used for instruction, student services, and academic support.

Academic Affairs conducts an annual [staffing plan](#) exercise to determine the need for replacement and new positions, and examines [productivity reports](#) produced by Institutional Research within each college and department. The [Strategic Planning and Budgeting Committee \(SPBC\)](#) consists of a campus-wide membership to address budget considerations and 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.

UW System institutions are currently engaged in budget planning for the 2015-17 biennium, accommodating a \$250 million reduction in state support and an accompanying freeze on undergraduate tuition. [UW-W's portion of that reduction is estimated to be between \\$5.4 and \\$6.3 million annually](#).

5.A.3

The [mission and values](#) of UW-W are clearly stated and visible across campus and in various locations on the website and publications. The mission is also incorporated in 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 pillar has been monitored and goals revised as specific goals are met or new programs started. 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 goals is monitored and reported, resulting in an examination of programs and projects across campus and a review of how they fit with the strategic plan. During 2010-12, the progress of nine [strategic planning goals](#) was reported. In 2012-14, goals were further defined, refined and closely scrutinized so progress could be evaluated. A [draft report](#) on progress

towards the revised goals was published in late 2014.

The [Strategic Initiative Fund](#) and [Inclusive Excellence Initiatives](#) are specific examples of initiatives that capitalize on available resources and opportunities and relate to the mission and goals of the university. Strategic Initiatives are [similar to a grant](#) and are used to fund high impact projects that fit with the strategic plan goals. More than \$1.2 million have 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-W uses two extensive search and screen processes for hiring staff, one for [faculty and academic staff](#) and one for [university staff](#) (formerly classified staff). Both processes require that a detailed position description be approved prior to posting the vacancy and a committee of campus experts be available to evaluate materials and interview candidates. Various approvals throughout the processes ensure a diverse, qualified applicant pool.

Prior to beginning a search for new academic staff, a standing campus committee reviews and assigns an [appropriate title and salary range](#) to the position. Similarly, university staff positions are reviewed for appropriateness of title by the Office of Human Resources and Diversity before the hiring process commences.

All UW-W staff receive orientation and training based on employee category when they are hired, and a [comprehensive program for University staff supervisors](#) has recently been implemented. All staff receive benefits orientation provided by Human Resources and Diversity.

The Human Resources and Diversity office provides information and access to over [35 different employee training opportunities](#), including supervision, technology, and safety. Each employee must complete a [sexual harassment](#) training course every 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. Training in instructional technology is available for faculty and staff for online, hybrid, and in-person delivery of course content.

UW-W provides financial assistance for employees 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, typically capped at one course per term. 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 UW System, much of UW-W's budget development process is proscribed by statute and UW System policies. Each UW System institution uses the same methodology for preparing budgets and 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 System policies.

The UW-W budget is developed annually and changes incrementally based on new funding received or budget reductions. UW-W has used an incremental budget model for many years and, as a result, large changes in allocations are not frequent. Budgetary decisions are driven by strategic plan priorities and the campus completes a [summary narrative](#) annually describing how the budget plan fits

these priorities. UW System provides oversight and [guidelines](#) to the campus Budget office, which then disseminates [instructions](#) to campus for budget development. [Allocations](#) are received from UW System and distributed to campus units based on requirements of the [appropriation type](#). Budgets are [reviewed](#) by UW System for adherence to guidelines and System [budget control policies](#), which indicate how various fees may be used.

Monitoring revenue and expense is done at both the campus and System levels. [Budget transfers](#) to address shifting needs on campus are processed throughout the year, including transfers from the State or System. Reports are run regularly to ensure that program revenue accounts are solvent, and departments are asked to review and address deficits prior to year-end.

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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 whom 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 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 holds eight regular meetings 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 year during the Board's June meeting. The Board president designates [Board committee membership](#) and other appointments.

[Eight standing committees](#) provide oversight of financial and academic policies and practices and ensure that institutions meet their legal and fiduciary responsibilities.

