

University of Wisconsin-Whitewater - WI

HLC ID 1719

OPEN PATHWAY: Reaffirmation Review

Visit Date: 10/5/2015

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Context and Nature of Review

Visit Date

10/5/2015

Mid-Cycle Reviews include:

- The Year 4 Review in the Open and Standard Pathways
- The Biennial Review for Applying institutions

Reaffirmation Reviews include:

- The Year 10 Review in the Open and Standard Pathways
- The Review for Initial Candidacy for Applying institutions
- The Review for Initial Accreditation for Applying institutions
- The Year 4 Review for Standard Pathway institutions that are in their first accreditation cycle after attaining initial accreditation

Scope of Review

- Reaffirmation Review
- Federal Compliance
- On-site Visit
- Multi-Campus Visit (if applicable)

There are no forms assigned.

Institutional Context

University of Wisconsin-Whitewater (UW-Whitewater) is one of 13 universities in the University of Wisconsin (UW) system. It is located in southeastern Wisconsin and primarily serves the residents of Wisconsin; most students come from within a 90 mile radius of Whitewater, Wisconsin. UW-Whitewater was founded in 1868 as a college to train teachers, later becoming a State Teachers' College and eventually merging with the University of Wisconsin system in 1972. Recently, UW-Whitewater has experienced record enrollment growth, enrolling 10,499 undergraduates and 1,100 graduate and professional students that originated from 38 states and 32 countries. The UW-Whitewater campus is nationally recognized for its services for students with disabilities. In 2014, over 900 students accessed services. A quick scan of the UW-Whitewater campus clearly indicates an attention to design detail with students with disabilities in mind.

UW-Whitewater offers 50 undergraduate majors, 13 master's degrees, one educational specialist degree and one professional doctorate degree. The campus began offering its Masters of Business Administration degree through distance delivery in 2002 and received permission in 2005 to add distance delivered degrees whenever needed. Since that time, the BBA, Liberal Studies and Political Science have been added to the distance delivered list of degrees. A new program in Occupational Safety is currently being marketed.

UW-Whitewater is situated on 410 acres in the town of Whitewater in rural Wisconsin. UW-Whitewater plays a significant role in the Whitewater area. Greenhill Center of the Arts attracts many community members and

organizations from across the region to its cultural events. Over 8,000 young people are served through summer programs at UW-Whitewater. The campus hosts seven business outreach centers that focus on job creation and economic development in the area.

The UW system has experienced several years of budget reductions that have necessitated a shift in the UW-Whitewater resource base from that of state-funded to tuition (and fee)-funded. Healthy enrollment has allowed the UW-Whitewater campus to weather this time of fiscal austerity and prepare to be more fiscally independent in planning for the future.

Interactions with Constituencies

Academic Staff Assembly, Member

Assistant Dean, College of Business and Economics

Assistant Dean, College of Letters and Sciences

Assistant to the Chancellor for Affirmative Action and Diversity

Assistant Vice Chancellor, Enrollment and Retention Services

Assistant Vice Chancellor, Multicultural Affairs and Student Support Services

Associate Vice Chancellor for Academic Affairs

Associate Vice Chancellor for Instructional, Communication and Information Technology

Audit and Review Committee, Member

Chair, Academic Staff Assembly

Chair, College Arts and Communication Assessment Committee

Chair, College Arts and Communication Personnel Committee

Chair, College Business and Economics Assessment Committee

Chair, College Business and Economics Curriculum Committee

Chair, College Business and Economics Personnel Committee

Chair, College of Education and Professional Studies Assessment Committee

Chair, College of Education and Professional Studies Personnel Committee

Chair, College of Letters and Sciences Assessment Committee

Chair, College of Letters and Sciences Curriculum Committee

Chair, College of Letters and Sciences Personnel Committee

Chair, Diversity Committee

Chair, Faculty Senate

Chair, Undergraduate Curriculum Committee

Chair, University Staff Council

Chair, UW System Tenure Review Task Force

Chancellor

Co-Chairs of HLC Preparation

Dean, College of Arts and Communication

Dean, College of Business and Economics

Dean, College of Education and Professional Studies

Dean, College of Letters and Sciences

Director of General Education

Director of LEARN Center

Director of Undergraduate Research

Director of University Honors Program

Director, Academic Assessment

Director, Administrative Information Services

Director, Admissions

Director, Advising

Director, Budget

Director, Career and Leadership Development

Director, Center for Global Education

Director, Center for Students with Disabilities

Director, Facilities, Planning and Management

Director, Financial Aid

Director, First year Experience

Director, Institutional Research and Planning

Director, Intercollegiate Athletics

Director, Latino Student Programs

Director, Marketing and Media Relations

Director, McNair Program

Director, Office of Human Services and Diversity

Director, Physical Plant

Director, Residence Life

Director, Risk Management

Executive Assistant to the Chancellor

Faculty

Faculty (12) – Undergraduate Curriculum Committee

Faculty Administrative Fellow, Department of Languages and Literature

Faculty Administrative Fellow, Department of Theatre/Dance

Faculty Senate Personnel Rules Committee (5)

Financial Services Controller

Graduate Council

Instructional Design Specialist, Learning Technology Center

Interim Dean, School of Graduate Studies and Continuing Education

Interim Director of Research and Sponsored Programs

Interim Director, University Library

Interim Provost and Vice Chancellor for Academic Affairs

Interim Senior Vice President for Academic and Student Affairs of the UW System

Legislative Liaison

Operations Manager, Instructional Technology Services

Police Lieutenant, Police Services

President, UWW Student Government

Program Coordinator, ECE4U Program

Registrar

Shared Governance and Tenure Ad Hoc Committee

Staff, Andersen Library

Staff, Institutional Research and Planning

Strategic Planning and Budget Committee

Student Services Coordinator, College of Business and Economics

Students

Technology Support, College of Business and Economics

Technology Training, Instructional Technology Services

Training and Support Specialist, Instructional Technology Services

UW Board of Regent Member, Student Representative

UW Board of Regents, Members (2)

Vice Chancellor for University Advancement

Vice Chancellor, Administrative Affairs

Vice Chancellor, Student Affairs

Vice President, UWW Student Government

Additional Documents

Posted in Addendum

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.)

Rating

Met

Evidence

- In 2000 the mission of UW-Whitewater was updated to include a set of core values that were reviewed through the governance system and ultimately produced a revision in the institutional mission in 2005 when formally approved by the UW Board of Regents. These core values were integrated into the UW-Whitewater curriculum and campus life. This institutional mission and core values is evident in the university website, catalog, publications and communications with students and faculty.
- In 2005 these new core values were used to guide its most recent strategic planning initiative. This strategic plan was approved by governance groups in 2006. Since 2006 this strategic plan has led the development of biennial institutional goals and a review of institutional progress on meeting these goals. Institutional documents (SPBC Goals Reports) indicate that this process has helped the institution cope with the significant budget cuts that have occurred within the state of Wisconsin over the last 7 years. With the start of new leadership in July of 2015 the institution will initiate a new strategic planning process.
- The UW-Whitewater planning framework includes the vision, mission, strategic priorities, goals, action plans, and strategic alignment implementation strategies. The organization of the core priorities indicate how they align with the mission and how they are funded. These components of a planning framework allow the institution to determine on a biennial calendar how well they are meeting their mission.
- The UW-Whitewater mission and vision is concise and clearly articulates the institution's purpose and serves as an able compass for institutional planning. Strategic planning and board

minutes provide evidence that the mission is clearly understood and implemented. Budgetary planning documents show close alignment with the strategic plan.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.

Rating

Met

Evidence

- The institutional website, catalog and student handbook detail academic programs that are consistent with the stated mission and vision of University of Wisconsin-Whitewater. Interviews with administrators, staff, faculty, Board members and students provided evidence that the mission is widely understood, embraced and integrated into the academic programs.
- UW-Whitewater's mission and vision statements are fully available to the Board, staff, faculty, current and prospective students, alumni, donors, and members of the public on the website, in promotional pieces, and in all publications. Branding of the university is consistent across publications.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.

Rating

Met

Evidence

- UW-Whitewater's institutional mission and values reflects its commitment to diversity and inclusivity. These values are integrated into the curriculum as evidenced by courses and programmatic offerings designed to educate students, staff and faculty on the importance of inclusivity and multicultural values. The Chancellors' Committee on Inclusive Excellence provides administrative oversight of these initiatives. Programs such as King/Chavez Scholars, McNair Scholars Program, Multicultural Business Programs, Minority Teachers Preparation Program, Diversity Advocate Program and Latino Student Programs are evidence of this enrichment. The Office of Multicultural Affairs and Student Success designs and delivers these programs. Conversations with representatives of these offices and programs clearly demonstrate their individual and institutional commitment to diversity and UW-Whitewater's commitment to this aspect of their institutional mission.
- Noteworthy are UW-Whitewater's initiatives designed to recruit and retain a talented and diverse faculty in response to observations made during the previous site visit. In 2014-2015 the institution implemented the Inclusive Excellence Fellowship Program that recruits faculty of color to the campus for a 9 month fellowship that involves teaching and research. Each fellow is mentored and serves on the Chancellor's Committee on Inclusive Excellence.
- Students with disabilities are clearly a priority for the UW-Whitewater campus. The university has gone to great efforts to create a campus that is accessible and supportive for these students. Support Services that are used by over 900 students and a campus with a universal design is evidence of this commitment.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.

Rating

Met

Evidence

- The history of UW-Whitewater is grounded in community service and engagement. This is evident in its current mission and strategic goals. In 2015, UW-Whitewater received the Carnegie Foundation's Community Engagement Classification, which recognizes the high level of community outreach across the university.
- While the campus of University of Wisconsin-Whitewater is in a rural area, their campus still serves the local area with speakers and events as part of the programming of the Greenhill Center of the Arts. Over 8,000 young adults participate in summer programs. These participants come from a 80 mile radius to the campus.
- Internships are integrated into many of the academic programs. Students are placed in community agencies in the local area. Community engagement is recognized through a number of student awards and recognition.
- UW-Whitewater has a supportive and collaborative connection with the local business community. This is evident in the joint creation of the Innovation Center that is designed to support regional economic development.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.S - Criterion 1 - Summary

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

Evidence

UW-Whitewater's mission is to offer high-quality education, contributing to the local community, and enhancing the cultural and diversity awareness and engagement within its service area. These values are evident in the goals and planning aligned with its mission statement. UW-Whitewater's academic programs, co-curricular activities, enrollment and recruitment initiatives are consistent with its mission and goals. Enhancing the diversity of the campus is clearly a top priority for the UW-Whitewater campus. They have launched several programs designed to recruit and retain talented faculty and students in underrepresented groups. The Chancellor's Committee on Inclusive Excellence focuses on the promotion of campus programming in this area.

