

# ***Federal Compliance Filing***

**Submitted to the  
*Higher Learning Commission*  
as part of the  
Open Pathways Process**

**September 2015**



# Federal Compliance Filing University of Wisconsin-Whitewater

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## Assignment of Credits, Program Length, and Tuition

1. Complete the *Worksheet for Use by Institutions on the Assignment of Credit Hours and on Clock Hours* attached to this document, and submit the worksheet and the attachments listed in it.
2. Provide information about the length of the institution's degree programs and identify and justify any difference in tuition for specific programs.

The completed *Worksheet for Use by Institutions on the Assignment of Credit Hours and on Clock Hours* and the required attachments are included at the end of this document.

The *Worksheet for Use by Institutions on the Assignment of Credit Hours and on Clock Hours* is available as Attachment #1.

### Credits and Program Length

The minimum number of credits required for each level of degree is as follows (some programs require more credits):

Associates degree	60
Bachelor's degree	120
Master's degree	30
Education Specialist degree	master's plus 26
Doctorate in Business Administration	60

### Regular Tuition

Tuition levels are set by the Board of Regents (Attachment #2) when they adopt the annual budget for the University of Wisconsin System. The President of the Board has authority to approve special service-based pricing for some programs, and board policy allows institutions to establish pricing for distance education and other individual programs on a cost recovery basis.

For fall 2015, undergraduate residents of Wisconsin will pay \$318.22 per credit up through 12 credits. For 12-18 credits, they paid a plateau level of tuition at \$3,818.67 (\$212.14 per credit for 18 credits). Tuition is \$262.43 for each credit over 18. Non-resident undergraduates will pay \$654.59 per credit with a plateau of \$7,855.11 for 12-18 credits (\$436.95 per credit for 18 credits) and \$598.80 for each credit over 18.

Graduate student residents of Wisconsin will pay \$486.07 per credit up to 9 credits. For 9 credits or more, they will pay a flat fee of \$4,374.63. Graduate non-residents will pay \$1,003.48 per credit up to 9 credits. For 9 credits or more, they will pay a flat fee of \$9,031.32. Graduate students who are residents of Wisconsin enrolled in graduate programs hosted by the College of Business and Economics (CoBE) will pay \$517.47 per credit up to 9 credits, and pay a flat fee of \$4,657.23 for more than 9 credits. Graduate non-residents in coursework in CoBE will pay \$1,036.35 per credit up to 9 credits. For 9 credits or more, they will pay a flat fee of \$9,327.15. (See Attachment #3 for full descriptions.)

### Tuition Differentials

Rather than paying regular tuition, undergraduate resident and non-resident students who take online courses in CoBE will pay \$389 per credit. Tuition for online master's-level courses in CoBE is \$628 per credit for both resident and non-resident graduate students. Tuition for all courses in the Doctorate in Business Administration (DBA) for fall 2015 is set at \$1,200 per credit.

The online and DBA programs in CoBE use service-based pricing to recover costs associated with greater uses of technology, additional faculty and staff to support the programs, and additional advertising and program support.

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## Institutional Records of Student Complaints

1. Explain the process for handling student complaints.
2. Summarize the number and type of complaints and track their resolutions since the last comprehensive evaluation by the Commission.
3. Explain how the institution integrates what it has learned from the complaint process into improvements in services or in teaching and learning.

As a regional comprehensive university with more than 12,000 undergraduate and graduate students engaged in coursework on campus and online, primary responsibility for addressing the vast majority of student (and non-student) complaints rests within the unit/office/department where the problem originates. The process takes students through steps of raising concerns informally with relevant institutional parties and, if dissatisfied with the resolution, moving forward with a formal written complaint engaging deans, directors, or other institutional officials.

UW-Whitewater (UW-W) details its policy and process for registering and addressing informal and formal student complaints in the Undergraduate and Graduate catalogs and the University and Student handbooks (**Attachment #4**). The UW-W student complaint process is distinct from the institution's grade appeal process (**Attachment #5**, and also articulated in the aforementioned catalogs and handbooks), though student complaints and grade appeals are sometimes linked.

The UW-W Dean of Students provides an Ombuds Service (**Attachment #6**) for all students. This service addresses student questions, concerns and complaints, and provides essential information about complaint and grievance procedures relative to all UW System and UW-W policies. The Dean of Students is frequently a first stop in the complaint process, and also functions as a clearinghouse for all non-academic and academic complaints not addressed or resolved at the unit/office/department level. The institution also has procedures for students to file complaints relevant to federally protected issues. Students initiate those complaints with the Dean of Students and may involve the Assistant to the Chancellor for Affirmative Action and Diversity.

Additional policies for filing complaints or appeals are summarized in the following documents:

- Disability Services Accommodation Appeals (**Attachment #7**)
- Discrimination Complaint Procedures (**Attachment #8**)
- Sexual Harassment Complaint Procedures (**Attachment #9**)
- Student Discrimination Complaint Procedures (Title IX) (**Attachment #10**)

Table 1.1 summarizes the number of student complaints and the common issues raised during the review period. The concerns raised in the complaint process and the total number of logged complaints vary widely depending on the division, college and office, the date at which the logs begin, and the types of complaints (i.e., informal and/or formal). Non-instructional areas tend to field concerns about university policies and their application, provision of services, and concerns about charges (and fees). Instructional areas tend to report complaints regarding grade appeals and complaints about instruction and advising. The logs also indicate that both the Chancellor's Office and the Dean of Students' Office are often first stops for many students in the complaint process.