- The Education Committee has charge of all matters of an educational nature related to the instruction, research, and public service functions of the UW System; the academic personnel; and student services and welfare.
- The Business and Finance Committee has charge 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 all matters related to the physical environment of UW 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 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 develops strategies to strengthen the UW System’s overall contribution to the economic development of the state and 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; and
 - 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: all audit-related matters, internal and external; compliance with laws and regulations; internal controls; enterprise risk management; and ethics.

The UW System Board of Regents sponsors several awards that honor the excellence of 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 Board meetings.

As the governing board for all schools in the UW System, the role and responsibilities of the Board of Regents continue to evolve. Wisconsin legislators in June 2015 voted to remove tenure from state statute, and redefine shared governance. The Board of Regents voted to [preserve tenure](#) in UW System regulations and expressed commitment to shared governance. Deliberations are ongoing regarding a [new tenure policy](#).

5.B.2

Beverly Kopper is the 16th 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 and 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 governance of the University. The faculty have primary responsibility for the determination and implementation of academic programs and educational activities, faculty personnel matters and, along with the campus administration, development of institutional policy. The [Faculty Senate](#) conducts the business of the faculty except at those times when the faculty as a whole meet and except for those purposes otherwise specified by their constitution. 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. Members are active participants in the immediate governance of and policy development for the institution. ASA has primary responsibility for the formulation and review of all policies and procedures concerning academic staff members, including academic staff personnel matters.

The [University Staff Council](#) (USC) is a new governance group established at the direction of the Board of Regents in 2012. They have full participation in institutional governance and policy development while promoting professional development and ongoing educational opportunities for university staff. The USC represents all university staff employees of the University-- permanent, temporary, and project appointment.

The [Whitewater Student Government's](#) (WSG) Student Senate is empowered with legislative authority and possesses 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, as indicated in the [Faculty Constitution](#) and [Bylaws](#). Along with the campus administration, the Senate also develops institutional policy. The Faculty Senate uses resolutions to communicate and participate in governance.
- The 13 elected members of the [Academic Staff Assembly](#), as indicated in the [Academic Staff Constitution](#) and [Bylaws](#), have primary responsibility for formulating and reviewing all policies and procedures concerning academic staff members, including personnel matters.
- The 12 members of the [University Staff Council](#) are shaped by their [mission and bylaws](#) to participate in the immediate governance of the institution including the formulation and review of policy and procedures immediately affecting university staff including personnel matters.
- The [Constitution of the 31-member Whitewater Student Government](#) (WSG) positions it to serve as the official representative and legislative body for UW-W students. WSG is a strong voice representing students through direct contact with university administrators, serving as voting members on most campus committees, and 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, in accordance with the [Constitution of the Graduate Faculty](#).

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

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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

The Strategic Planning and Budget Committee (SPBC) plays an essential role in aligning institutional resources with its mission and strategic priorities. SPBC sets priorities by developing and vetting institutional goals in support of the Strategic Plan and Select Mission and sharing recommendations with the chancellor. 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 campus Strategic Goals through the [annual reporting process](#).

Like many state universities, UW-W has become [increasingly dependent on tuition and fee revenue](#) to fund its operation. However, unlike several other campuses, UW-W has benefitted during the past decade from [increasing enrollments](#), particularly in [nonresidents](#). This continuous enrollment growth has led the institution's total budget to increase during the past decade to just over \$219 million in 2014-15. In alignment with our mission, the largest [budget increases](#) have come in the areas of instruction and student support, while administrative services spending has remained relatively flat. When comparing [campus expenditures](#) between 2010-11 and 2013-14, expenditures on instruction increased 14% while institutional support expenses decreased by 4%.

UW-W also receives financial resources from the UW-W Foundation. The Foundation recently completed a [\\$40 million Campaign for Students](#), exceeding its goal by over \$8 million. Donors were particularly committed to helping students, directing over 70% of the endowed funds from the campaign to student scholarships. Since 2007, the [Foundation has increased scholarships and awards](#) to students by nearly \$400,000 annually, to a record \$935,000 in fiscal year 2014.