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.

Rating

Met

Evidence

- The University of Wisconsin – Whitewater maintains a deep commitment to integrity and ethical conduct as evidenced by a number of documents including those related to a long history of shared governance, inclusive decision making, equal opportunities, and personnel rules for UW-W faculty and staff. Meetings with deans, other academic leaders, faculty and staff confirm the commitment.
- Board of Regents policies further support a high standard of integrity as outlined in Board of Regents Measures to Eliminate Racism, Consensual Relationships, Gender Discrimination, Harassment & Retaliation and a variety of statutes listed in Chapter 19 of the Wisconsin Statutes.
- In meetings with Chancellor's Executive Team, Budget Director, Financial Services Controller, the Vice Chancellor for Administrative Affairs and the Vice Chancellor for Academic Affairs along with a number of budget management staff along with a review of various reports clearly indicate that the integrity of financial operations are paramount to the university. It is very important to note that in meetings with budget operational staff the commitment to budget integrity was not only high it was clearly linked to the mission of the institution. Budgeting at UW-Whitewater is seen by those that work most closely with the budget as a responsibility to manage the budget in such a way that it supports the mission of the institution and the needs of faculty and students.
- A review of UW-Whitewater budgeting and financial process indicates a strong commitment to appropriately managing the resources of the institution even through years of sustained budget reductions. This is also supported in a review of the Institutional Update – Financial Indicators. This commitment is further articulated in the Statement of Net Position and submissions to the UW-Whitewater. This is further supported in meeting with those that have financial responsibilities within the university and the care and passion that exists for being stewards of public resources.

- The high integrity of the financial operation of the university is further supported through several UW-System Policies and from the minutes provided through the Strategic Planning and Budget Committee.
- A review of UW-Whitewater budgeting and financial process indicates a strong commitment to appropriately managing the resources of the institution. This commitment is further articulated in annual financial reports of the institution. This is further supported in meeting with those that have financial responsibilities within the university and the care and passion that exists for being stewards of public resources.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.

Rating

Met

Evidence

- UW-Whitewater appears to be open and transparent at all levels in its operations with faculty, staff, students and the broader community. The Accountability Reports provided to UW-System and made publicly available by the web provide clear evidence of this commitment to transparency. A variety of documents ranging from the Financial Aid Cost of Attendance, First Year Experience, Learning Communities, and the UW-System Fact Book reflect a culture of openness and transparency.
- A review of the financial documentation along with discussions with both the academic and financial leadership of the institution reveals a deep commitment to appropriately managing the financial resources and to controlling costs to students. The audit reports clearly indicate that there is an appropriate use of funds and that these funds are managed in a way that supports the institution. Discussions with the budget director along with a review of the financial systems appear to reflect a commitment to an open and transparent financial process.
- Multiple documents provide information about UW-Whitewater including various admission documents, the student handbook, a detailed cost information document, Plan-It-Purple for Parents and the First-Year Experience all contribute to an open and transparent approach for students.
- The Office of Marketing and Media Relations provides a wide range of information to university and community stakeholders including through a full spectrum of social media. Of particular note is the UW-Whitewater Emergency Information system.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.

Rating

Met

Evidence

- The University of Wisconsin – Whitewater (UW-Whitewater) is part of the University of Wisconsin (UW) – System that is governed by the UW-System Board of Regents. The Board of Regents operates under Regent Bylaws by Chapter 36 of the Wisconsin Statutes. Within the parameters established by Wisconsin Statutes, the Board of Regents does have reasonable autonomy to make decisions in the best interest of the institution. However, after discussions with UW-Whitewater administrators, UW administration and members of the Board of Regents a question remains as to how much autonomy exists both at the Board of Regents and directly at UW-Whitewater. While this issue is clearly related to the political situation in the state of Wisconsin, constituencies expressed concern about the impact this may have on the institution's ability to creatively address future budget cuts in state funding and financial downturns in the state.
- As evidenced by discussions with representative Board of Regents members and through an examination of existing policies, the Board meets regularly to insure that all member institutions, including UW-Whitewater, are in compliance with appropriate policies and procedures.
- In discussions with the Interim Senior Vice President for Academic and Student Affairs of the UW-System there are well-articulated procedures for the UW-System office in preparing budget and curriculum to the Board of Regents for consideration.
- In a meeting with representatives from the Board of , the question of governing board autonomy was posed. Responses indicate that the Board of Regents is concerned with ensuring the autonomy of the institution and the autonomy of the Chancellor.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.D - Core Component 2.D

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

Rating

Met

Evidence

- UW-Whitewater's commitment to freedom of expression and the pursuit of truth in teaching and learning is publicly proclaimed in Mission and Values of the institution. The values clearly state a "commitment to the pursuit of knowledge and understanding" and "personal and professional integrity." The Intellectual Freedom Statement further supports this commitment.
- The Guide for Citizenship in the UW-Whitewater Community Page outlines a commitment to respect for all individuals and their differences.
- Representatives of the Board of Regents clearly stated their deep commitment to academic freedom and the need to have structures that support this commitment.
- Discussions with a wide range of groups including academic leadership affirm a commitment for academic freedom and expression.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.

Rating

Met

Evidence

- UW-Whitewater provides several support services for faculty, students and staff as it relates to the responsible acquisition of knowledge. As stated "The Office of Research and Sponsored Programs is responsible for managing the campus' Responsible Conduct of Research (RCR) training program. RCR topics include research misconduct, data management, conflict of interest, collaborative science, responsible authorship, research mentoring, peer review, lab animals, and human subjects. Faculty, staff, and students can also access information and best practices related to biosafety and ethics."
- The Compliance site of the University IRB website provides an overview of requirements when using human subjects as well as the required forms. Meetings with academic leadership confirm the integrity of the IRB process.
- College missions each have statements regarding the responsible research and inquiry imbedded in mission and value statements.
- Information about animal based research including applicable law and government regulations are included in the Institutional Animal Care and Use document.
- The Academic Misconduct Procedures clearly follows the UW-System Administrative Code as it relates to disciplinary matters including UW-System Chapter 14 Student Academic Disciplinary Procedures. This serves to support the responsible acquisition of knowledge.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.S - Criterion 2 - Summary

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

Evidence

UW-Whitewater has clearly woven into the cultural fabric of the institution a commitment to ethical and responsible behavior. This commitment is demonstrated in a number of ways through shared governance, the inclusive nature of the Strategic Planning and Budget Committee and Board of Regent policies. At the institutional level, policies outlining conflict of interest and codes of student conduct serve to strengthen UW-Whitewater's expectations of behavioral standards.

It is important to note that there is concern regarding the limitations of autonomy and the impact this has on the faculty and administration at UW-Whitewater. The limitations on autonomy are seen by some as an obstacle to innovation and to meeting the educational mission of the university. This concern ranges from differing perspectives on transparency of budget reduction process to the potential loss or change of the traditional role of the faculty in the curricular process. While there is currently sufficient autonomy to act in the best interest of UW-Whitewater, this could change depending on potential changes to the role of faculty.

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).

Rating

Met

Evidence

- UW-Whitewater provides a range of undergraduate and graduate programs aligned with the university's mission. Colleges and departments are actively exploring ways to design programs that capitalize on faculty expertise and resources. One example of this innovative approach is the collaborative MBA program that enables students to take courses at UW-Whitewater, UW-Madison and/or online.
- UW-Whitewater has an established process for approval of new programs and the five-year review of current programs. All levels of faculty governance are involved in the review and approval process. In addition, proposals for new programs and majors are reviewed by the UW System Administration, other UW campuses are consulted and the UW System Board of Regents evaluates and approves the new programs and majors. Relevancy and currency of programs are addressed through the five-year review cycle and feedback from advisory boards comprised of alumni, employers, business leaders, community leaders, and discipline experts. Audit and review findings from the five-year reviews are provided to campus groups and the UW System Administration. Programs may be targeted for revision or possible elimination based on the findings. In addition, courses that have not been offered in a four-year period are reviewed by the curriculum committees and may be deactivated. The curriculum review committees use an online system to streamline the review process and provide all constituents with feedback throughout the process. Ten academic programs and two of the four academic colleges hold specialized accreditation. Review of supporting evidence and interviews with the faculty and administrative members of the curriculum committees confirmed the level of faculty involvement and ownership of this process.

- Baccalaureate learning outcomes, which are the AAC&U Essential Learning Outcomes, are clearly defined and assessed. Interviews with members of the various assessment committees confirmed that these outcomes are articulated and assessed in a systematic and regular basis. These learning outcomes are aligned with the Shared Learning Goals adopted for the UW System. Students are made aware of these learning outcomes through orientations, focus groups, website, courses.
- In response to feedback received from the 2005-06 visiting team, UW-Whitewater has established clear differentiation between undergraduate and graduate coursework and expectations. An internal review of graduate education conducted during the 2013-2014 academic year resulted in more clearly defined criteria for graduate level work and graduate learning outcomes. The role of the Graduate Council in reviewing programs and ensuring that learning outcomes are assessed needs to be more clearly defined.
- Processes are in place for program and course approval, instructor approval, and quality review for all delivery modalities. Dual-enrollment courses are monitored by the respective academic program. Dual –credit courses are offered in partnership with regional high schools. Review of samples of course syllabus shows the learning objectives for the same course delivered through either online or on-site are equivalent.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.