<i>Division/College/Unit/Office</i>	<i>Earliest Log Entry</i>	<i># of Complaints</i>	<i>Common Concerns in Complaint Process</i>
Chancellor's Office	2009	87	financial aid, academic holds, appealing suspensions, grades
Administrative Affairs (multiple offices)	2011	13	payment plans, student employment, student compensation
Academic Affairs (multiple offices)	2006	305	financial aid, advising, policies, facilities, hours of operation, etc.
College of Arts & Communication	2007	38	instructors, advising, curriculum, closed classes, etc.
College of Business & Economics	2008	80	grade appeals, instructors, advising, etc.
College of Education & Professional Studies	2006	175	instructors, advising, grade appeals, student teacher placements
College of Letters & Sciences	2009	152	grade appeals, instructors, advising, etc.
iCIT (technology services)	2010	4203	password resets, registration system log-ins, connectivity
Student Affairs (multiple offices)	2006	193	policies, services, charges for services, academic issues

Table 1.1. Summary of Complaint Logs

The logs do reveal an institution-wide commitment to fielding, expediently investigating and addressing, and responding to students regarding their complaints (all logs combined into **Attachment #11**). While some, more complex complaints—particularly those requiring review and adjudication by independent parties—may take longer to address (some up to 6 months), the vast majority of student complaints were addressed within 24 hours or resolved well within the timeline of university policy. Further, the logs summarized above are not exhaustive of institutional efforts to track student complaints. The Dean of Students Office uses Maxient software to manage records regarding student misconduct, as does University Housing. University Housing also uses StarRez and SchoolDude to track and manage complaints about resident conduct and facilities respectively.

The decentralized student complaint process chronicled above puts the management, reporting, and resolution of concerns within the hands of individual units/offices. Based on reports from the colleges and various offices, student complaints revealed problems that have led to changes in operation, including clarification or modification of policies, remediation of faculty (resulting in instances of instructional improvement and instances of dismissal), changing operational processes (e.g., pre-arrival processes for international students), and an expansion of cross-training of unit employees to better prepare individuals to deal with multiple issues.

Finally, in preparing logs for this Federal Compliance filing, it became clear that while the institution has demonstrated its ability to efficiently and fairly field and resolve student complaints, as well as make institutional improvements as a result of those complaints, there are opportunities to improve the campus approach to student complaints. UW-W will seek to establish a more systematic, technologically-based process for collecting student (and other) complaints, improve analyses of complaints at divisional, college, and unit levels, and will explore adding a regular centralized review (e.g., Chancellor's Cabinet, Strategic Planning and Budget Committee) of student complaints to its annual operation. The campus will also explore the value of designating a single office with oversight of the student complaint process.

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## Publication of Transfer Policies

1. Demonstrate that transfer policies are disclosed in the institution's catalog, on the web site, or in other appropriate publications.
2. Demonstrate that articulation agreements, at both the institutional level and the program level, are disclosed to students. Ensure that the disclosures clearly identify whether the institution under review: 1) accepts credit from the other institution(s) in the articulation agreement; 2) sends credits to the other institution(s) in the articulation agreement that it accepts; or 3) both offers and accepts credits with the institution(s) in the articulation agreement.
3. Demonstrate that the disclosed transfer policies align with the criteria and procedures actually used by the institution in making transfer decisions.

UW-Whitewater is very transparent with its transfer policies. First, a dedicated page on the Admissions website for prospective transfer students provides detailed information and resources for them. As transfer students inquire about transferring to UW-W, they are provided with written material that outlines the process. It denotes that they will receive an evaluation of all transfer credit at the time of admission. The admissions brochure also provides a URL for the UW System's Transfer-Wisconsin (**Attachment #12**). This system provides a thorough list of transfer equivalencies for all institutions within the UW System, the UW Colleges (2-year institutions), and Wisconsin Technical College System. UW-W also pays for access to a database via College Source called Transfer Evaluation System (TES). This service provides course descriptions from over 2,000 other U.S. college and universities.

UW-W publishes its articulation agreements with other higher education institutions on the admissions website (**Attachment #13**). The page lists all of the agreements and transfer guides to prospective transfer students. Students "must complete 12 college transferable units to receive transfer admission consideration."

UW-W also publishes information for transfer students in the Undergraduate Catalog (**Attachment #14**). It states, "UW-Whitewater will accept credit only from regionally accredited colleges and universities. Wherever possible, transfer courses are converted to exact UW-Whitewater course equivalents. Students who receive credit for equivalent courses should be careful not to enroll in courses with the same course number since duplicate credit in courses cannot be awarded." All students, first-year or transfer, must attend an orientation program called Plan-It Purple. During this program students meet with an academic advisor and discuss the status of their transfer credits.