UW-W remains fully committed to fulfilling its mission and accomplishing its strategic priorities, but recognizes challenges will emerge. As indicated, there has been a significant shift in where and how the institution acquires fiscal resources, but no attending shift in how the State of Wisconsin allows UW System schools to accomplish their educational mission. For instance, as UW-W grows, it needs to [address a shortage of residence hall space](#), as well as the need to [maintain and upgrade existing](#)

[facilities](#), but is inhibited by state protocols and legislative approvals.

Since the 2011-13 biennium, the UW System has worked toward greater operational autonomy from the State of Wisconsin, seeking [flexibility](#) in budgeting, tuition/pricing, human resources, capital planning, financial management, and purchasing. In 2015, UW System advocated for conversion to [State Authority](#) status, to gain greater authority in overcoming challenges in state support and economic issues. The State legislature denied both the flexibility and state authority initiatives.

5.C.2

SPBC functions as the nexus for reviewing information about institutional performance, engaging in institution-wide planning, and providing recommendations about budgeting priorities to the chancellor, leader of the committee.

Essential input for SPBC comes from annual reports from the [Essential Learning & Assessment Review Committee](#) (ELARC). The [ELARC reports](#) comprehensively and systematically synthesize assessment data from all academic and co-curricular areas relevant to student performance against [UW-W's Essential Learning Outcomes](#), and include recommendations about campus-wide initiatives to improve student learning, teaching, and assessment procedures.

Sub-committees within SPBC, assembled around strategic goals, gather performance data from across campus to evaluate progress in achieving critical non-instructional strategic priorities. Sources for data include: Office of Institutional Research and Planning, undergraduate and graduate Audit and Review Committees, Budget Office, Office of Human Resources, Admissions Office, Registrar's Office, Academic Advising and Career Exploration Center, Office of First Year Experience, Chancellor's Committee on Inclusive Excellence, Office of Research and Sponsored Programs, and Whitewater University Technology Park. Over the past five years, SPBC sub-committees have gathered and reviewed critical UW-W performance data related to:

- efficacy of [academic advising](#);
- effectiveness of programming to [improve graduation and retention of under-represented minority students](#);
- effect of [high impact educational practices on student persistence and graduation](#);
- quality of [support for scholarly/creative activity](#);
- equity of [compensation and workload for faculty, staff, and students](#);
- development of [external campus partnerships](#);
- nature of [campus climate](#); and
- campus [capacity to promote entrepreneurship](#).

This process of systematically assessing student learning and evaluating institutional performance in non-instructional areas is essential to the institution's continuous improvement efforts, critical to developing new strategic planning goals, and indispensable to making sound budgeting decisions at a campus level.

5.C.3

The 38-member [SPBC](#), which includes representation from all areas of campus and the local community, serves an essential planning role for the campus. Each of the institution's four governance groups, academic colleges, units with co-curricular and non-instructional responsibilities, and the City of Whitewater all have representation on SPBC.

The four governance groups ([Faculty Senate](#), [Academic Staff Assembly](#), [University Staff Council](#), and [Whitewater Student Government](#)) meet on a regular basis to discuss campus issues. As essential players in campus planning and budgeting, the chancellor and provost structure opportunities for feedback from the campus and community, regularly attending Faculty Senate and other governance meetings. The chancellor holds [monthly listening sessions](#) and the provost schedules weekly public office hours.

Campus leaders also meet monthly with representatives from the Whitewater School District and City of Whitewater, and participate in community civic organizations. The four academic colleges, approximately half of the academic departments and graduate programs, and the [UW-Whitewater Foundation](#) have external advisory boards that meet annually or semi-annually. While the issues addressed by these boards vary, all share a commitment to keeping external constituents closely aligned with the institution and gathering critical off-campus viewpoints. UW-W's commitment to external perspectives was most recently evidenced by its earning Carnegie designation as an [Engaged Campus](#), and its development of a campus-wide [Outreach Council](#).

The office of Marketing and Media Relations (MMR) emails a [weekly web-based newsletter](#) which keeps the campus community informed of activities and items of importance. This allows news distribution and communication of plans to the wider campus community who might not otherwise receive the information.