Rating

Met

Evidence

- UW-Whitewater requires a core general education curriculum of 44-45 credit hours. These general education courses are broad-based and aligned with the university's Philosophy of General Education and the university's mission. The university community, faculty, staff, and students, were involved in the adoption of the LEAP ELOs as the campus baccalaureate outcomes. Communication, quantitative reasoning, human and cultural diversity are part of the general education curriculum. Students are provided with a common intellectual experience through the *World of Ideas* upper level core capstone course.
- Students are engaged in writing, communication, and critical thinking at both the undergraduate and graduate levels. Inquiry and research methods that are relevant to the respective discipline are addressed in the programs. Capstone courses enable students to pull together the knowledge, skills and dispositions of their respective programs.
- Human and cultural diversity are addressed in curricular and co-curricular activities. In the general education curriculum, all students must take at least two courses that address cultural differences and U.S. racial/ethnic diversity. At least 20 majors and minors have integrated additional cultural diversity coursework and experiences into the programs. Co-curricular activities are available for students through the Office of Multicultural Affairs and Student Success (MASS) and the Career and Leadership Development Office (CLD). Study abroad opportunities are available for students as part of their regular curriculum. Interviews with the

faculty, staff and students provided additional detail on the level of student involvement and faculty integration of these activities.

- New spaces have been designated for multicultural gatherings such as the Warhawk Connection Center and the P.B. Poorman PRIDE Center. Diversity programming is in place in residential housing and the campus hosts a multi-day Campus Diversity Forum and a lecture series. A special forum, *Conversation on Race*, was held this past academic year to commemorate the passage of the Civil Rights Act.
- Recruitment and retention of diverse students are a main focus of UW-Whitewater. One of the potential areas for growth, as mentioned by several graduate program coordinators, is recruiting more diverse pool of graduate students. Programs that provide networking, academic support and personal support during the summer and the academic year are in place. There has been a 52% increase in students of color and international students over the past 10 years. UW-Whitewater recognizes the need to continue and expand the efforts to increase diversity of the student body.
- UW-Whitewater is strongly committed to supporting student and faculty research and scholarly activities. Participation in Undergraduate Research Program has increased by 205 students over a 10-year period. Graduate Research Grants support 12-15 master level projects and graduate students who complete a thesis compete for the Outstanding Thesis Award.
- Faculty are required to maintain a research agenda as evidenced by the tenure and promotion expectations. Interviews with faculty and staff confirmed that support is provided for research, scholarly activities, and professional development.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.

Rating

Met

Evidence

- There is a sufficient number of faculty to support the programs offered at UW-Whitewater. In 2014, the faculty-student ratio is 21:1; however due to budget cuts, in some colleges there has been a reduction in the numbers of course sections offered and an increase the class sizes. Through interviews with faculty governance leaders, it was evident that there is a perception that due to the cuts in state support it will be difficult to continue to recruit and retain high quality faculty.
- Faculty currently have ownership of the curriculum and assessment processes; however, declining state support and uncertainty at the state and system levels have resulted in faculty perceptions of the potential loss of oversight of the curriculum process. Interviews confirmed that faculty are actively involved in the respective university committees involved in program approval, program review, and assessment overview. Faculty plan and implement an annual Assessment Day that brings the university community together to provide workshops and presentations showcasing assessment initiatives.
- There are clear guidelines for faculty qualifications for both undergraduate and graduate programs. Partners in Education (PIE) faculty for dual enrollment/dual credit courses are approved by the sponsoring academic program. Interviews confirmed that this process includes on-going professional development for PIE instructors. Any international instructors that are part of an exchange or consortium agreement are vetted and approved by the Center for Global

Education and the faculty of the respective college.

- There is a process for reviewing all tenure and tenure-track faculty. Probationary faculty have peer-review and student course evaluations annually. In addition, probationary faculty and academic staff have a face-to-face review each academic year and tenured faculty have a face-to-face review every four years. Faculty review teams, the dean, provost and chancellor provide feedback on progress in meeting tenure and promotion standards. Additional requirements are in place for faculty teaching online courses. Interviews with the faculty provided insight on the effectiveness of this process.
- Guidelines and procedures for the faculty review process are available to faculty in the UW-Whitewater Portfolio (“Purple Book”), which is available on the website. Standards are available at the university, college, and department levels. Academic staff are also assessed through a parallel process. Support for new faculty and probationary faculty is available through the “First Year Program”. Additional support is provided for all faculty through the Learning Enhancement, Assessment, and Research Network (LEARN) Center. This center offers a peer coaching program, book groups, workshops, and a WI Teaching Fellows and Scholars program. Interviews with the faculty confirmed that faculty are knowledgeable of the teaching, research and service expectations.
- Faculty are accessible to students through office hours, e-mail, phone and supplemental instruction, either face to face or through Desire-2 Learn (course support system).
- Job descriptions for every position on campus are reviewed and updated by the Office of Human Resources and Diversity and the University Titling Committee to ensure that the descriptions and qualifications are aligned with the appropriate classification. The Office of Human Resources and Diversity also ensures that appropriate policies and procedures are followed during the hiring process. Student Services provides professional development for academic staff and the Office of Human Resources and Diversity offers a range of professional development opportunities for faculty and staff.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.

Rating

Met

Evidence

- UW-Whitewater provides a variety of programs and services for a diverse student population including students of color, students with disabilities, veterans, first-generation students, at-risk students, first-year students, and adult learners. UW-Whitewater has a long history and is strongly committed to recruiting and serving students with disabilities. Programming for students with disabilities includes academic support, social events, and athletics. All university facilities are accessible. Interviews with student leaders with disabilities indicated that many of the students with disabilities are concerned that services may be diminished with the state budget reductions. The First Year Experience program is focused on connecting new students with the UW-Whitewater community. These support programs are offered through academic affairs, student affairs and career services on campus. Students who may experience a crisis on campus receive assistance through the Dean of Students Office. University Housing is also actively involved in referring and assisting students in accessing appropriate services. Interviews with faculty, staff, and students verified the broad scope of services and institutional commitment to providing support services to ensure student success.
- Students are able to access academic support services through the Writing Center, Math Center, and Satellite Centers. In some areas such as Language and Literature and Mathematics, special academic support programs have been designed for veterans. The Assessment and Testing Services implements testing procedures and programs for students. Data are provided to the academic programs to inform admission, placement, and advising decisions.
- Advising for first-year and undeclared students is done through the Academic Advising and Exploration Center (AA&EC). This center provides academic advising and major exploration. The advising services provided are evaluated each semester by the students served by the

center. Feedback from the students resulted in the strengthening of advising for transfer students. Upper division students are advised within their respective colleges. In all of the colleges, faculty are involved in advising and three of the colleges provide an Advising Office to support faculty and students with policies and procedures for that particular major. Data from the student surveys and NSSE resulted in attempts to strengthen advising when students transition into their major. The HLC Student Survey indicated that several student respondents were not satisfied with their advising experiences. The review of supporting documents and interviews with directors, faculty and advisors provided information on how the institution is working to strengthen this area.

- Investment in infrastructure has resulted in improved classroom technology and computer labs. The Learning Technology Center (LTC) provides professional development and support for faculty and staff using instructional technology. Instructional Design teams provide support to faculty in developing and implementing online courses. Faculty are paid a stipend to participate in an online orientation to prepare to teach online. All online courses are assessed through the Quality Matters rubric and must meet the standards in order to be offered. The College of Education and Professional Studies also provides instructional technology support to its students and faculty through the Wisconsin Instructional Technology Resource Center (WITRC). Currently, the help desk services are available through ICIT from 7:30 am. - 9:00 pm M-Th, and 7:30 am - 5:00 pm F and the College of Business and Economics provides its own technology support services for its online programs. Technology support services will need to expand as more online and hybrid courses are developed.
- There are sufficient performance learning spaces and clinical practice sites on campus to support the learning and preparation of students in visual and performance arts, education, business and counseling. Scientific laboratories support learning in the sciences. Recent renovations in Upham Hall provide access to state-of-the-art equipment and laboratory space.
- The UW-Whitewater Library supports information literacy of all of the students. Library faculty and staff offer workshops, research guides, and online tutorials for students and faculty. Information literacy is assessed using a rubric available in the Academic Assessment toolkit. These data are shared with the Essential Learning and Assessment Review Committee (ELARC). A library liaison is assigned to each college. The liaison works with students and faculty. Review of supporting documents and interviews with faculty and library faculty confirm the working relationship to support student achievement.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.

Rating

Met

Evidence

- UW-Whitewater offers co-curricular activities that are aligned with the institution's mission and support the students' educational experience. Students are provided with a multitude of curricular and co-curricular activities to enhance the learning experience, such as undergraduate research, study abroad, service learning, civic engagement, and student organizations and clubs. Co-curricular activities are available for students through the Office of Multicultural Affairs and Student Success (MASS) and the Career and Leadership Development Office (CLD). The Undergraduate Research Program is robust and in 2015, UW-Whitewater received the UW System Regents Award for the outreach and involvement of underserved students in undergraduate research through the Research Apprentice Program (RAP). The RAP program involves all four colleges and provides the students involved with paid research assistantships. Review of supporting evidence and interviews with support services faculty, staff and students confirmed the high quality of programming and strong student participation.
- In 2015, UW-Whitewater received the Carnegie Foundation's Community Engagement Classification, which recognizes the high level of community outreach across the university. UW-Whitewater partners with regional schools and community agencies for field placements, service learning, and summer activities. Summer programming on campus typically serves 8,000 school-aged children coming from an 80 mile radius. It is apparent that UW-Whitewater has strong community ties and is an asset to the region.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.S - Criterion 3 - Summary

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

Evidence

UW-Whitewater provides a range of undergraduate and graduate programs aligned with the university's mission. There is a clear and systematic curriculum review process lead by the faculty to ensure that all programs offered are current and relevant. Faculty and administration are strongly committed to the assessment of student learning outcomes. Students are provided with a multitude of curricular and co-curricular activities to enhance the learning experience, such as undergraduate research, study abroad, service learning, civic engagement, and student organizations and clubs. Co-curricular activities are available for students through the Office of Multicultural Affairs and Student Success (MASS) and the Career and Leadership Development Office (CLD). Professional advisors work with freshmen and undeclared students and faculty advisors advise the students when they transition into their respective majors. Issues have been raised about the quality of the advising process, which are currently being addressed. Declining state support and uncertainty at the state and system levels have resulted in faculty perceptions of potential loss of oversight of the tenure and curriculum processes. Community engagement is a signature area for UW-Whitewater as evidenced by the 2015 Carnegie Community Engagement Classification. It is apparent that UW-Whitewater has strong community ties and is an asset to the region.