UW-W also encourages current students to complete a Transfer Credit Agreement prior to taking courses at other institutions that they intend to transfer back to UW-W. The Admissions staff work with colleges and departments to ensure the courses will meet the needs of their students.

Rules and policies related to the transfer of graduate level credit are published in the Graduate Catalog (**Attachment #15**), which is available through a link on the School of Graduate Studies webpage. The webpage also provides access to the Graduate Transfer Credit form (**Attachment #16**).

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## Practices for Verification of Student Identity

1. Identify whether students are enrolled in distance or correspondence courses.
2. Demonstrate that the institution verifies the identity of students enrolled in these courses, that any additional costs to the student because of this method are disclosed to students prior to enrollment, and that the method of verification makes reasonable efforts to protect student privacy.

When students enroll at UW-W, they are assigned a unique username, plus a default password they must change in order to log into the D2L content management system. After that initial password change, students can log into D2L to access the courses they are enrolled in and complete assignments and exams.

While not required, Respondus Lockdown Browser software is used in some courses when students are completing online quizzes and exams. This software locks the computer to the quiz/exam window and will not allow the student to use chat, email, or other communication/software tools normally accessible via the internet or on the computer.

The campus is reviewing several options concerning video proctoring of exams. A spring 2015 pilot course applied video proctoring to exams using the Respondus Monitor product, integrated with the D2L content management system. If the pilot product proves successful, the campus will consider launching the video proctoring product as an option in online courses. UW-W is simultaneously discussing options with two additional vendors who can provide video proctoring services.

There are no fees related to student verification.



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## Title IV Program Responsibilities

### 1. General Program Responsibilities

- a. Provide information regarding the status of the institution's Title IV program; in particular, submit information about recent findings from Title IV program reviews, inspections, or audits.
- b. Disclose any limitation, suspension, or termination actions that the U.S. Department of Education has undertaken and the reasons for those actions.
- c. Disclose any fines, letters of credit, or heightened monitoring arising from the Department of Education. Explain the consequences of these challenges for the institution's short- and long-term financial health.
- d. Discuss the institution's response and corrective actions to these challenges.
- e. Provide information about findings from the A-133 portion of the institution's audited financial statements that identify any material weaknesses in the processing of financial aid.

### U.S. Department of Education Program Audits

The Department of Education has not conducted a review of our Title IV Financial Aid programs since our last HLC review. UW-W is not subject to any limitation, suspension, or termination as a result of action taken by the Department of Education. UW-W has no fines, letters of credit, or heightened monitoring arising from reviews by the Department of Education.

### State of Wisconsin Legislative Audit Bureau Single Audit (A-133), Fiscal Year Ended June 30, 2013

By agreement with the Department of Education, the State of Wisconsin Legislative Audit Bureau (LAB) performs the annual single audit of the UW System. The LAB expresses an opinion on the consolidated financial statements of the UW System and does not express an opinion on the individual statements prepared for each UW System institution. The Independent Auditor's Report on the UW System's Financial Statements contains an unqualified opinion and is shown on page 26 of the UW System 2013 Annual Financial Report. The 2014 Independent Auditor's Report on the UW System's Financial Statements contains an unqualified opinion and is shown on page 22 of the UW System 2014 Annual Financial Report (see both reports in Attachment #17).

The Single Audit Report for the State of Wisconsin (A-133) issued by the LAB for the fiscal year ended June 30, 2013 noted that UW-W's internal controls appear adequate to ensure compliance with grant requirements for the Student Financial Assistance Cluster on pages 87 and 88 (Attachment #18). The A-133 audit did not find any material weaknesses in the processing of financial aid. The report did identify concerns related to the return of student financial assistance funds. LAB finding WI-13-22 on page 88 identified a need to strengthen procedures for identifying when a student unofficially withdraws from the university.

The LAB recommended that UW-W:

- Review the records for all students who received only F grades and were disbursed federal student financial assistance, and determine whether a return-of-funds calculation needs to be performed;
- Perform any required return-of-funds calculations; and
- Implement procedures to ensure that all unofficial withdrawals are identified and return-of-funds calculations are completed in the future.

UW-W agreed with the recommendations and has been working closely with the Department of Education to satisfy the audit recommendations.

UW-W performed the required return-of-funds calculation, received the certification notification from the Department of Education, and returned funds as required on January 5, 2015.

**State of Wisconsin Legislative Audit Bureau Single Audit (A-133), Fiscal Year Ended June 30, 2014**  
 The Single Audit Report for the State of Wisconsin (A-133) issued by the LAB for the fiscal year ended June 30, 2014 (Attachment #19). The report did not note any findings or recommendations for UW-Whitewater.