5.C.4

Like most public higher education institutions, UW-W has faced fluctuations in the availability of funding and is working hard to address a rapidly changing environment. While UW System institutions have faced a series of reductions in state allocations over the past decade (five of the past six biennial budgets), some of those reductions have been off-set by Board of Regents-authorized tuition increases. [Figure 1.1](#) chronicles UW-W's progressive shift towards a dependence on tuition and fees.

UW System institutions are currently planning for the 2015-17 biennium, accommodating a [\\$250 million reduction in state support](#) and an accompanying freeze on undergraduate tuition. UW-W's portion of that reduction will be about \$6.4 million annually. This reduction presents a significant challenge and will [impact operation](#) in multiple ways. The [institution's plan to manage the permanent reduction](#) reflects an ongoing trend of moving more instructional positions to tuition-revenue based sources.

UW-W's increased reliance on tuition and fees to fund operations has led, beneficially, to a budgeting process far more attuned to contextual revenue and expenditure variables and away from a long-standing interest in expense budgets. At the beginning of each fiscal year, enrollment, expenditures, and revenues are reviewed to determine if any new budget can be allocated from enrollment or tuition growth.

[Enrollment comparison reports](#), [productivity reports](#), and year-end tuition revenue balances in funds that [carry over](#) from year to year are examined and discussed with campus leaders. The potential for added or reduced state support is studied. When new revenues are identified, academic unit requests and [staffing plans](#) are reviewed and funding allotted where appropriate. This responsive budget planning process has better prepared the institution to deal with budget exigencies like the current one.

The UW System does not have a budget planning tool that allows predictive planning and includes

variables such as tuition increases, pay plans, and enrollment changes. UW-W has developed an [Excel tool](#) that examines 5-year projections and allows changes to variables to create different scenarios. This is extremely helpful in examining different fiscal eventualities.

5.C.5

Although SPBC functions as the primary planning, reviewing, and budgeting mechanism for the institution, planning that influences campus strategic direction and performance occurs at all levels and involves many functional areas.

UW-W's increased reliance on tuition and fee revenue requires that it be increasingly mindful of recruiting, admission, and retention efforts. UW-W's [2011](#) and [2015](#) Strategic Enrollment Management (SEM) Plans provide detailed academic profiles of new first-year, transfer, and non-traditional student populations, maps of evolving high recruitment areas, changing financial profiles (including needs) of incoming students, lists of top competitors, trend data relative to top recruiting high schools and college decision-making, and summaries of international recruitment efforts. In many areas of Wisconsin, high school graduation rates are expected to remain flat for the next few years, although this is not the case in the five-county area from which UW-W draws most heavily. These SEM Plans also include specific recruitment goals by student category, messaging strategies, recruiting plans, and success measures.

UW-W's embrace of technology is evident in every facet of its operation, including teaching and learning, student success and support, organizational effectiveness, technology support and service, and professional development. The Instructional, Communication and Information Technology ([iCIT](#)) [2014-18 Strategic Plan](#) provides a comprehensive set of principles that guide selection of priorities in information technology planning, funding, and campus-wide deployment. UW-W offers graduate and undergraduate [online degree programs](#), including its long-standing and highly-successful [Online MBA program](#), as well as licensure and certification programs. The [Learning Technology Center](#) (LTC) provides consultation and production assistance to hundreds of faculty and instructional staff to incorporate appropriate technology to enhance student learning. The LTC also manages the campus's web-based learning management system ([Desire2Learn](#)) for all traditional, blended, and hybrid courses.

Further, the campus partnered with 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 businesses started by UW-W faculty and students and it connects campus with the community through a variety of technology start-ups.

Finally, the [Center for Global Education](#) (CGE) plays a critical role in preparing all UW-W students, U.S. and international, to live in a globalized world characterized by rapid change, increasingly complex connectivity, and a wide range of cross-cultural differences.

CGE actively recruits and supports the admission and immigration of international students from over 40 countries, provides intercultural programming, and helps international students adjust to UW-W. With hundreds of programs in 50 countries, CGE also provides numerous global experience programs, including [exchange programs](#), [faculty-led travel study](#), [international student teaching](#), [international internship and service learning](#), [UW System Travel Abroad Programs](#), and programs available through [external study abroad providers](#). CGE and the College of Letters and Sciences recently developed an [Intensive English Institute](#) (IEI). This program provides instruction in academic English to international students who were not previously served by UW-W. It integrates the study of

language and U.S. culture to foster communicative proficiency in academic and social contexts.