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).

Rating

Met

Evidence

- As a requirement of conducting program review by the state system, UW-Whitewater is conducting its own program review following a five-year cycle, under the general guidance of Audit and Review Process. Evidence and supporting documents clearly indicate that the program review process is comprehensive and highly detailed, which covers an array of components, from purpose and overview of a program to areas of assessment, student recruitment, enrollment, retention and graduation, and resource availability and development. At UW-Whitewater, program review process does not use external evaluators. It is laudable that the University publishes the review outcomes on its website.

- Several other review processes, including general education review, specialized accreditation in certain programs, as well as the Joint Program Review for new programs, are evidence which show UW-Whitewater maintains an ongoing and well-established practice of program review.
- The UW-Whitewater curriculum flow chart demonstrates the process for curriculum review. This process includes college, university, governance and administrative approvals. UW-Whitewater provides clearly-described guidance on assessing other types of credits, such as military credit and credit for prior learning. With regards to transferring credits, the University complies with the UW system policy, which is based on the principles developed by several organizations. Transfer-related information can be easily found in the Undergraduate Catalog. It is a strength for the UW system to maintain a state-wide and publicly-accessible Transfer Wisconsin tool to coordinate the transfer practice among state institutions.
- The UW-Whitewater assurance argument provides a number of examples describing policies, practices, and review processes for course prerequisites. Policies and practices for offering dual credit and evaluating instructors teaching dual credit courses are well documented.
- Twelve academic programs at UW-Whitewater hold and maintain current specialized accreditation. At the time of visit, UW-Whitewater's Chemistry program just finished its specialized accreditation process by the American Chemical Society and the final report is still in process.
- Working with other offices and departments, the Office of Career and Leadership Development gathers information on the success of its graduates. Multiple methods are used to gather employment and other information from UW-Whitewater graduates. With a response rate of 66.5%, the Employment and Continuing Education Survey indicated a fairly high placement rate at 93%. Another study shows that 66% of its alumni live in Wisconsin.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.

Rating

Met

Evidence

- There is strong evidence that UW-Whitewater has established a system to articulate learning goals at different academic levels. At the university-level, UW-Whitewater adopted AAC&U's four areas of Essential Learning Outcomes. Essential Learning and Assessment Review Committee (ELARC) coordinates university-wide assessment activities in both academic and non-academic areas and gathers annual reports. The Office of Institutional Research and Planning (OIRP) also plays an important role in gathering, analyzing, disseminating assessment data.
- It is laudable that the University has recently developed eight overarching learning outcomes for master's level programs. Those eight learning outcomes were vetted through a long and inclusive process to receive the buy-in among individual graduate programs and the alignment between global learning outcomes and program accreditation requirements. Under the university-level learning outcomes, each program has the flexibility of identifying program-specific learning outcomes. The Assessment Strategic Plan is succinct, but attaching a timeline for implementation may help programs follow the plan. Other areas of evidence, such as participation in the Voluntary System of Accountability Project (VSA) and the HLC Quality Initiative (QI) project, as well as several other indirect assessment activities, demonstrate UW-Whitewater's comprehensive efforts on assessment of student learning outcomes.
- The Annual Cycle of Campus Assessment, a document developed by the Essential Learning and Assessment Review Committee (ELARC) in 2010, along with its reports from multiple years, demonstrated the implementation of assessment activities at different levels and divisions of the university. For example, between 60% and 70% of the programs in 2012-13 assessed one or multiple learning outcomes in areas of critical thinking, problem solving, communication, and so on. The Critical Thinking Assessment Test (CAT), a national test for assessing critical thinking skills, does present evidence to demonstrate the significant increase of scores, from 15.8 for freshmen to 18.5 for senior students. The nicely-designed Assessment Day program

demonstrates the commitment of the campus to establishing an assessment culture and use of best practice in assessing learning.

- Evidence supports the claim that UW-Whitewater uses findings and results from its assessment activities to improve teaching and learning. For example, some of the results from campus surveys were incorporated into the strategic planning goals and department chairs used the assessment results to reshape program curriculum decisions.
- UW-Whitewater has made an effort to plan and implement processes and activities in assessing general education programs since 2006. Examples of activities include Collegiate Assessment of Academic Proficiency (CAAP), CAT, College Basic Academic Subjects Examination (C-Base), just to name a few. The document, Summary of General Education Direct and Indirect Assessments, provides evidence of the continuity of these activities and UW-Whitewater's continuous commitment to assessing learning outcomes in general education programs.
- UW-Whitewater has applied comprehensive and sound methodologies to assess student learning. There is evidence that UW-Whitewater's practice of assessment of student learning is both inside and outside the classroom, within curricular and co-curricular areas, at multiple levels (i.e., university-college-department-program), and uses of direct and indirect measures. There is a broad buy-in and understanding of using Essential Learning Outcomes (ELO) in connection with work and assessment among student support service areas. Assessment data emerges from embedded assignments within classrooms and 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. Overall, UW-Whitewater has established a well-orchestrated system and culture of assessment of student learning. Evidence supports implementation and use of assessment results to make institutional improvements.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.)

Rating

Met

Evidence

- The Growth Agenda developed by the UW system provides the overall directions for each of the UW campuses to define goals on student retention and completion. Retention and graduation goals set by UW-Whitewater are reasonable and attainable. Notably, UW-Whitewater has maintained a relatively high student retention rate (at 80.5% in 2014). Its 6-year graduation rate fluctuated right below the 60% range in recent years. Discussion with different campus groups found a consistent understanding of the importance of improving student success through student retention and completion. One of the examples brought up during an interview session was the summer bridge program for students with disabilities. The group had a 92% first-year retention rate and 51% six-year graduation rate, which is leading the nation in the category. Further, the New Student Seminar, shows on average the retention rate of those who went through the seminar is higher by 10% than those who did not.
- It is quite evident that UW-Whitewater collects and analyzes information on student retention, persistence, and completion regularly at different levels and through the use of different methods. The information is presented via different venues, such as dashboard, Common Data Set and College Portrait. Other studies, such as findings through analyzing their participation in the New Student Seminar, show additional evidence that the university is paying close attention and putting great efforts on improving student retention and completion.
- The institution's processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs conforms to the specifications and guidance issued by the UW system. Five examples demonstrated a variety of improvements and

decisions made by UW-Whitewater based on data and findings. For example, using analytical results from retention and graduation rates for underrepresented students, UW-Whitewater's Strategic Planning and Budget Committee decided to address the achievement gap as an institutional priority for 2015-17, a decision likely to increase the alignment of retention, graduation, and student success goals across the university. Other methods used by OIRP on collecting and analyzing student data reflects common practices in external reporting activities and the general standards of institutional research.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.

Evidence

UW-Whitewater maintains an ongoing and well-established practice of program review. As a requirement by the state system, UW-Whitewater is conducting its own program review following a five-year cycle with a comprehensive and highly detailed approach. UW-Whitewater provides clearly-described guidance on assessing other types of credits. Policies, practices, and review processes for course prerequisites, dual credit and evaluating instructors teaching dual credit courses are well documented. The University holds and maintains specialized accreditation among respective programs.

UW-Whitewater has established a system to articulate learning goals at different academic levels, including a recently adopted set of eight overarching learning outcomes for master's level programs. Under the university-level learning outcomes, each program has the flexibility of identifying program-specific learning outcomes. The general education program has implemented an array of assessment activities and will continue to assess more learning outcomes based on the findings from its recent General Education Self Study. The Assessment Strategic Plan is succinct and will guide the assessment of student learning into the future. The University's assessment practice addresses learning both inside and outside the classrooms, curricular and co-curricular areas, multiple levels, and direct and indirect measures. Assessment data emerges from embedded assignments within classrooms and from applied experiences such as learning communities, capstone courses, and internship, and from co- and extra-curricular settings such as work settings and residence halls. Overall, UW-Whitewater has established a well-orchestrated system and culture of assessment of student learning, and using assessment results to make improvements.

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.

Rating

Met

Evidence

- The UW-Whitewater has navigated recent financial challenges, most notably state budget rescissions, in a way that has enabled the institution to preserve a financial resource base sufficient to support its programs and services. This has been accomplished through an open, collaborative process that engaged department, college, and institutional leaders as well as on-campus governance groups in a conversation about institutional priorities. In addition to engaging campus leadership at all levels, several open forums were held for all faculty and staff and regular campus-wide e-mail communications were sent throughout the process. The goal of this budget process was not only to reduce expenditures, but also to increase revenue through growing graduate and non-resident enrollment. This focus on these two areas is due primarily to the tuition freeze on undergraduate resident tuition, but not on non-resident or graduate tuition. Based on the financial report included in the evidence file, in the most recent round of budget cuts, the institution eliminated twenty-five positions and shifted the funding source of other positions to accommodate the \$5.8 million rescission. The result of these position eliminations was a reduction in the number of sections and increasing the number of seats in specific sections. At the same time, the number of credit hours produced by tenure and tenure track faculty grew from 88,000 in 2011 to 95,000 in 2014.