## 2. Financial Responsibility Requirements

Provide information about the Department of Education's review of the institution's composite ratios and financial audits. The Commission also annually analyzes each institution's financial ratios to determine whether there might be financial concerns. The team will check with the institution and with Commission staff regarding whether the Commission or the Department has previously raised concerns about an institution's finances based on these ratios. If so, the institution should have addressed in its documents the actions it has taken and plans to take in response to these concerns. *Related Commission Requirements: Core Component 5.A, 2.B; Assumed practices.*

UW-Whitewater is financially healthy. The composite financial index scores for the past three years are above the level required for HLC review and are included in Table 1.2 below:

Composite Financial Index Report			
Ratio	FY 2014	FY 2013	FY 2012
Primary Reserve	1.49	.80	.82
Net Operating Revenue	-0.23	.59	.56
Return on Assets	-0.22	.51	.84
Viability Calculation	1.17	.20	.09
<b>Total Composite Financial Indicator</b>	<b>2.21</b>	<b>2.10</b>	<b>2.31</b>

Table 1.2. Summary of Composite Financial Index Report

Beginning with fiscal year 2014 the UW System Finance Office has recommended including related foundation assets in our Composite Financial Indicator score. As such, the 2014 values in Table 1.2 include financial information provided by the UW-W Foundation. Values for fiscal years 2013 and 2012 have not been restated to include financial information from our foundation.

Finally, it is worth noting that UW System institutions are fine-tuning budgets for the 2015-17 biennium, accommodating a \$250 million reduction in state support and an accompanying freeze on resident undergraduate tuition. UW-W's portion of that reduction is \$5.8 million annually. The campus is looking to manage a portion of the reduction through nominal increases in non-resident and graduate tuition, as allowed during this biennium.

## 3. Default Rates

*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.*

The institution should take steps to avoid excessive loan default rates.

- a. Disclose student loan default rates as provided by the Department for the three years leading up to the visit.
- b. If the default rates are higher for the institution than its peer institutions, if rates are rising, or if rates have exceeded Departmental thresholds or triggered a Department review, then the institution should address the actions it has taken in response and submit to the team any corrective plan filed with the Department.
- c. Submit information about the institution's participation in private loan programs and any loan services that it provides to students directly or that a related corporation provides to its students.

Under the provisions of the Higher Education Opportunity Act of 2008, our default rate is calculated as the percentage of borrowers in the cohort who default before the end of the second fiscal year following the fiscal year in which the borrowers entered repayment. As indicated on the September 2014 letter from the Department of Education to UW-W, our 3-year default rate is based on the Federal Family Education Loan (FEEL) Program and the William D. Ford Federal Direct Loan (Direct Loan) Program. The Fiscal Year 2011 default rate for our students is 7.6%, below the national average of 13.7% and the default rate for public four year universities of 8.9%. Default rates at UW-W have not triggered a review by the Department and the institution has not been required to submit any corrective action plans with the Department. The table below shows the 3-Year Cohort Default Rates at UW-W.

Three-Year Cohort Default Rate					
Year	Borrowers In Default	Number In Cohort	UW-Whitewater Percentage	National Average	Public Four-Year Schools
2009	96	2130	4.5	13.4	7.9
2010	149	2149	6.9	14.7	9.3
2011	177	2325	7.6	13.7	8.9

Table 1.3. Three-Year Cohort Default Rates

While UW-W's three-year default rates are below the national averages, the institution ranks 10<sup>th</sup> among our UW System peer institutions in the Direct Loan Program, and the default rate has risen over the past three years. We are refining our default prevention program. UW-W will utilize the Great Lakes Higher Education Corporation's reports and data on students they are servicing, outreach tools, and participation in their SmartSessions training on loan defaults. We will target students for impactful outreach to reduce the number of students in delinquency and default. UW-W will create a new position dedicated to student financial literacy. This position will research best practices and work with students to prepare them for better financial management.

During 2013-14, UW-W certified 964 alternative loans for students totaling \$7,163,182. UW-W certified loans through 26 different lenders (**Attachment #20** shows UW-W's top student lenders). UW-W maintains a good working relationship with all lenders and meets with lender representatives periodically. We do not maintain a "preferred lender" list but accommodate all students' chosen lenders.

#### 4. Campus Crime Information, Athletic Participation and Financial Aid, and Related Disclosures

Title IV responsibilities include the legal obligation to disclose information to students and to the public about campus crime, athletic participation and other information. Identify any findings from the Department regarding these disclosures.

Supporting information: Provide samples of those disclosures in the Resource Room.

- UW-W complies fully with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act. The Dean of Students Office annually prepares the institution's *Annual Security and Fire Safety* reports (**Attachment #21**), including crime disclosures.
- UW-W complies fully with all disclosure requirements related to athletic participation. The Athletic Department's Director of Compliance prepares the institution's Equity in Athletics Data Analysis (EADA) Report (**Attachment #22**).
- UW-W complies fully with all disclosures related to financial aid, including
  - Publication of a Code of Conduct for financial aid practices that prohibits conflicts of interest, which may be found on the Financial Aid Office website (see Code of Conduct at **Attachment #23**).

- o Availability of a net price calculator to help current and prospective students estimate their individual net price as well as other financial aid information. This information may be found on the Financial Aid website (and Attachment #24).
- o Information on eligibility, award notification, entrance counseling, receiving your aid, verification, cost of attendance, types of aid, student resources, students' rights and responsibilities, enrollment, satisfactory academic progress, withdrawals, special circumstances, and student employment can be found on the Financial Aid website (Attachment #25).

Note: On Feb. 14, 2014, UW-Whitewater was notified by the Office for Civil Rights that a former student had filed a complaint alleging that the University discriminated against her on the basis of sex by failing to promptly and equitably respond to complaints, reports and/or incidents of sexual violence of which it had notice. The University has cooperated fully with this investigation, which is still ongoing.

## 5. Student Right to Know

Title IV responsibilities require that institutions provide graduation/completion for the student body by gender, ethnicity, receipt of Pell grants, and other data as well as information about the process for withdrawing as a student, cost of attendance, refund and return of Title IV policies, current academic programs and faculty, names of applicable accrediting agencies, description of facilities for disabled students, and the institution's policy on enrollment in study abroad. In addition, certain institutions need to disclose their transfer-out rate.

Supporting information: Identify any findings from the Department regarding these disclosures. Provide samples of these disclosures in the Resource Room.

*Related Commission Requirements: Assumed Practice A.6.*

UW-W provides consumer information for current and prospective students, families, and the general public on the institution's website and in the Undergraduate and Graduate Catalogs. Table 1.4 below provides a list of resources and the respective UW-W website and catalog locations.

Note: For resources designated with asterisks in the table below, the information is also available on the "Your Right to Know" link (see Attachment #26) on the *About UW-Whitewater* page, linked to the UW-W homepage. Here prospective students and families can find information in accordance with disclosure requirements of the Higher Education Opportunity Act (HEOA) of 2008.

<u>Resource</u>	<u>Location</u>	<u>2014-15 Catalog url and page in PDF Catalog</u>
Graduation rates by gender, ethnicity, Pell grant recipients, and other data	<a href="http://www.uww.edu/irp/factsandfigures/retention">http://www.uww.edu/irp/factsandfigures/retention</a> (Attachment #27)	N/A
Process for withdrawing as a student*	<a href="http://www.uww.edu/registrar/wins/how-to/student/withdraw-from-a-term">http://www.uww.edu/registrar/wins/how-to/student/withdraw-from-a-term</a> and <a href="http://www.uww.edu/financialaid/policies/withdrawals">http://www.uww.edu/financialaid/policies/withdrawals</a> (Attachment #28)	N/A  (Attachment #30, p.6)
Cost to attend UW-Whitewater	<a href="http://www.uww.edu/financialaid/costs/cost-of-attendance">http://www.uww.edu/financialaid/costs/cost-of-attendance</a> (Attachment #29)	N/A  (Attachment #30, p. 2)
Refund and return of Title IV funds	<a href="http://www.uww.edu/financialaid/policies/withdrawals">http://www.uww.edu/financialaid/policies/withdrawals</a> (Attachment #30, p.6)	N/A  (Attachment #30, p. 6)

Academic programs and faculty	<a href="http://www.uww.edu/academics/departments-and-majors">http://www.uww.edu/academics/departments-and-majors</a> (Attachment #31)	<a href="http://uww-public.courseleaf.com/undergraduate/general-information/undergraduate-degree-programs/">http://uww-public.courseleaf.com/undergraduate/general-information/undergraduate-degree-programs/</a> <i>Page 54 in PDF version of catalog</i> <a href="http://uww-public.courseleaf.com/undergraduate/faculty-staff/">http://uww-public.courseleaf.com/undergraduate/faculty-staff/</a> <a href="http://uww-public.courseleaf.com/graduate/administration-graduate-faculty/">http://uww-public.courseleaf.com/graduate/administration-graduate-faculty/</a> <i>Page 395 in PDF version of catalog</i> (Attachment #35)
Accrediting agencies	<a href="http://www.uww.edu/campus-info/about-uww/accreditations">http://www.uww.edu/campus-info/about-uww/accreditations</a> (Attachment #32)	<a href="http://uww-public.courseleaf.com/about-the-campus/">http://uww-public.courseleaf.com/about-the-campus/</a> <i>Page 8 in PDF version of catalog</i> (Attachment #36)
Center for Students with Disabilities	<a href="http://www.uww.edu/csd/">http://www.uww.edu/csd/</a> (Attachment #33)	<a href="http://uww-public.courseleaf.com/student-services-support-programs-activities/student-services/center-for-students-with-disabilities/">http://uww-public.courseleaf.com/student-services-support-programs-activities/student-services/center-for-students-with-disabilities/</a> <i>Page 45 in PDF version of catalog</i> (Attachment #37)
Study Abroad	<a href="http://www.uww.edu/international/globalexperiences">http://www.uww.edu/international/globalexperiences</a> and <a href="http://www.uww.edu/financialaid/process/how-to/study-abroad">http://www.uww.edu/financialaid/process/how-to/study-abroad</a> (Attachment #34)	<a href="http://uww-public.courseleaf.com/student-services-support-programs-activities/student-services/center-for-global-education/">http://uww-public.courseleaf.com/student-services-support-programs-activities/student-services/center-for-global-education/</a> <i>Page 45 in PDF version of catalog</i> (Attachment #38)
Transfer-out rate	<a href="http://www.uww.edu/irp/factsandfigures/retention">http://www.uww.edu/irp/factsandfigures/retention</a> (Attachment #27)	N/A

Table 1.4. Summary of Information Locations for Student Right to Know

## 6. Satisfactory Academic Progress and Attendance Policies

The institution is required to have a Satisfactory Academic Progress policy and an attendance policy as part of the Title IV program. Document that these policies are readily available to students, satisfy state or federal requirements, and are being appropriately applied by the institution in individual student situations. (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.)

UW-W's Financial Aid Office is required by federal regulations to monitor all students' progress in making Satisfactory Academic Progress (SAP) towards completion of their degree. In order to receive financial aid, students must comply with three eligibility standards of satisfactory progress. Those eligibility standards are based on minimum grade point average, minimum credits completed, and the total maximum time frame allowed for degree completion of a major. Additional information regarding UW-W's standards is found on the

Financial Aid Office website (see **Attachment #39**). Students who fail to meet these standards will not be eligible for federal, state, or institutional financial aid.

UW-W faculty are not required to take attendance under Title IV regulations. As mandated by Faculty Senate (approved 9/14/04, reference FS989-11), each instructor is required to include an attendance policy with defined excused absences on her or his course syllabi. Information regarding absences can be accessed in the Undergraduate and Graduate Catalogs and in the Student Handbook (**Attachment #40**).

Guidelines for enrollment and attendance in order to be eligible for federal financial aid can be found in the Policies section of the Financial Aid Office website (**Attachment #41**).

## **7. Contractual Relationships**

Disclose contracts with third-party entities not accredited by a federally recognized accrediting agency. (The institution should have previously disclosed to the Commission all existing contracts in the 2010 and 2011 Annual Institutional Data Updates and received approval for those contracts. The Commission's substantive change policy requires that the institution notify the Commission of any new contracts for up to 25 percent of an academic program, that the institution obtain prior Commission approval before initiating any contract for 25 to 50 percent of a program, and that the Commission approve contracts for more than 50 percent of a program only in exceptional circumstances under strict scrutiny. The institution should review the document, "*Information on Contractual and Consortial Arrangements*," for more information. *Related Commission Requirements: Assumed Practice A.10.*)

UW-W does not participate in any contractual relationships that require notification or approval as defined by HLC.

## **8. Consortial Relationships**

Disclose contracts with third-party entities not accredited by a federally recognized accrediting agency. (The institution should have previously disclosed to the Commission all existing contracts in the 2010 and 2011 Annual Institutional Data Updates and received approval for those contracts. The Commission's substantive change policy requires that the institution notify the Commission of any new contracts for up to 25 percent of an academic program, that the institution obtain prior Commission approval before initiating any contract for 25 to 50 percent of a program, and that the Commission approve contracts for more than 50 percent of a program only in exceptional circumstances under strict scrutiny. The institution should review the document, "*Information on Contractual and Consortial Arrangements*," for more information. *Related Commission Requirements: Assumed Practice A.10.*)

UW-W does not participate in any consortial relationships that require notification or approval as defined by HLC.

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## Required Information for Students and the Public

1. Submit course catalogs and student handbooks to the team.
2. Identify sections of the web site that include required disclosure information.

UW-W publishes fair, accurate, and complete information about the university. Evidence of this can be found on our campus website under the *About UW-Whitewater* heading, under the specific link, "Your Right to Know" (Attachment #26). This page provides students and members of the public direct, timely and accurate access to important and required information.

Information concerning the campus academic calendar, grading system, admissions criteria, academic programs requirements, tuition and fees, and refund policies can also be found within Undergraduate and Graduate catalogs, the Student Handbook, the University Handbook, and the Schedule of Classes, documents available through the HLC portal.

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## Advertising and Recruitment Materials and Other Public Information

1. Demonstrate that advertisements and recruiting materials provide accurate, timely, and appropriately detailed information to current and prospective students and that information about the institution's accreditation status with the Commission and other accrediting agencies is clear and accurate.
2. Demonstrate that the institution provides such information to current and prospective students about its programs, locations, and policies.
3. Provide the team with a link to the Mark of Affiliation on the institution's web site.

UW-W annually revises its admissions marketing material to provide the most timely and accurate information possible to prospective students and family members. The university provides a listing of all of its accreditations in on its website under the "About UW-Whitewater" heading off its homepage, and in the Undergraduate and Graduate Catalogs (Attachment #42).

The Mark of Affiliation is provided on the University's homepage (Attachment #43) and appears on all of the following pages linked off of the homepage: Admissions, Transfer, Graduate School, Housing, Transfer, Colleges, Majors and Minors, Continuing Education, Student Life and Services, University Center, Family Resources, Arts and Entertainment, the Chancellor's Office, and About UW-Whitewater.

The College of Education and Professional Studies provides a special webpage dedicated to licensure of all programs in their college (Attachment #44).



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## Review of Student Outcome Data

1. Demonstrate that the institution collects information about student outcomes.
2. Provide evidence that information collected about student outcomes informs planning, program review, assessment, etc.

UW-W collects student outcome data systematically at institutional, college, department, and program levels, using this information to inform campus-wide efforts to improve student success. The student outcome data informs planning and goal-setting, feeds directly into academic program review processes, and leads to ongoing modification in assessment and evaluation efforts.

### Data Collection and Dissemination

The Office of Institutional Research and Planning (OIRP) is at the center of institutional efforts related to gathering and disseminating student outcome data to internal and external constituencies. OIRP tracks student retention and graduation data for all new freshmen and transfer students, making such data available on its website (**Attachment #27**), and sharing the data with key planning groups such as the University Retention Committee. Retention and graduation data is disaggregated by gender, ACT comprehensive scores, race, ethnicity, residential status, remedial academic need, and financial aid category. OIRP also tracks and shares results for the National Survey of Student Engagement (NSSE), Faculty Survey of Student Engagement (FSSE) and UW-Whitewater's Senior Outcomes Assessment Survey (SOAS). The Office of Career and Leadership Development also tracks and shares with each academic college and academic department data regarding success of its graduates in the form of employment and continuing education efforts of undergraduate majors and graduate programs (**Attachment #45**).

Academic colleges and individual programs track the results of student performance on professional and licensing examinations as evidence of student success. For example, the College of Education and Professional Studies tracks and reports on student success on a series of licensing exams required by the State of Wisconsin (**Attachment #46**), the federal government (**Attachment #47**), and national organizations such as the American Association of Colleges for Teacher Education (**Attachment #48**). And academic departments, including Accounting (**Attachment #49**), Communication Sciences and Disorders, Counseling (**Attachment #50**), and Psychology (**Attachment #51**) also track success of their graduates on a series of licensing and professional certification exams.

In 2012, UW-W adopted the Essential Learning Outcomes (ELOs) (**Attachment #52**) from the Association of American Colleges and Universities (AAC&U) as our campus definition of baccalaureate learning goals. All students seeking a bachelor's degree are expected to achieve the ELOs through their studies in general education, major and minor, elective courses, and experiences gained in co-curricular and extra-curricular activities. After years of using course embedded exams and Collegiate Assessment of Academic Proficiency (CAAP) testing, UW-W's general education program will begin in fall 2015 using course-embedded signature assessments (**Attachment #53**) to directly assess student learning outcomes relevant to ELOs regarding critical thinking and writing. Similarly, all academic majors and minors on campus collect assessment relevant to student performance on ELOs and learning outcomes directly related to the content of the academic program.

### Using Student Outcome Data for Planning, Program Review and Assessment

UW-W uses student outcome data in its program review, planning and goal setting, and continuing assessment activities. This happens in a variety of ways.

For example, the University Retention Committee (first convened in 2013) has reviewed best retention practices at other universities, and systematically reviewed internal data about UW-W student retention by

gender, residency, academic preparation, ethnicity, majors, financial profiles, remedial academic needs, and DFW information. These efforts have initiated preliminary discussions about methods for better leveraging UW-W's array of high impact practices to accelerate the institution's improving student retention rates (Attachment #54).

The UW System requires a program review process, with details on frequency and requirements determined by individual institutions. At UW-W, all undergraduate and graduate programs are reviewed in five-year cycles through the Audit & Review (A&R) process. The A&R process requires that every academic unit complete a self-study that includes reporting on the gathering and use of data chronicling student achievement (Attachment #55) of both the institution's ELOs and learning outcomes unique to the program under review. The A&R process also requires that the program review and discuss student outcome trend data provided by the Office of Institutional Research and Planning, including number of majors/minors, total enrollment, degrees granted, credits to degree, student diversity, and student placement and continuing education data (Attachment #56). Finally, the process requires that the program use information from the self-study to reflect upon strategic intentions for the upcoming review period (Attachment #57).

The institution's most important step in uniting student outcome data with planning, program review, and assessment came in 2011 with establishment of the Essential Learning and Assessment Review Committee (ELARC) (Attachment #58). ELARC integrates campus assessment efforts at department, program, division, and institutional levels; shares results; and develops campus-wide plans for improving student learning (Attachment #59). To achieve this goal, campus units (e.g. colleges, student affairs) send ELARC executive summaries of assessment data and other indicators related to baccalaureate learning outcomes. ELARC distills findings into a report of highlights and recommendations and shares the report across campus. ELARC also archives notes about campus progress in meeting recommended actions. The committee's process of collating data from across campus, identifying and discussing themes, and making data-based recommendations provides a 'big picture' view of assessment at UW-W, summarizing what we know about student achievement of campus SLOs, what we still need to learn, and how we can use the data to improve student learning. ELARC Final Reports from 2012, 2013, and 2015 (Attachments #60, #61, and #62) underscore the centrality of student outcome data in planning for continuous improvements in student learning.

## Standing with State and Other Accrediting Agencies

1. Disclose information about any relationship with a specialized, professional, or institutional accreditor and with all governing or coordinating bodies in states in which the institution has a presence.

Supporting information: Provide the team in the Resource Room with the most recent comprehensive evaluation report and action letter from each institutional or specialized accrediting agency as well as any interim monitoring prepared for that agency.

UW-W maintains and publicizes its institutional and specialized accreditations. These accreditations, along with certifications of other coordinating bodies such as the Wisconsin Department of Public Instruction, are all available through a link on the "About UW-Whitewater" webpage, available off of the UW-W homepage, and are listed below in Table 1.5. UW-W reports annually to the University of Wisconsin Board of Regents on the status of all academic accreditation relationships.

Program/Unit	Accrediting or State Agency	Academic Year of Last Review	Academic Year of Next Review
Art	<a href="#">National Association of Schools of Art &amp; Design</a>	2013-14 Attachment #63	2023-24
College of Business and Economics	<a href="#">Association to Advance Collegiate Schools of Business</a>	2013-14 Attachment #64	2018-19
Chemistry	<a href="#">American Chemical Society</a>	2009 Attachment #65	2014
Communication Sciences and Disorders	<a href="#">American Speech-Language-Hearing Association</a>	2013-14 Attachment #66	2021-22
Counseling: MS	<a href="#">Council for Accreditation of Counseling and Related Educational Programs</a>	2007-08 Attachment #67	2015-16
Curriculum and Instruction and Special Education	<a href="#">National Association for the Education of Young Children</a>	2011 Attachment #68	2016
Music	<a href="#">National Association of Schools of Music</a>	2011-12 Attachment #69	2021-22
School Psychology	<a href="#">National Association of School Psychologists</a>	2014-15 Attachment #70	2020-21
Social Work	<a href="#">Council on Social Work Education</a>	2009-10 Attachment #71	2017
Special Education	<a href="#">Council for Exceptional Children</a>	2011 Attachment #72	2016
Teacher Education Programs	<a href="#">Council for the Accreditation of Educator Preparation</a> (formerly NCATE)	2008-09 Attachment #73	2016
Teacher Education Programs	<a href="#">Wisconsin Department of Public Instruction</a>	2013-14 Attachment #74	2018-19
Theatre	<a href="#">National Association of Schools of Theatre</a>	2008-09 Attachment #75	2018-19
University	<a href="#">Higher Learning Commission (North Central Association)</a>	2005-06 (portal)	2015-16

Table 1.5. UW-W's Accreditations and State Approvals

## Public Notification of Opportunity to Comment

1. Determine what constituencies should receive the notice of opportunity to comment. These groups should include students, parents, alumni, taxpayers, donors, community groups, local businesses.
2. Determine what media the institution will use to solicit comments. Local newspapers, institutional web sites, and alumni magazines are appropriate choices. The notices should reach all constituencies but should not unduly burden the institution.

The notices should include: the purpose and dates of the visit, the institution's accreditation status with the Higher Learning Commission, an invitation to send written, signed comments directly to the Commission, and contact information for the Commission.

The notices should specify that comments must be sent to the Commission no later than four weeks before the start of the visit.

3. Publish the notices of the visit following the prescribed format; a sample notification is provided below.
4. The institution must send copies of its notices to the Commission in pdf format to [legalaffairs@hlcommission.org](mailto:legalaffairs@hlcommission.org) at least a month before the comprehensive evaluation visit. Commission staff will compile the comments and the notices and send them to the evaluation team and to the institution three weeks prior to the visit. The Commission will also review and forward comments received after the deadline lapses and even during the visit, as third party comments are an important part of the comprehensive evaluation visit process.
5. In cases where comments are of a sensitive nature, the Commission staff will ensure that the commenter is aware that comments are typically forwarded to the institution and the evaluation team with identifying information intact. In some cases, Commission staff may redact the identifying information of the commenter or summarize the comment.

UW-W ran an advertisement (**Attachment #76**) requesting third party comment in a number of local newspapers, on community websites, and made third party comment requests through a variety of campus initiatives seeking to reach students, parents, faculty and staff, alumni, local and regional community members and area employers. The distribution schedule of the request for comment is chronicled in Table 1.6.

<b>July 16</b>
Broadcast email to UW-W faculty, staff and students
<b>July 20</b>
<i>UW-Whitewater This Week</i> (weekly e-newsletter)
<b>July 22</b>
<i>UW-Whitewater Alumni e-Newsletter</i>
<i>Jefferson County Daily Union</i>
<i>Edgerton Reporter</i>
<i>Janesville Gazette</i>
<i>Good Morning Whitewater</i>
<b>July 23</b>
<i>Whitewater Register</i>
<i>Milton Courier</i>
<i>Janesville Gazette</i>
<i>Lake Geneva Regional News</i>
<i>Burlington Standard Press</i>

<i>Elkhorn Independent</i>
<b>July 24</b>
<i>East Troy News</i>
<b>July 26</b>
<i>Janesville Gazette</i>
<i>Walworth County Sunday</i>
<b>August 3</b>
<i>UW-Whitewater This Week</i> (weekly e-newsletter)

Table 1.6. Venues for Request for Third Party Comment Affiliated with October 2015 Visit