The CGE director works collaboratively with faculty and staff to articulate the role, functions, and administrative procedures necessary to ensure quality international programming. The [International Education Committee](#), comprised of faculty representatives from the colleges and several administrative units, advises the university community, CGE director, chancellor and provost concerning all aspects of international education and programming.

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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 the past 15 years, UW-W 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](#), there are procedures at all levels of the university for systematically collecting and reporting performance-related data, evaluating and reviewing performance, and planning and setting goals for continuous performance improvement.

For individual employees, operational performance data is collected and reviewed annually and in multi-year intervals. Tenured ([Post Tenure Review](#)) and tenure-track ([Purple Book](#)) faculty provide evidence of their performance in teaching, research, and service. Similarly, personnel review processes for [instructional academic staff](#), [non-instructional academic](#) staff, and [University Staff](#) assess performance against the responsibilities of their positions.

As indicated in [Figure 5.1](#), all divisions, colleges, academic departments, and instructional and non-instructional administrative units on campus engage in [annual reporting processes](#). Reporting requirements differ among the divisions, colleges, and departments, but all annual reports require delineation of contributions to university operation and 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 that requires a [comprehensive self-study](#) and a review by a faculty committee every five years. The participating program must report assessment work and results, trend data, accomplishments, strengths and challenges. Similarly, the [Office Planning and Review](#) process requires a self-study from non-instructional offices at five-year intervals, including data about unit performance and satisfaction of the unit's constituents.

At an institutional level, data are 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) collects and synthesizes assessment data from instructional departments and non-instructional units to gauge student accomplishment of campus baccalaureate (i.e. [LEAP](#)) [learning outcomes](#). The Inclusive Excellence Committee gathers and reviews institutional data regarding [progress on inclusive excellence goals](#). Subcommittees of the [SPBC](#) gather and report data on the university's strategic planning biennial goals. Concurrently, data are systematically gathered for reporting requirements of

the University of Wisconsin System (e.g., [Accountability Report](#)), and a variety of external entities (e.g., Annual Institutional Data Update Report, Integrated Postsecondary Education Data System).

These expanding reporting processes have made data needs comprehensive, continuous and dynamic. A significant advancement in 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 campus; added support for data interpretation to their array of services; and become active in pushing data out to the campus. All these actions and services support performance evaluation and decision-making.

5.D.2

Institutional processes for collecting, evaluating, and reporting on data provide a solid foundation for continuous improvement of institutional performance. The next phase of learning from data involves reviewing evidence of operational performance as a precursor to planning and goal setting. All these processes—from data collection and evaluation to planning and goal setting—occur at all institutional levels.

For example, academic departments 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 senior exit data before they 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 extensive use of advisory boards by each of the four academic colleges and half of the academic departments and graduate programs. Ad hoc committees, too, review and digest performance data prior to planning for institutional improvement ([Student Retention and Graduation Committee](#)). The SPBC is the institution's highest level performance review and planning group, considering all facets of institutional effectiveness before setting new goals for a new SPBC cycle.

The review and planning processes described above operate on annual, biennial or five-year cycles. 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 ([Academic Plan \(2015\)](#); [Enrollment Management Plan \(2015\)](#); [Outreach and Engagement Plan \(2014\)](#)), and changing campus imperatives ([Inclusive Excellence Plan \(2011\)](#); [Technology Plan \(2015\)](#); [Center for Global Education Enrollment Plan \(2013\)](#)).

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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 a \$250 million reduction in state support and an accompanying freeze on undergraduate tuition. UW-W's portion of that reduction will be \$5.4 to \$6.3 million annually.

We provide a wide variety of infrastructures and campus programs to support student learning and engagement, and student engagement is enhanced when we can provide enough on-campus housing to meet student demand. We are currently significantly short on housing, and our ability to build new residence halls 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.

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

Sources

There are no sources.