- UW System guidelines, as provided in the evidence file, and institutional policies ensure that the university's budget priorities reflect the UW-W mission by focusing the majority of budget funds on instruction. Throughout the budget process, attention is paid to any changes in instructional funding with shifts away from academic programs being discouraged and alternative sources of funding identified for non-instructional needs.
- The institution has an attractive and well-maintained physical plant with a recently-completed campus master facilities plan to guide future expansion. UW-Whitewater has done a commendable job of preserving and utilizing older facilities while weaving new construction into the campus' architectural style. The university has a long history of serving the educational needs of students with disabilities, with 8.5% of current students self-identifying with a disability. Consequently, the campus is designed to accommodate these students with easy access into facilities, a focus on student safety in buildings, and a universal design aesthetic that meets the needs of all students. For example, the recent construction of Starin Residence Hall incorporates numerous design elements to ensure the safety and comfort of students with disabilities. Further, a waterfall designed for the quad area serves as a auditory locator (for the center of campus) for students with visual impairment.
- The institution completed a five-year plan for information technology in December 2014, that was based on a survey of faculty, staff, and student's IT needs. As part of this plan, UW-Whitewater intends to replace all hardware on an eighteen-month cycle, thereby ensuring the quality of IT products available to faculty, staff and students. In addition, the university has completed a third generation Wi-Fi network with all small facilities and outdoor spaces completed and large facilities to be completed soon.
- UW-Whitewater has a staffing plan in place that assists administrators at the department, college, and institutional level in determining the need for new and replacement faculty and staff positions. The evidence file also contained productivity reports that also inform staffing decisions. The institution utilizes an extensive search and screen process for hiring both staff and faculty. Administrative approvals woven throughout the process ensure the quality of hires for both faculty and staff.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.

Rating

Met

Evidence

- The UW-Whitewater is part of the 26-campus University of Wisconsin System. As such, there is a central Board of Regents governing each of the UW campuses. This 18-member board, of whom 16 are appointed by the governor, hires the chancellor, approves system policies governing university operations, oversees the biennial budget process, sets admission standards and tuition, and participates in planning to ensure UW-W meets the needs of the state. The Board of Regents meets monthly, primarily in Madison, WI but also on a rotating basis at the other campuses. Each UW campus may expect an on-site visit by the Board of Regents every five to six years. In addition, specific members of the Board of Regents are assigned to UW-Whitewater as "Regent Buddies" to have more regular contact with the chancellor and senior staff.
- Outside monthly Board of Regents meetings, meetings of all system chancellors, chief academic officers, chief academic officers, etc. take place to coordinate plans and share information. The chancellor works with specific regents on issues where there is alignment between UW-Whitewater's priorities and the regent's personal interests. Eight standing Board of Regents committees provide oversight of financial, educational, capital construction, research, and collective bargaining issues.
- The university has a robust system of shared governance that engages internal constituents in the governance of UW-Whitewater. This is evident through the curriculum development and budget processes. Changes in courses begins in the department curriculum committee and proceeds to the college and finally the institution's curriculum committee. Proposals to create new academic programs follows a similar path after notifying the UW System of an "Intent to Plan." In addition, departmental and college advisory boards comprised of employers and alumni provide feedback on curriculum and new programs. The budget process includes numerous opportunities for all employees to participate in open budget forums as well as send

representatives from their department, college, and division to participate in the Strategic Planning and Budget Committee as well as campus governance groups.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.

Rating

Met

Evidence

- The UW-Whitewater allocates a substantial portion of its financial resources toward fulfilling its mission of instruction. Attempts to re-allocate instructional resources to non-instructional areas are resisted through UW System and institutional policies. In Fiscal Year 2014, the most recent data available in the evidence file, the financial reports showed that of a \$266 million operating budget, \$80 million was spent on instruction and academic support. The largest single source of expenditures in that fiscal year was nearly \$90 million on financial aid.
- The institution has been engaged in a consistent strategic planning process for the last twelve years. This process is based on biennial operating plans that utilize the five strategic goals: programs and learning, educator-scholar community, diversity and global perspectives, regional engagement, and professional and personal integrity. While most of the administrative units in the university have strategic plans and goals of their own, it was not discernable either from the assurance argument or from interviews during the site visit how unit level plans are directly linked to the institution's strategic plan and budget. As the institution begins the process of launching a new strategic planning process, the visiting team encourages UW-Whitewater to more clearly link curricular development, assessment of student learning, co-curricular assessment of operations, indirect measures such as NSSE, strategic planning, and budgeting together to give a clearer picture of the institution's current state and how it plans to arrive at its desired future.
- The current planning process for UW-Whitewater engages internal and external constituents in the process of determining the future of the university. For example, the city manager of Whitewater, WI is appointed as a voting member of the Strategic Planning and Budget Committee, thereby linking the strategic plan of the institution with that of the city. Strategic planning priorities, goals, key performance indicators, and biennial operating plans are

developed through an open, collaborative process that engages all members of the university community.

- During the site visit, the chancellor, senior leadership, and members of the Strategic Planning and Budget Committee all mentioned the university's plan to launch a new strategic planning process. While the current plan relied on biennial planning cycles all based on five core goals, early plans for the next strategic cycle indicate that the planning horizon will be longer and the goals more quantifiable. In addition, the institution indicated it plans to publish an RFP for strategic planning consulting services, which will bring best practices to this new process. This new planning cycle will come to UW-Whitewater at a critical time as it grapples with state budget cuts, tuition freezes, a growing enrollment, aging physical plant, emerging technology, and changing needs of students and employers, all of which the new plan will need to address.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.

Rating

Met

Evidence

- UW-Whitewater has a robust system for collecting data that evaluates the effectiveness of student learning and campus operations. In addition to the assessment of student learning at the course level, academic departments and colleges participate in the Audit and Review Process every five years. This process includes an assessment of the unit's assessment program, operational accomplishments, and perceived challenges. Some non-academic units, particularly those housed in the Division of Student Affairs, undertake co-curricular assessment initiatives. All divisions, colleges, departments and administrative units on campus complete an annual report that details their work and plans for the future. Assessment data is gathered at the institutional level through the Essential Learning and Assessment Review Committee (ELARC). The purpose of ELARC is to distill these findings into a report of highlights and recommendations and share the report across campus.
- While UW-Whitewater collects a substantial amount of data on curricular, co-curricular, and administrative operations, the HLC team did not find comprehensive evidence that demonstrates a systemic and systematic university-wide approach to continuous improvement. To improve performance and outcomes in teaching, learning, services, facilities, technology, staffing and compensation, UW-Whitewater will need ongoing investment to build a culture of continuous improvement. The university and state's ongoing challenges will require a synthesis of data to improve institutional effectiveness and create a culture of data-driven decision making.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.

Evidence

UW-Whitewater has weathered recent budgetary rescissions by focusing on increasing enrollment and being entrepreneurial regarding how they allocate resources. This effort was undertaken with a clear focus on preserving the quality of instructional programs utilizing a transparent and collaborative budgeting process. A key element of maintaining a focus on instruction was through a strategic planning process that was begun over a decade ago. As UW-Whitewater completes the final two-year planning cycle, it is already focused on the creation of a new strategic planning process that will include a longer planning horizon yet continue to engage on-campus and off-campus stakeholders in creating a vision for the future of the university. Strategic planning is enhanced by a robust set of curricular and co-curricular assessments that allow the institution to learn about the effectiveness of its programs and apply that knowledge as it seeks to maintain its relevance to the people of Southeast Wisconsin.

Review Dashboard

Number	Title	Rating
1	Mission	
1.A	Core Component 1.A	Met
1.B	Core Component 1.B	Met
1.C	Core Component 1.C	Met
1.D	Core Component 1.D	Met
1.S	Criterion 1 - Summary	Met
2	Integrity: Ethical and Responsible Conduct	
2.A	Core Component 2.A	Met
2.B	Core Component 2.B	Met
2.C	Core Component 2.C	Met
2.D	Core Component 2.D	Met
2.E	Core Component 2.E	Met
2.S	Criterion 2 - Summary	Met
3	Teaching and Learning: Quality, Resources, and Support	
3.A	Core Component 3.A	Met
3.B	Core Component 3.B	Met
3.C	Core Component 3.C	Met
3.D	Core Component 3.D	Met
3.E	Core Component 3.E	Met
3.S	Criterion 3 - Summary	Met
4	Teaching and Learning: Evaluation and Improvement	
4.A	Core Component 4.A	Met
4.B	Core Component 4.B	Met
4.C	Core Component 4.C	Met
4.S	Criterion 4 - Summary	Met
5	Resources, Planning, and Institutional Effectiveness	
5.A	Core Component 5.A	Met
5.B	Core Component 5.B	Met
5.C	Core Component 5.C	Met
5.D	Core Component 5.D	Met
5.S	Criterion 5 - Summary	Met

Review Summary

Conclusion

UW-Whitewater's current situation reflects the challenges present in American higher education, but the situation in the State of Wisconsin seems especially difficult. The stressors placed upon higher education by rapid political change and decreasing fiscal stability have presented this campus with significant challenges over the last 10 years. In the face of these challenges the UW-Whitewater community has implemented responsible stewardship. As a result, the campus is forging ahead with changes needed to not only survive but to strengthen operations. With new leadership and the start of a new strategic planning initiative, UW-Whitewater is prepared to meet any future challenges.

Overall Recommendations

Criteria For Accreditation

Met

Pathways Recommendation

Eligible to choose

No Interim Monitoring Recommended.



Federal Compliance Worksheet for Review Panels and Evaluation Teams

Effective September 1, 2014 – August 31, 2016

Evaluation of Federal Compliance Components

The panel reviews each item identified in the Federal Compliance Guide and documents its findings in the appropriate spaces below. The panel should expect the institution to address these requirements with brief narrative responses and provide supporting documentation, where necessary. If the panel finds in the course of this review that there are substantive issues with the institution's fulfillment of these requirements, it should document them in the space provided below.

This worksheet outlines the information the panel should review in relation to the federal requirements and provides spaces for the team's conclusions in relation to each requirement. The panel should refer to the Federal Compliance Guide for Institutions and Evaluation Teams in completing this worksheet. The Guide identifies applicable Commission policies and an explanation of each requirement. **The evaluation team will review the areas the panel identified for further review and will consider the panel's work in light of information gained in the on-ground visit.**

Institution under review: University of Wisconsin-Whitewater

Panel Members: Bob Haas, Paula Davis

Panel Recommendations for Further Review

*The panel should identify any areas that appear to require further review from the evaluation team during the on-site visit. **The team should delete this section of the report after it reviews the comments from the panel and follows up on any areas identified.***

Team Findings

*The team should identify its findings in following up on the areas identified by the panel. The team should also identify any findings it made related to Federal Compliance over the course of the visit. **The final version of the worksheet should reflect the findings of the team. It should not contain findings from the panel with which the team does not concur.***

DETAILED REVIEW OF FEDERAL COMPLIANCE

Assignment of Credits, Program Length, and Tuition

Address this requirement by completing the “Team Worksheet for Evaluating an Institution’s Assignment of Credit Hours and on Clock Hours” in the Appendix at the end of this document.

Institutional Records of Student Complaints

The institution has documented a process in place for addressing student complaints and appears to be systematically processing such complaints as evidenced by the data on student complaints since the last comprehensive evaluation.

1. Review the process that the institution uses to manage complaints as well as the history of complaints received and processed with a particular focus in that history on the past three or four years.
2. Determine whether the institution has a process to review and resolve complaints in a timely manner.
3. Verify that the evidence shows that the institution can, and does, follow this process and that it is able to integrate any relevant findings from this process into its review and planning processes.
4. Advise the institution of any improvements that might be appropriate.
5. Consider whether the record of student complaints indicates any pattern of complaints or otherwise raises concerns about the institution’s compliance with the Criteria for Accreditation or Assumed Practices.
6. Check the appropriate response that reflects the team’s conclusions:

The team has reviewed this component of federal compliance and has found the institution to meet the Commission’s requirements.

The team has reviewed this component of federal compliance and has found the institution to meet the Commission’s requirements but recommends Commission follow-up.

The team has reviewed this component of federal compliance and has found the institution not to meet the Commission’s requirements and recommends Commission follow-up.

The team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments:

UW-W has a process for review of complaints in a timely manner and provided evidence that it follows these processes. UW-W also reviews the complaints for trends and improvement needs. UW-W might benefit from clearly distinguishing “complaints” from “suggestions for improvement/general comments” particularly in the library complaint

system. Additionally, UW-W might consider establishing a consistent reporting system shared by all University divisions, and consider categorizing complaints for cross-divisional analysis.

UW-W provided evidence that the each department analyzes complaints for patterns, and plans to improve its process for complaint handling and tracking in fall 2015 by adding a trend analysis for complaints.

Additional monitoring, if any: None

Publication of Transfer Policies

The institution has demonstrated it is appropriately disclosing its transfer policies to students and to the public. Policies contain information about the criteria the institution uses to make transfer decisions.

1. Review the institution's transfer policies.
2. Review any articulation agreements the institution has in place, including articulation agreements at the institution level and program-specific articulation agreements.
3. Consider where the institution discloses these policies (e.g., in its catalog, on its web site) and how easily current and prospective students can access that information.

Determine whether the disclosed information clearly explains the criteria the institution uses to make transfer decisions and any articulation arrangements the institution has with other institutions. Note whether the institution appropriately lists its articulation agreements with other institutions on its website or elsewhere. The information the institution provides should include any program-specific articulation agreements in place and should clearly identify program-specific articulation agreements as such. Also, the information the institution provides should include whether the articulation agreement anticipates that the institution under Commission review: 1) accepts credit from the other institution(s) in the articulation agreement; 2) sends credits to the other institution(s) in the articulation agreements that it accepts; or 3) both offers and accepts credits with the other institution(s).

4. Check the appropriate response that reflects the team's conclusions:

The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.

The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends Commission follow-up.

The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends Commission follow-up.

The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments:

UW-W clearly states its transfer policy. They have guaranteed transfers within the Wisconsin System; other transfers are limited to regionally accredited institutions. The program by program transfer may need to be formalized. However, the process already

exists for the Dean to review course equivalencies. Articulation agreements that are in place are stated and available to students through the University website. UW-W has formal articulation agreements in place with UW-Stout, Madison Area Technical College, Palmer College of Chiropractic, UW-Madison, and UW-Milwaukee.

Additional monitoring, if any: None

Practices for Verification of Student Identity

The institution has demonstrated that it verifies the identity of students who participate in courses or programs provided to the student through distance or correspondence education and appropriately discloses additional fees related to verification to students and to protect their privacy.

1. Determine how the institution verifies that the student who enrolls in a course is the same student who submits assignments, takes exams, and earns a final grade. Consider whether the institution's approach respects student privacy.
2. Check that any fees related to verification and not included in tuition are explained to the students prior to enrollment in distance courses (e.g., a proctoring fee paid by students on the day of the proctored exam).
3. Check the appropriate response that reflects the team's conclusions:

- The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.
- The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends Commission follow-up.
- The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends Commission follow-up.
- The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments:

UW-W utilizes login and password primarily for student identity verification. Although not required, in many courses, Respondus Lockdown Browser Software is used for quizzes/exams. This will not allow students to use communication tools such as Chat or Email while taking an exam. UW-W is encouraged to continue exploring updates to its student identity processes.

Additional monitoring, if any: None

Title IV Program Responsibilities

The institution has presented evidence on the required components of the Title IV Program.

This requirement has several components the institution and team must address:

- **General Program Requirements.** *The institution has provided the Commission with information about the fulfillment of its Title IV program responsibilities, particularly findings from any review activities by the Department of Education. It has, as necessary, addressed any issues the Department raised regarding the institution's fulfillment of its responsibilities in this area.*
- **Financial Responsibility Requirements.** *The institution has provided the Commission with information about the Department's review of composite ratios and financial audits. It has, as necessary, addressed any issues the Department raised regarding the institution's fulfillment of its responsibilities in this area. (Note that the team should also be commenting under Criterion Five if an institution has significant issues with financial responsibility as demonstrated through ratios that are below acceptable levels or other financial responsibility findings by its auditor.)*
- **Default Rates.** *The institution has provided the Commission with information about its three year default rate. It has a responsible program to work with students to minimize default rates. It has, as necessary, addressed any issues the Department raised regarding the institution's fulfillment of its responsibilities in this area. Note for 2012 and thereafter institutions and teams should be using the three-year default rate based on revised default rate data published by the Department in September 2012; if the institution does not provide the default rate for three years leading up to the comprehensive evaluation visit, the team should contact Commission staff.*
- **Campus Crime Information, Athletic Participation and Financial Aid, and Related Disclosures.** *The institution has provided the Commission with information about its disclosures. It has demonstrated, and the team has reviewed, the institution's policies and practices for ensuring compliance with these regulations.*
- **Student Right to Know.** *The institution has provided the Commission with information about its disclosures. It has demonstrated, and the team has reviewed, the institution's policies and practices for ensuring compliance with these regulations. The disclosures are accurate and provide appropriate information to students. (Note that the team should also be commenting under Criterion One if the team determines that disclosures are not accurate or appropriate.)*
“”
- **Satisfactory Academic Progress and Attendance.** *The institution has provided the Commission with information about policies and practices for ensuring compliance with these regulations. The institution has demonstrated that the policies and practices meet state or federal requirements and that the institution is appropriately applying these policies and practices to students. In most cases, teams should verify that these policies exist and are available to students, typically in the course catalog or student handbook. Note that the Commission does not necessarily require that the institution take attendance but does anticipate that institutional attendance policies will provide information to students about attendance at the institution.*
- **Contractual Relationships.** *The institution has presented a list of its contractual relationships related to its academic program and evidence of its compliance with Commission policies requiring notification or approval for contractual relationships (If the team learns that the institution has a contractual relationship that may require Commission approval and has not received Commission approval the team must require that the institution complete and file the change request form as soon as possible. The team should direct the institution to review the Contractual Change Application on the Commission's web site for more information.)*
- **Consortial Relationships.** *The institution has presented a list of its consortial relationships related to its academic program and evidence of its compliance with Commission policies requiring notification or approval for consortial relationships. (If the team learns that the institution has a consortial*

relationship that may require Commission approval and has not received Commission approval the team must require that the institution complete and file the form as soon as possible. The team should direct the institution to review the Consortial Change Application on the Commission's web site for more information.)

1. Review all of the information that the institution discloses having to do with its Title IV program responsibilities.
2. Determine whether the Department has raised any issues related to the institution's compliance or whether the institution's auditor in the A-133 has raised any issues about the institution's compliance as well as look to see how carefully and effectively the institution handles its Title IV responsibilities.
3. If an institution has been cited or is not handling these responsibilities effectively, indicate that finding within the federal compliance portion of the team report and whether the institution appears to be moving forward with corrective action that the Department has determined to be appropriate.
4. If issues have been raised with the institution's compliance, decide whether these issues relate to the institution's ability to satisfy the Criteria for Accreditation, particularly with regard to whether its disclosures to students are candid and complete and demonstrate appropriate integrity (*Core Component 2.A and 2.B*).
5. Check the appropriate response that reflects the team's conclusions:
 - The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.
 - The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends Commission follow-up.
 - The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends Commission follow-up.
 - The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments:

UW-W reports that DOE had some concerns related to return of student financial assistance funds. LAB findings WI-13-22 identified a need to strengthen procedures for identifying when a student unofficially withdraws from the University. The University agreed with the recommendation and reports and is working closely with DOE to satisfy audit recommendations. Return of funds was reported as being required on January 5, 2015. There were no findings on audit year ending June 30, 2014.

UW-W has met the HLC criteria for the CFI score for each of the past three years. However, the net operating ratio was negative in 2014, and the CFI included UW-W foundation funds for the first time in 2014. UW-W indicates it plans to increase tuition to offset an operating deficit and to account for an anticipated \$5.8M annual reduction in state support during the next two fiscal years.

The University has disclosed the appropriate information. Information is readily available on the website in regards to campus crime, athletic participation, financial aid related disclosures. As is the trend nationwide, there appears to be a concern about the number of unwanted sexual advances.

The University provides data related to athletic participation by gender and teams for both teams and the UW-W athletic staff.

UW-W's Financial Aid Office provides a calculator to assist potential students, tools provided by FASFA and a website to walk them through the process is available. The University provided the composite ratios and financial audits.

The University clearly lays out the policies and procedures for academic programs and satisfactory academic progress.

UW-W states it has no contractual or consortia relationships.

Additional monitoring, if any: None

Required Information for Students and the Public

1. Verify that the institution publishes fair, accurate, and complete information on the following topics: the calendar, grading, admissions, academic program requirements, tuition and fees, and refund policies.
2. Check the appropriate response that reflects the team's conclusions:
 - X The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.
 - ___ The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends Commission follow-up.
 - ___ The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends Commission follow-up.

___ The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments: UW-W has provided clear evidence that it publishes required information for its students and the public. Information regarding the University Calendar, grading policies, admission requirements, academic program requirements, tuition and fees, and refund policies are easily accessed through the UW-W website.

Additional monitoring, if any: None

Advertising and Recruitment Materials and Other Public Information

The institution has documented that it provides accurate, timely and appropriately detailed information to current and prospective students and the public about its accreditation status with the Commission and other agencies as well as about its programs, locations and policies.

1. Review the institution's disclosure about its accreditation status with the Commission to determine whether the information it provides is accurate and complete, appropriately formatted and contains the Commission's web address.
2. Review institutional disclosures about its relationship with other accrediting agencies for accuracy and for appropriate consumer information, particularly regarding the link between specialized/professional accreditation and the licensure necessary for employment in many professional or specialized areas.
3. Review the institution's catalog, brochures, recruiting materials, and information provided by the institution's advisors or counselors to determine whether the institution provides accurate information to current and prospective students about its accreditation, placement or licensure, program requirements, etc.
4. Check the appropriate response that reflects the team's conclusions:

The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.

___ The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends Commission follow-up.

___ The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends Commission follow-up.

___ The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments:

UW-W's website includes the most recent HLC accreditation mark and link to the HLC web site. UW-W discloses other relationships with its accrediting agencies, and provides appropriate information about its program requirements.

Additional monitoring, if any: None

Review of Student Outcome Data

1. Review the student outcome data the institution collects to determine whether it is appropriate and sufficient based on the kinds of academic programs it offers and the students it serves.
2. Determine whether the institution uses this information effectively to make decisions about academic programs and requirements and to determine its effectiveness in achieving its educational objectives.
3. Check the appropriate response that reflects the team's conclusions:

The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.

The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends Commission follow-up.

The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends Commission follow-up.

The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments:

It appears the College is focusing on the baccalaureate outcomes identified by AACU Essential Learning Outcomes (LEAP Campaign) across all programs. The processes are in place and they are using data to continuously improve in the general education area. UW-W uses self-studies and academic program review (audit and review) as part of an ongoing assessment and improvement.

Additional monitoring, if any: None

Standing with State and Other Accrediting Agencies

The institution has documented that it discloses accurately to the public and the Commission its relationship with any other specialized, professional or institutional accreditor and with all governing or coordinating bodies in states in which the institution may have a presence.

The team has considered any potential implications for accreditation by the Higher Learning Commission of sanction or loss of status by the institution with any other accrediting agency or loss of authorization in any state.

Important note: If the team is recommending initial or continued status, and the institution is now or has been in the past five years under sanction or show-cause with, or has received an adverse action (i.e., withdrawal, suspension, denial, or termination) from, any other federally recognized specialized or institutional accreditor or a state entity, then the team must explain the sanction or adverse action of the other agency in the body of the Assurance Section of the Team Report and provide its rationale for recommending Commission status in light of this action. In addition, the team must contact the staff liaison immediately if it learns that the institution is at risk of losing its degree authorization or lacks such authorization in any state in which the institution meets state presence requirements.

1. Review the information, particularly any information that indicates the institution is under sanction or show-cause or has had its status with any agency suspended, revoked, or terminated, as well as the reasons for such actions.
2. Determine whether this information provides any indication about the institution's capacity to meet the Commission's Criteria for Accreditation. Should the team learn that the institution is at risk of losing, or has lost, its degree or program authorization in any state in which it meets state presence requirements, it should contact the Commission staff liaison immediately.
3. Check the appropriate response that reflects the team's conclusions:
 - The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.
 - The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends Commission follow-up.
 - The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends Commission follow-up.
 - The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments:

UW-W clearly demonstrates it is in compliance in this area.

Additional monitoring, if any: None

Public Notification of Opportunity to Comment

The institution has made an appropriate and timely effort to solicit third party comments. The team has evaluated any comments received and completed any necessary follow-up on issues raised in these comments. Note that if the team has determined that any issues raised by third-party comment relate to the team's review of the institution's compliance with the Criteria for Accreditation, it must discuss this information and its analysis in the body of the Assurance Section of the Team Report.

1. Review information about the public disclosure of the upcoming visit, including sample announcements, to determine whether the institution made an appropriate and timely effort to notify the public and seek comments.
2. Evaluate the comments to determine whether the team needs to follow-up on any issues through its interviews and review of documentation during the visit process.
3. Check the appropriate response that reflects the team's conclusions:
 - The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements.
 - The team has reviewed this component of federal compliance and has found the institution to meet the Commission's requirements but recommends Commission follow-up.
 - The team has reviewed this component of federal compliance and has found the institution not to meet the Commission's requirements and recommends Commission follow-up.
 - The team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Comments: UW-W provided adequate opportunities for third party comment.

Additional monitoring, if any: None

Institutional Materials Related to Federal Compliance Reviewed by the Panel

Provide a list of materials reviewed here:

UW-W Web Site: Multiple Sections
Institutional Financial Indicator Updates
Institutional Non-Financial Indicator Updates
Continued Accreditation Team Report, 2006
Various Media Ads related to Opportunity to Comment
Course syllabi:

Accounting565_F2F
491 Travel Study Abroad
CIGENRL694
Coaching663_Online
ECON201_F2F, Online
ECON245_F2F, Online
EDFOUND690_F2F_Workshop
English101_F2F, Online
English332_F2F
Math141_F2F, Online, 2x per week, 4x per week. Summery Hybrid, Summer Online
Music126_Non-Primary_Applied_Study_Percussion, Saxophone
PAX-SOC200_Cross-listed_F2F
PAX-SOC375_Hybrid
Psych715_F2F
DBA830_F2F

Program Curriculum for multiple Undergraduate and Graduate Programs

Institutional Materials Related to Federal Compliance Reviewed by the Team

Provide a list materials reviewed here:

UW-Whitewater Catalog

UW-Whitewater Website

UW- Whitewater Course Schedule

Institutional Financial Updates

Course Syllabi as noted in addendum for Assurance Argument

Assessment Plans as noted in addendum for Assurance Argument

Public Notices

Student Handbook

UW-Whitewater Assurance Argument

Appendix

Team Worksheet for Evaluating an Institution's Program Length and Tuition, Assignment of Credit Hours and on Clock Hours

Institution under review: University of Wisconsin Whitewater

Part 1: Program Length and Tuition

Instructions

The institution has documented that it has credit hour assignments and degree program lengths within the range of good practice in higher education and that tuition is consistent across degree programs (or that there is a rational basis for any program-specific tuition).

Review the “*Worksheet for Use by Institutions on the Assignment of Credit Hours and on Clock Hours*” as well as the course catalog and other attachments required for the institutional worksheet.

Worksheet on Program Length and Tuition

A. Answer the Following Questions

Are the institution's degree program requirements within the range of good practice in higher education and contribute to an academic environment in which students receive a rigorous and thorough education?

Yes No

Comments:

UW-W requires 120 units for a Bachelor's degree, with a minimum GPA of 2.0. Degree requirements for Master's degrees vary with the program and are consistent with good practice in higher education.

Are the institution's tuition costs across programs within the range of good practice in higher education and contribute to an academic environment in which students receive a rigorous and thorough education?

Yes No

Comments:

UW-W tuition costs are within the range of good practice and are clearly stated.

B. Recommend Commission Follow-up, If Appropriate

Is any Commission follow-up required related to the institution's program length and tuition practices?

Yes No

Rationale: N/A

Identify the type of Commission monitoring required and the due date: N/A

Part 2: Assignment of Credit Hours

Instructions

In assessing the appropriateness of the credit allocations provided by the institution the team should complete the following steps:

1. Review the Worksheet completed by the institution, which provides information about an institution's academic calendar and an overview of credit hour assignments across institutional offerings and delivery formats, and the institution's policy and procedures for awarding credit hours. Note that such policies may be at the institution or department level and may be differentiated by such distinctions as undergraduate or graduate, by delivery format, etc.
2. Identify the institution's principal degree levels and the number of credit hours for degrees at each level. The following minimum number of credit hours should apply at a semester institution:
 - Associate's degrees = 60 hours
 - Bachelor's degrees = 120 hours
 - Master's or other degrees beyond the Bachelor's = at least 30 hours beyond the Bachelor's degree
 - Note that one quarter hour = .67 semester hour
 - Any exceptions to this requirement must be explained and justified.
3. Scan the course descriptions in the catalog and the number of credit hours assigned for courses in different departments at the institution.
 - At semester-based institutions courses will be typically be from two to four credit hours (or approximately five quarter hours) and extend approximately 14-16 weeks (or approximately 10 weeks for a quarter). The description in the catalog should indicate a course that is appropriately rigorous and has collegiate expectations for objectives and workload. Identify courses/disciplines that seem to depart markedly from these expectations.
 - Institutions may have courses that are in compressed format, self-paced, or otherwise alternatively structured. Credit assignments should be reasonable. (For example, as a full-time load for a traditional semester is typically 15 credits, it might be expected that the norm for a full-time load in a five-week term is 5 credits; therefore, a single five-week course awarding 10 credits would be subject to inquiry and justification.)
 - Teams should be sure to scan across disciplines, delivery mode, and types of academic activities.

- Federal regulations allow for an institution to have two credit-hour awards: one award for Title IV purposes and following the above federal definition and one for the purpose of defining progression in and completion of an academic program at that institution. Commission procedure also permits this approach.
4. Scan course schedules to determine how frequently courses meet each week and what other scheduled activities are required for each course. Pay particular attention to alternatively-structured or other courses with particularly high credit hours for a course completed in a short period of time or with less frequently scheduled interaction between student and instructor.
 5. **Sampling.** Teams will need to sample some number of degree programs based on the headcount at the institution and the range of programs it offers.
 - At a minimum, teams should anticipate sampling at least a few programs at each degree level.
 - For institutions with several different academic calendars or terms or with a wide range of academic programs, the team should expand the sample size appropriately to ensure that it is paying careful attention to alternative format and compressed and accelerated courses.
 - Where the institution offers the same course in more than one format, the team is advised to sample across the various formats to test for consistency.
 - For the programs the team sampled, the team should review syllabi and intended learning outcomes for several of the courses in the program, identify the contact hours for each course, and expectations for homework or work outside of instructional time.
 - The team should pay particular attention to alternatively-structured and other courses that have high credit hours and less frequently scheduled interaction between the students and the instructor.
 - Provide information on the samples in the appropriate space on the worksheet.
 6. Consider the following questions:
 - Does the institution's policy for awarding credit address all the delivery formats employed by the institution?
 - Does that policy address the amount of instructional or contact time assigned and homework typically expected of a student with regard to credit hours earned?
 - For institutions with courses in alternative formats or with less instructional and homework time than would be typically expected, does that policy also equate credit hours with intended learning outcomes and student achievement that could be reasonably achieved by a student in the timeframe allotted for the course?
 - Is the policy reasonable within the federal definition as well as within the range of good practice in higher education? (Note that the Commission will expect that credit hour policies at public institutions that meet state regulatory requirements or are dictated by the state will likely meet federal definitions as well.)
 - If so, is the institution's assignment of credit to courses reflective of its policy on the award of credit?
 7. If the answers to the above questions lead the team to conclude that there may be a problem with the credit hours awarded the team should recommend the following:

W provides examples of how the coursework might be broken down into various components such as lectures, reading, and so forth.

For institutions with non-traditional courses in alternative formats or with less instructional and homework time than would be typically expected, does that policy equate credit hours with intended learning outcomes and student achievement that could be reasonably achieved by a student in the timeframe and utilizing the activities allotted for the course?

X Yes No

Comments:
See above comment

Is the policy reasonable within the federal definition as well as within the range of good practice in higher education? (Note that the Commission will expect that credit hour policies at public institutions that meet state regulatory requirements or are dictated by the state will likely meet federal definitions as well.)

X Yes No

Comments:
See above comment

2) Application of Policies

Are the course descriptions and syllabi in the sample academic programs reviewed by the team appropriate and reflective of the institution's policy on the award of credit? (Note that the Commission will expect that credit hour policies at public institutions that meet state regulatory requirements or are dictated by the state will likely meet federal definitions as well.)

X Yes No

Comments:
The syllabi reviewed showed that UW-W follows its policy for assigning credit to academic courses. UW-W publishes a list of required syllabi elements; these elements are included on the syllabi reviewed.

Are the learning outcomes in the sample reviewed by the team appropriate to the courses and programs reviewed and in keeping with the institution's policy on the award of credit?

X Yes No

Comments:
The syllabi reviewed provided clear evidence that UW-W states learning outcomes for each course, regardless of delivery format

If the institution offers any alternative delivery or compressed format courses or programs, were the course descriptions and syllabi for those courses appropriate and reflective of the institution's policy on the award of academic credit?

X Yes No

Comments:

Syllabi reviewed included summer term courses which are offered in a compressed format.

If the institution offers alternative delivery or compressed format courses or programs, are the learning outcomes reviewed by the team appropriate to the courses and programs reviewed and in keeping with the institution's policy on the award of credit? Are the learning outcomes reasonably capable of being fulfilled by students in the time allocated to justify the allocation of credit?

X Yes No

Comments:

Is the institution's actual assignment of credit to courses and programs across the institution reflective of its policy on the award of credit and reasonable and appropriate within commonly accepted practice in higher education?

X Yes No

Comments:

C. Recommend Commission Follow-up, If Appropriate

Review the responses provided in this section. If the team has responded "no" to any of the questions above, the team will need to assign Commission follow-up to assure that the institution comes into compliance with expectations regarding the assignment of credit hours.

Is any Commission follow-up required related to the institution's credit hour policies and practices?

Yes No

Rationale:

Identify the type of Commission monitoring required and the due date:

D. Identify and Explain Any Findings of Systematic Non-Compliance in One or More Educational Programs with Commission Policies Regarding the Credit Hour

N/A

Part 3: Clock Hours

Does the institution offer any degree or certificate programs in clock hours?

Yes No

Does the institution offer any degree or certificate programs that must be reported to the Department of Education in clock hours for Title IV purposes even though students may earn credit hours for graduation from these programs?

Yes No

If the answer to either question is “Yes,” complete this part of the form.

Instructions

This worksheet is not intended for teams to evaluate whether an institution has assigned credit hours relative to contact hours in accordance with the Carnegie definition of the credit hour. This worksheet solely addresses those programs reported to the Department of Education in clock hours for Title IV purposes.

Complete this worksheet **only if** the institution offers any degree or certificate programs in clock hours OR that must be reported to the U.S. Department of Education in clock hours for Title IV purposes even though students may earn credit hours for graduation from these programs. Non-degree programs subject to clock hour requirements (an institution is required to measure student progress in clock hours for federal or state purposes or for graduates to apply for licensure) are not subject to the credit hour definitions per se but will need to provide conversions to semester or quarter hours for Title IV purposes. Clock-hour programs might include teacher education, nursing, or other programs in licensed fields.

For these programs Federal regulations require that they follow the federal formula listed below. If there are no deficiencies identified by the accrediting agency in the institution’s overall policy for awarding semester or quarter credit, accrediting agency may provide permission for the institution to provide less instruction provided that the student’s work outside class in addition to direct instruction meets the applicable quantitative clock hour requirements noted below.

Federal Formula for Minimum Number of Clock Hours of Instruction (34 CFR §668.8)

1 semester or trimester hour must include at least 37.5 clock hours of instruction
 1 quarter hour must include at least 25 clock hours of instruction

Note that the institution may have a lower rate if the institution’s requirement for student work outside of class combined with the actual clock hours of instruction equals the above formula provided that a semester/trimester hour includes at least 30 clock hours of actual instruction and a quarter hour include at least 20 semester hours.

Worksheet on Clock Hours

A. Answer the Following Questions

Does the institution’s credit to clock hour formula match the federal formula?

Yes No

Comments:

If the credit to clock hour conversion numbers are less than the federal formula, indicate what specific requirements there are, if any, for student work outside of class?

Did the team determine that the institution's credit hour policies are reasonable within the federal definition as well as within the range of good practice in higher education? (Note that if the team answers "No" to this question, it should recommend follow-up monitoring in section C below.)

Yes No

Comments:

Did the team determine in reviewing the assignment of credit to courses and programs across the institution that it was reflective of the institution's policy on the award of credit and reasonable and appropriate within commonly accepted practice in higher education?

Yes No

Comments:

B. Does the team approve variations, if any, from the federal formula in the institution's credit to clock hour conversion?

Yes No

(Note that the team may approve a lower conversion rate than the federal rate as noted above provided the team found no issues with the institution's policies or practices related to the credit hour and there is sufficient student work outside of class as noted in the instructions.)

C. Recommend Commission Follow-up, If Appropriate

Is any Commission follow-up required related to the institution's clock hour policies and practices?

Yes No

Rationale:

Identify the type of Commission monitoring required and the due date:



STATEMENT OF AFFILIATION STATUS WORKSHEET

INSTITUTION and STATE: University of Wisconsin-Whitewater WI

TYPE OF REVIEW: Comprehensive Evaluation

DESCRIPTION OF REVIEW:

DATES OF REVIEW: 10/05/2015 - 10/06/2015

No Change in Statement of Affiliation Status

Nature of Organization

CONTROL: Public

RECOMMENDATION:

DEGREES AWARDED: Associates, Bachelors, Doctors, Masters, Specialist, Certificate

RECOMMENDATION: No change

Conditions of Affiliation

STIPULATIONS ON AFFILIATION STATUS:

Accreditation at the Doctorate level is limited to the Doctor of Business Administration offered in an executive format by the College of Business and Economics; accreditation at the Specialist degree level is limited to the Educational Specialist Degree (Ed.S.).

RECOMMENDATION: No change

APPROVAL OF NEW ADDITIONAL LOCATIONS:

Prior Commission approval required.

RECOMMENDATION: No change

APPROVAL OF DISTANCE EDUCATION DEGREES:

*Recommendations for the
STATEMENT OF AFFILIATION STATUS*

Approved for distance education courses and programs. The institution has not been approved for correspondence education.

RECOMMENDATION: No change

ACCREDITATION ACTIVITIES:

RECOMMENDATION:

Summary of Commission Review

YEAR OF LAST REAFFIRMATION OF ACCREDITATION: 2005 - 2006

YEAR FOR NEXT REAFFIRMATION OF ACCREDITATION: 2015 - 2016

RECOMMENDATION: 2025 - 2026



ORGANIZATIONAL PROFILE WORKSHEET

INSTITUTION and STATE: 1719 University of Wisconsin-Whitewater WI

TYPE OF REVIEW: Open Pathway: Comprehensive Evaluation

DESCRIPTION OF REVIEW:

XX No change to Organization Profile

Educational Programs

	<u>Program Distribution</u>
Programs leading to Undergraduate	
Associates	1
Bachelors	50
Programs leading to Graduate	
Doctors	1
Masters	12
Specialist	1
Certificate programs	
Certificate	38

Recommended Change:

Off-Campus Activities:

In State - Present Activity
Campuses: None.

Additional Locations:
American Family Ins. - Madison, WI

Recommended Change:

Out Of State - Present Activity
Campuses: None.

Additional Locations: None.

ORGANIZATIONAL PROFILE WORKSHEET

Recommended Change:

Out of USA - Present Activity
Campuses: None.

Additional Locations: None.

Recommended Change:

Distance Education Programs:

Present Offerings:

Bachelor 24.0101 Liberal Arts and Sciences/Liberal Studies BA/BS Liberal Studies Internet

Bachelor 45.1001 Political Science and Government, General BA/BS Political Science Internet

Bachelor 52.0101 Business/Commerce, General Bachelor of Business Administration Internet

Master 52.0101 Business/Commerce, General Master of Business Administration Internet

Recommended Change:

Correspondence Education Programs:

Present Offerings:

None.

Recommended Change:

Contractual Relationships:

Present Offerings:

None.

Recommended Change:

Consortial Relationships:

Present Offerings:

None.

Recommended Change:
