Assurance Argument

University of Wisconsin-La Crosse

Review date: 04-20-2026

Welcome Message for Review Team

The University of Wisconsin-La Crosse (UWL) provides a challenging, dynamic, and diverse learning environment in which the entire university community is fully engaged in supporting student success. Grounded in the liberal arts, UWL fosters curiosity and life-long learning through collaboration, innovation, and the discovery and dissemination of new knowledge. Acknowledging and respecting the contributions of all, UWL is a regional academic and cultural center that prepares students to take their place in a constantly changing world community.

The UWL campus is in southwestern Wisconsin, nestled in a residential area of the City of La Crosse and positioned as part of a larger metro area with a population close to 140,000. The area is characterized by exceptional natural beauty which includes the Mississippi River, majestic bluffs, and views of rolling farmland and forested valleys. Abundant water, woodlands and varying terrain provide ample opportunities for year-round outdoor recreation. Only a couple of hours from Minneapolis or Madison, La Crosse enjoys the affordability and charm of small town living with larger city benefits. Three colleges, two world-class medical institutions, a restored nineteenth century downtown business district, and a number of galleries and art centers have made La Crosse a regional center for culture, entertainment, medical care, shopping, sports and recreation.

We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich our campus community. We commit ourselves to the pursuit of excellence in teaching and learning, research, scholarship, creative activity, community service, and diversity as inextricably linked goals. UWL fulfills this by creating a welcoming and inclusive community for people from every background – people who serve the State of Wisconsin and the public good.

Follow Up from Prior HLC Review

Following our previous review (2016), HLC was concerned with a lack of a systematic strategic planning process, and we were asked to complete an interim report (by December 2018) regarding our strategic planning process. We completed this interim report, promptly developed a strategic plan (2016-2025) which we recently concluded, and initiated a new strategic plan in early 2025 under the direction of a new chancellor. The previous and current strategic planning processes are detailed in this report, illustrating that UWL has developed a strong culture of strategic planning.

HLC made additional recommendations for improvement regarding syllabi and student learning outcomes, more transparency regarding policies, a clearer indication of total costs to students, and a consideration of diversity in our strategic planning efforts. We believe the current report illustrates improvements in each of these areas as well.

Current Strengths and Challenges

Under the broader Universities of Wisconsin (UWSA) Strategic Plan (2023-2028), the UWSA engaged a third-party reviewer, Deloitte, to complete financial, enrollment, and operations

reviews of the 12 UW universities. As is documented in this Assurance Argument, UWL's review is strong and concludes that UWL has adopted fiscally responsible strategies resulting in stable financial health and has maintained consistent enrollment over time. The challenges the report identifies relate to the significant leadership turnover that UWL experienced along with constrained budgets and uncompetitive wages that contribute to talent shortages in various areas. UWL has since successfully onboarded a new Chancellor; Vice Chancellor for Administration and Finance; Vice Chancellor for Access, Belonging, and Compliance; and Vice Chancellor for University Advancement. We are in the midst of additional turnover and are currently searching for a new Provost/Vice Chancellor for Academic Affairs and Dean of the College of Arts, Social Sciences, and Humanities. Decisions regarding these positions and all issues facing the university will be guided by our new strategic plan. Thus, we are already making good progress on recommended steps to address the primary challenges Deloitte identified.

Welcome Note from Chancellor Beeby

To the HLC Review Team –

Welcome to UW–La Crosse. We are delighted to host you on our beautiful campus in the heart of Wisconsin's Driftless Region. UWL has long been recognized for its high-quality academics, supportive campus community, and stunning natural setting. From our strong rankings and student outcomes to the stories you will hear about daily life on campus, I am confident you will see that students remain at the center of everything we do.

Our newly finalized strategic plan, UWL Forward, will guide our university's direction over the next five years. Shaped by extensive collaboration with campus and community partners, the plan deepens our commitment to academic excellence, educating the whole person, and the Wisconsin Idea. Together, these priorities position our students to thrive in a rapidly evolving workforce and meet the needs of an ever-changing world.

We look forward to sharing all that UWL has to offer when you visit in April.

With sincere best wishes,

James M. Beeby

Chancellor

1 - Mission

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

1.A. Mission Alignment

The institution's educational programs, enrollment profile and scope of operations align with its publicly articulated mission.

Argument

The University of Wisconsin La Crosse (UWL) originated in 1909 as La Crosse Normal School to train public elementary and secondary school teachers. Renamed La Crosse State Teachers College in 1927, it was authorized to grant four-year teaching degrees. In 1964, the college was designated a state university, renamed Wisconsin State University-La Crosse, and in 1971 the university became part of the University of Wisconsin System, taking on its current name. UWL's history of a strong focus on physical education is embodied in our official motto, *mens corpusque* ("mind and body"), an educational philosophy that recognizes each student as a whole person and aspires to enhance both mind and body through the noble search for knowledge.

The current UWL Mission, Vision, and Values are publicly posted on the Chancellor and Provost websites and in UWL's undergraduate (p.11/877) and graduate (p.7/255) catalogs.

Relationship to Universities of Wisconsin (UWSA) Mission. UWL's mission was developed through a campus-level process and approved by the UWSA Board of Regents (BOR). In 2014, the UWSA mandated that each system institution formulate a mission consistent with the UWSA Mission Statement and in compliance with Wisconsin statute 36.09(1)(b): "The board, after public hearing at each institution, shall establish for each institution a mission statement delineating specific program responsibilities and types of degrees to be granted." Following this mandate, UWL's mission was amended through an appropriate campus process directed by the Chancellor's Joint Planning and Budget Committee (JPB), a broadly representative committee that includes administrators from all cabinet divisions and representatives from student, faculty, academic staff, non-instructional academic staff, and university staff governance groups. UWL's amended mission was approved by the BOR on June 6, 2014. Further deliberations by JPB led to UWL's current Vision and Values statements, adopted in March 2015. In developing our current 2025-2030 strategic plan, the chancellor's cabinet and Strategic Planning Executive Team reviewed the mission, determined it to still be appropriate, and explicitly aligned the strategic plan to the mission and vision.

The UWSA Mission statement applies to all system institutions and the Core Mission of the University Cluster applies to all UW comprehensive universities, including UWL. These two mission statements are authorized by the Legislature and the BOR, and UWL's mission was generated by the UWL community, as described above. At the core of all these mission

statements is the Wisconsin Idea, the principle that education and research within UWSA institutions should help improve the lives of Wisconsin citizens.

Mission-Driven Decision-Making. UWL's strategic planning efforts over the last decade have aligned closely with our mission and values. The Sustaining Excellence Strategic Plan (2016-2025) pillars, and the ongoing UWL Forward Strategic Plan (2025-2030) explicitly align with our mission, vision, and values. In Spring 2025, Chancellor Beeby initiated the current strategic planning process and announced key organizational changes intended to better embody UWL's mission within its structure. The following was instituted in July 2025:

- The Office of Admissions moved from Student Affairs to Academic Affairs to align new students with strong academic programming at UWL, underscoring its commitment to academic excellence.
- University Marketing and Communications now reports directly to the Chancellor's Chief of the Staff to better align communications and marketing efforts with the mission-focused community engagement priorities of the Chancellor.
- UWL Athletics, formerly under Student Affairs, now reports directly to the Chancellor. Athletics are a core of the UWL brand, engage and attract prospective students, alumni, and donors. UWL's vision and values statements explicitly underscore the *mens corpusque* philosophy of educating the whole person.

Mission Alignment with Academics. UWL's mission specifies the offering of "undergraduate programs and degrees in the arts and humanities, health and sciences, education, and business administration" and "graduate programs related to areas of emphasis and strength within the institution, including business administration, education, health, the sciences, and the social sciences." The mission outlines the framework of its academics, with degree programs housed in three Colleges (College of Business Administration (p.326/877), College of Arts, Social Sciences, and Humanities (p. 80/877) (CASSH), College of Science and Health (p.361/877) and two Schools, the School of Visual and Performing Arts (p.80/877) (housed in CASSH) and the School of Education (p.613/877).

Undergraduate Education. UWL offers an Associate Degree, 72 Bachelor Degrees, and an array of minors, certificates and micro-certificates (total undergraduate enrollment in Fall 2025 was 10,622). All undergraduates are required to complete the General Education (GE) program (p. 75/877). One major outcome of the Sustaining Excellence strategic plan (2016-2025) was revision of the GE program, fully implemented in Summer 2025. Consistent with UWL's mission, the revised GE program includes foundational skills in First College Courses, offers students a breadth of academic experiences in the University Core, and fosters intellectual curiosity and inquiry in the Integrative Perspectives component. In Fall 2025, UWSA directed all institutions to restructure the GE program for consistency across system schools to facilitate transferability. Having just gone through a deliberative process of GE revision, UWL was well-situated to quickly restructure the revised program into a format consistent with the UWSA GE framework while largely preserving the recently revised program learning outcomes (cf. CC 3.B).

Graduate Education. UWL offers 14 graduate certificates, 22 master's degrees, 1 educational specialist degree, and two doctorates in 30 distinct academic programs (total graduate enrollment in Fall 2025 was 947). Many graduate programs reflect UWL's past as a normal school for teacher education with a special focus on physical education, and long-standing strengths in the health sciences, reflected in its Doctorate of Physical Therapy program. The graduate program array has shifted considerably in recent years, with a net loss of campus-based programs and increase in online programs. In some cases, online and on-campus versions of the same program are now available, and in others, campus-based programs have shifted to online modalities.

Degree Collaborations. UWL is involved in six online collaborative graduate programs coordinated through the [UWSA Office of Online & Professional Learning Resources](#) (OPLR), and the online UW Consortium MBA. Graduate student enrollment has been stable in recent years at approximately 950 students enrolled. The number of students enrolled in online versus on-campus programs has remained roughly equal during that period, with a slow shift toward greater online student headcount in the last four years (510 online vs. 436 on campus in Fall 2024).

Undergraduate Research. UWL is a leader in providing undergraduate students opportunities to conduct research with faculty. This commitment to undergraduate research is consistent with UWL's mission to "foster curiosity and life-long learning through collaboration, innovation, and the discovery and dissemination of new knowledge." UWL has been nationally recognized for undergraduate research, receiving the [Council on Undergraduate Research Award for Undergraduate Research Accomplishments (AURA) Award in 2021](#). In the 2023 National Survey of Student Engagement (NSSE), 27% of UWL seniors [conducted research with a faculty member,](#) as compared to other UW System comprehensives (25%) and its IPEDS peers (24%).

Eagle Advantage. [UWL's Eagle Advantage](#) initiative integrates curricular and co-curricular activities that empower students to recognize, develop, and articulate skills essential to professional life. Eight Eagle Advantage competencies, adapted from the [National Association of Colleges and Employers](#) (NACE), foster career-readiness upon graduation. The Center for Advancing Teaching and Learning (CATL) in collaboration with Career Services developed an [Eagle Advantage Infusion Training](#) to help instructors build career-readiness competencies into their courses.

Student Support Services. Its mission characterizes UWL as a "challenging, dynamic, and diverse learning environment in which the entire university community is fully engaged in supporting student success." UWL has a comprehensive Campus Life website that helps students identify and access numerous support services on campus related to academics, basic needs and well-being, career planning, finances, community engagement, and safety. These resources are coordinated by continuous collaboration between administrators, faculty, staff, and students. Offices providing many of these services include:

- [Academic Advising Center & Career Services](#)
- [Counseling and Testing](#)
- [Multicultural Student Services](#)
- [Residence Life](#)

- [University Centers](#)
- [Student Center for Organizations, Vision, and Engagement](#)
- [Recreational Sports](#)
- [Disability Resource Center](#)
- [Tutoring & Learning Center](#)

Enrollment Profile. UWL's 2025 [Carnegie Classifications](#) are as follows:

- **Institutional Classification:** Mixed Undergraduate/Graduate-Master's Large/Medium
- **Student Access and Earnings:** Lower Access, Medium Earnings
- **Research Activity Designation**: Research Colleges and Universities

In [Fall 2025, 91 percent (9675 of 10,622) of UWL's students were undergraduate degree-seeking students (detailed 2024-25 demographics)](#). Ninety-seven percent of first-year degree-seeking undergraduate students live in a residence hall on-campus; overall, thirty-five percent of all UWL degree-seeking undergraduate students live in a residence hall on-campus. UWL students consistently possess some of the [highest academic profiles within the UWs](#). In Fall 2024, [the average first-year student high school rank](#) was at the 74th percentile, and [the average first-year student ACT composite score](#) was 24 (33% reported scores). Additional demographic data is outlined in [UWL's 2025 Fact Sheet](#).

Retention. [UWL's first-to-second year retention rates](#) have consistently been highest among UW comprehensives with a rate of 86.5 percent (first-year cohort entering Fall 2023) which was highest among the UW comprehensives, second only to UW-Madison. UWL graduation rates are also consistently the highest among the comprehensive UWs with a [six-year graduation rate](#) of 71 percent, second only to UW-Madison. Four-year graduation rates [have increased over the past several years](#), with 54.0 percent of the incoming first-year class in Fall 2020 completing their degrees in four years or less, compared to 46.2 percent of the first-year class that entered in Fall 2016.

Enrollment. While UWL's comprehensive peers have experienced decreased enrollment, UWL's enrollment [remains strong](#). Both graduate and undergraduate enrollment have increased compared to three years ago, and in the past five years, UWL has [thrice broken its record for the largest first-year student cohort](#). In Fall 2025, UWL's new first-year cohort included a record-breaking 2,366 students. The previous record was set in Fall 2024, with a cohort including 2,325 students.

Mission Focus Confirmed by External Review. As part of the broader [UWSA 2023-2028 Strategic Plan](#), UWSA engaged Deloitte to complete financial, enrollment, and operations reviews of the 12 UW comprehensive institutions, all posted on the UWSA President's Strategic Planning website. The [UWL Review](#) is strong and establishes that UWL provides what its mission attests: "a challenging, dynamic, and diverse learning environment within a community fully engaged in student success." [The report states](#), "UWL is a critically differentiated university within the comprehensive portfolio of UW campuses. It attracts an academically prepared undergraduate population with strong demand for on-campus residence participation on an

updated campus along the Mississippi River. UWL academics are grounded in liberal arts with professional programs."

Future Challenges. Deloitte's top-level conclusion regarding UWL's challenges indicates that significant leadership turnover poses a risk requiring the clear articulation of a future-focused strategy. From 2024-2025, UWL had significant turnover in senior administrative leadership including the following positions: Chancellor, Vice Chancellor for Administration and Finance, Vice Chancellor for Access, Belonging, and Compliance, and Vice Chancellor for University Advancement. These leadership positions have since been filled. UWL concluded its prior strategic plan (2016-2025) and initiated a new strategic plan (2025-2030) under the new leadership. A lingering challenge Deloitte identified is that constrained budgets and non-competitive wages are contributing factors to hiring and retention in some areas. Even so, the report notes that UWL maintains system-leading retention and graduation rates through a strong campus-wide culture around student success and highly engaged faculty. UWL leadership continues to change and we are currently in the process of hiring a Provost and CASSH Dean.

Mission-Related Highlights. These selected accomplishments provide insight into how UWL is living out its mission and exemplifying the Wisconsin Idea.

- U.S. News & World Report ranks UWL the No. 1 public university in Wisconsin with fewer than 25,000 students; the No. 1 public regional university in Wisconsin, Minnesota, and Illinois; and No. 3 among public universities in the Midwest.
- UWL is the No. 2 public university of any size in Wisconsin, according to Forbes' 2025 America's Top Colleges list. Forbes praised UWL's array of academic concentrations and its active student body.
- U.S. News & World Report recognized three graduate programs in the top 100 of their disciplines, including UW MBA Consortium (No. 12), UWL's Doctorate of Physical Therapy Program (No. 42) and UWL's Physician Assistant program (No. 65).
- UWL retained 86.7% of its 2023-2024 first-year students, the highest mark in a decade and the fifth-highest mark in the past 50 years.
- Sujat Sen (Chemistry) was named the 2023 Carl E. Gulbrandsen Innovator of the Year by WiSys, a state nonprofit organization that works with the UW System for exemplary contributions.
- Tom Kernozek was named to Governor Tony Evers' Task Force on the Healthcare Workforce, a group charged with studying the workforce challenges facing the state's health care system, identifying ways to improve patient care and alleviate burdens, exploring educational pathways to grow a sustainable workforce, and creating a solution-oriented plan for consideration in the governor's 2025-27 executive budget.
- The Physics Department has hosted a Nobel Laureate in their Distinguished Lecture Series in Physics annually since 2000.
- The newly-constructed Bob Hetzel Fieldhouse enables continued growth for UWL athletic, recreational, and exercise and sport science programs on campus serving our *mens corpusque* philosophy.
- In line with our motto *mens corpusque*, UWL boasts 80 national titles and 454 conference championships in women's and men's athletics, and UWL students have the highest GPA among all schools in the Wisconsin Intercollegiate Conference (23 years

running!) and an impressive showing on the [College Sports Communicators Academic All-Americans list](#).

- Residence Life has an impressive array of [Living Learning Communities](#) that provide students a way to [build connections and community at UWL](#), enhancing student engagement and success.
- UWL is crucial to the economy of western Wisconsin, with 1,531 professional staff and 1,200 student employees earning $83.2 million in wages in FY 2024.

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1.B. Mission and Public Good

The institution's operation of the academic enterprise demonstrates its commitment to serving the public good.

Argument

Consistent with the Wisconsin Idea, UWL has made establishing and maintaining external relationships a priority. Community Engagement stood as one of the four pillars of our Sustaining Excellence Strategic Plan (2016-2025), and in 2017 UWL formed the Community Engagement Council made up of faculty and staff dedicated to gathering feedback from both the campus and broader La Crosse area. In 2019 UWL hired a Community Engagement Coordinator who reports to the Chancellor, and a Civic Action Plan was presented to the campus and La Crosse community as a formal statement of the university's dedication to fostering impactful, reciprocal partnerships. A major component of the Civic Action Plan was to prioritize formal educational experiences that serve the public good, and UWL established the Community Engaged Learning Program, which received national recognition with the 2022 AASCU Excellence & Innovation Award for Civic Learning and Community Engagement. The current UWL Forward Strategic Plan (2025-2030) also seeks to deepen UWL's role as a regional partner and cultural hub by fostering impactful community engagement.

The following organizations and programs exemplify UWL's commitment to serving the public good:

- **The Office of Community Engagement (OCE).** OCE is dedicated to building mutually beneficial partnerships that enrich student learning, meet community needs, and foster goodwill within the community. OCE's mission is to: a) listen to the community, b) increase access to UWL, and c) create connections. By co-creating partnerships with community stakeholders, OCE encourages a collaborative environment empowering students to engage with and contribute to meaningful, real-world issues.
- **Community Engaged Faculty Partnerships.** There are a number of examples of faculty engaging community partners to serve the public good. For example, Brian Pompeii (Geography & Environmental Science) is working with the Town of Campbell to examine forever chemicals disproportionately affect vulnerable populations and Kourtney Austin (Music) is conducting research that highlights the physical and mental health of musicians who experience many of the same challenges as athletes without similar levels of support.
- **The UWL-Mayo Clinic Partnership.** In 2019, Mayo Clinic Health System and UWL signed an agreement enabling researchers at the two institutions to work together to help prepare the next generation of scientists, innovators and health care providers and to improve health and wellness resources in the region.
- **NSF EPIIC Grant.** In 2025, UWL received a $400,000 grant from the National Science Foundation's Enabling Partnerships to Increase Innovation Capacity (EPIIC) program to support building infrastructure needed to become a hub for innovation-driven business

partnerships with a focus on AI technologies. This grant will deepen UWL's commitment to community engagement and innovation, key priorities in our 2025-2030 strategic plan.

- **Support for Community Events.** UWL is committed to the [health and success](#) of its community. UWL has a deep understanding of the public purpose of higher education and the role it plays as a community partner, and offers several services to meet community needs, including volunteering, expert speakers, space rental, conference services, and sponsorships. For example, UWL has also been the longtime host for the [Wisconsin Interscholastic Athletic Association State High School Track & Field Meet](#).
- **Youth Programs.** The Office of Multicultural Student Services (OMSS) sponsors [pre-college programming](#) for K-12 students to support multicultural communities and low-income families in the La Crosse area. OMSS also encourages UWL students and staff to serve as role models and mentors for youth throughout Wisconsin. Graduate & Extended Learning also provides [a variety of youth and pre-college programs for K-12 students](#), and supports these programs with [Youth Program Scholarships](#).
- **Volunteerism.** UWL is committed [to connecting students, faculty and staff](#) with service opportunities that [address community needs](#). UWL partners with the Great Rivers United Way, Western Technical College and Viterbo University on a platform called UGetConnected that matches prospective volunteers with service opportunities that fit their interests, skills and availability. More than 125 community agencies are served by this platform.
- **The River Studies Center (RSC).** La Crosse is part of the Upper Mississippi River National Wildlife and Fish Refuge, and [RSC](#) focuses on research and informational programs pertinent to the Mississippi River ecosystem. The center has [interdisciplinary partnerships](#) with private industry, U.S. Geological Survey, Wisconsin Department of Natural Resources, Minnesota Pollution Control Agency, National Park Service, and U.S. Environmental Protection Agency. The RSC maintains research laboratories in Prairie Springs Science Center and recently christened [a state-of-the-art research vessel](#), made possible by a $500,000 donation. An additional [$3 million in donations](#), announced in May 2024, support the director and associate director positions of the RSC.
- **The Freshwater Collaborative (FWC).** UWL and the RSC have played a significant role in initiating the [Freshwater Collaborative](#) of Wisconsin. The FWC is a Universities of Wisconsin initiative that fills "the global, regional, and local demand for a water-focused workforce through the explicit structuring of curriculum, training, and workplace experience."
- **The Mississippi Valley Archaeology Center (MVAC)**. [MVAC](#) is involved in research, preservation, and education about the rich archaeological resources of the region. MVAC contracts with the U.S. Department of Transportation, U.S. Department of Agriculture, U.S. Department of the Interior, Wisconsin Department of Transportation, as well as local municipalities and private developers to ensure that land is explored prior to construction. MVAC also provides [educational outreach events](#) such as presentations to K-12 students and other community groups, artifact shows, and fieldwork opportunities in archaeology to help explain how archaeologists uncover the human past of the region.
- **Graduate and Extended Learning (GEL).** The [Core Mission of the University Cluster](#) states that UW institutions shall "promote the integration of the extension function, assist the University of Wisconsin-Extension in meeting its responsibility for statewide coordination, and encourage faculty and staff participation in outreach

activity." In 2024-2025, GEL offered 20 personal enrichment and professional development workshops and conferences serving 1807 adults, and 5 pre-college programs serving 361 youth. GEL credit courses in 2024-2025 aligned with professional development totaled 407 enrollments.

- **The Small Business Development Center (SBDC).** Over 500 current and prospective regional business owners receive business counseling services through the SBDC annually. In 2024, 437 met individually with SBDC advisors as they worked through their business decisions, 29 new businesses were created, over 1,025 jobs were supported, and 56 financial transactions and over $5 million in loans or equity were reported for business starts or expansions. SBDC's accomplishments were recognized with the 2025 Small Business Development Center Service Excellence Award for Wisconsin.

High-Impact Practices (HIPs). UWL's mission to serve the public good exposes students to HIPs which are positively correlated with student learning and retention. Internships and community engaged service learning experiences are important HIPs in which students participate. For example, education students at UWL engage in a partnership with the Notre Dame School of Milwaukee that involves student teaching experiences in urban settings, enriching both the budding educators as well as existing teachers and their students. The new Lower Extremity Amputee Program at UWL pairs Physical Therapy students with community members with lower extremity amputations; the students create personalized exercise plans for patients and track their progress. Sociology students in Sociology's Methods of Social Research class developed a system for tracking the effectiveness of the county's Drug Treatment Court, which helps those who have committed drug-related offenses successfully reintegrate into society.

The UW System requires that each institution track and annually report on partnerships with external organizations, which include a variety of HIPs. The reports from 2023-2024 and 2024-2025 academic years summarize engagement by hundreds of students in public engagement. In 2024-2025 there were 1002 co-op or internship learning placements, 1033 clinical, legal, or social work learning placements, 704 student teacher or teacher education placements, and 3333 students who volunteered and/or engaged in service learning or community-based research.

On the 2023 NSSE, 76% of all UWL seniors participated in two or more HIPs (7% higher than other UW Comprehensives) and 94% participated in at least one HIP (5% higher than other UW Comprehensives). Moreover, 62% of UWL seniors responded that some, most, or all of their courses included a community-based project.

Sustainability Efforts. UWL takes a campus-wide approach to sustainability, led by the Chancellor's Joint Committee on Environmental Sustainability. Through education and programming UWL provides students, faculty, staff, and the community with the knowledge and skills to be environmentally responsible citizens.

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1.C. Mission and Diversity of Society

The institution provides opportunities for civic engagement in a diverse, multicultural society and globally connected world, as appropriate within its mission and for the constituencies it serves.

Argument

Driven by a commitment to fostering a campus culture where all voices matter, UWL strives to provide a welcoming environment for students, faculty, and staff. A commitment to civic engagement is shown in many curricular and co-curricular activities that prepare students for informed citizenship and workplace success. Collaborations between Admissions, Office of Community Engagement, and the Division of Access, Belonging & Compliance ensure that students are supported from matriculation to graduation. Additionally, UWL's General Education (GE) program and the Eagle Advantage competencies make clear both the value of liberal education and the application of classroom learning to students' post-graduate careers.

Curricular Emphasis on Civic Engagement. Civic engagement is built into UWL's GE program, beginning with courses that introduce students to foundational skills required of global citizens in the 21st century, specifically: learning, analyzing, evaluating, integrating, and communicating information. GE curriculum also expands students' disciplinary knowledge in courses that situate the "whole person" in relationship to society and requires students to mobilize new tools of inquiry and an understanding of diverse perspectives to foster their own intellectual curiosity and engagement with local, regional, national, and/or international communities. For example, informed by the AAC&U Global Learning VALUE Rubric, globally focused GE courses prepare students to: 1) become informed, open-minded, and responsible people who are attentive to diversity across the spectrum of differences; 2) seek to understand how their actions affect both local and global communities; and 3) address the world's most pressing and enduring issues collaboratively and equitably.

Course-Based Community Learning. The Community Engaged Learning Program (CEL), approved by Faculty Senate and first piloted in Spring 2021, carries students' foundational experiences with civic engagement into upper-level coursework. CEL is a classroom-to-community relationship where coursework engages students in a direct partnership with community organizations. Courses that meet this criterion are designated CEL courses, allowing students to identify such opportunities when constructing their schedules. In CEL-designated courses, students have assignments and hands-on experiences designed to meet needs in the community. The CEL Program received national recognition with the 2022 AASCU Excellence & Innovation Award for Civic Learning and Community Engagement. Beginning Fall 2025, instructors of CEL-designated courses receive $1500 professional development funds demonstrating UWL's financial commitment to community-engaged learning.

Co-Curricular Opportunities for Civic Engagement. Students have many opportunities for civic engagement as part of campus life. The COVE (Center for Organizations, Vision, & Engagement) is the hub for all student organizations: the Leadership and Involvement Center

(LIC), Fraternity and Sorority Life, Campus Activities Board, several multicultural student organizations, and *The Racquet* (student newspaper). The Student Association offers a high-level civic engagement opportunity and serves as a key constituency in UWL's shared governance structure. Students also directly serve their peers; for example, the Campus Food Pantry provides opportunities for student organizations to staff the pantry and sponsor food drives. UWL promotes volunteering in the broader La Crosse community through the UGetConnected partnership with Viterbo and WTC and UWL's annual Day of Service, hosted by the Leadership and Involvement Center (LIC).

Engaging Multiculturalism in an Interconnected World: UWL's mission and the Core Mission of the University Cluster of the UW System both prioritize diversity as an essential goal. UWL seeks to engage all people in a safe campus climate that embraces an increasingly integrated and culturally diverse global community. A pillar of UWL's previous strategic plan (2016-2025) brought together multiple initiatives under the title of "Achieving Excellence through Equity and Diversity." On campus, the Division of Access, Belonging, & Compliance (ABC) is led by the Vice Chancellor for ABC, who serves as a member of the Chancellor's cabinet. The many units reporting to the Vice Chancellor for ABC are documented on the university organizational chart.

The Inclusive Excellence philosophy and framework guides UWL's efforts at encouraging diverse viewpoints in the classroom. UWL focuses on four core components of Inclusive Excellence: achieving academic equity in inclusive, welcoming settings; teaching and learning the skills, knowledge, and mindsets students need to make constructive contributions in an increasingly diverse society; creating a climate that supports all students; and developing learning opportunities that assume diverse perspectives are an asset to problem-solving.

Student-Facing Resources. The following student-facing resources exemplify UWL's commitment to welcoming all and encouraging diverse perspectives.

- **Disability Resource Center** promotes equal access and education opportunity for students with disabilities, providing services to UWL students who have a documented disability. The DRC served 1089 students in 2024-2025.
- **Veteran and Military Connection Office** assists service members and their families in accessing benefits and serving as a resource for students who are transitioning from the military to civilian and university life.
- **The Pride Center** mission is to foster a safe environment for discussions around sexual orientation and identity, and provides support for incoming students and families.
- **Diversity Organization Coalition** is a student organization that brings together representatives from multiple organizations devoted to diversity and multiculturalism. Approximately 250 students participate in this organization each year.

 Campus-Wide Resources. The following campus-wide resources exemplify UWL's commitment to diversity and equity.

- **Center for Civil Dialogue and Civic Engagement (CDCE)** empowers students, faculty, and staff to engage with diverse perspectives, practice civil discourse, and enhance global

[awareness through dialogue, workshops, and community-building initiatives](#). CDCE conducts [campus climate research](#), most recently through a 2025 survey to provide more recent data than the previous [2018 survey](#). The [2025 Campus Climate Survey](#) was used to gather insights from students, faculty, and staff to better understand experiences and perceptions of belonging on campus. Initial quantitative findings revealed strengths and growth areas of belonging according to students and faculty/staff. In spring 2026, focus groups across campus will explore these results through deeper conversations, and in 2026-27, CDCE will plan initiatives to build on strengths and address growth areas.

- **Inclusive Teaching.** The Center for Advancing Teaching & Learning (CATL) offers the [Inclusive Teaching Institute](#), a week-long immersive professional development opportunity for instructors to explore inclusive teaching practices that enhance student success and sense of belonging.

- **Internationalization Grants.** UWL offers grant opportunities to faculty and staff to support internationalization. Each college has funds to support faculty- and staff-led abroad programs and faculty exchanges. [International Scholarship Grants](#) (ISG) support research and other scholarly projects that are international in scope. CATL has periodic grant opportunities to support international education (e.g., [Collaborative Online International Learning (COIL) grants](#)).

- **Bias Support and Education Team.** The BSET provides resources to those affected by bias incidents on campus and uses an institutional approach to better understand the context in which such incidents occur. The BSET uses the online [Bias Incident Report Form](#) to provide support to affected persons, in addition to developing educational training and programs aimed at preventing future bias incidents.

- **Office of Title IX and Compliance** is responsible for the oversight of Title IX, Compliance, and Americans with Disabilities Act; the office collaborates with other campus partners to mitigate compliance risk and promote ethical conduct, with a specific focus on identifying, reporting, and preventing discrimination, harassment, and gender-based violence (cf. CC 2.A).

- **Title VI.** The Title VI/Equal Employment Opportunity Coordinator in the Office of Civil Rights and Compliance works to advance UWL's mission to provide a "challenging, dynamic, and diverse learning environment in which the entire university community is engaged in student success."

- **Indigenous Actions Collective.** [This working group](#) focuses on campus-wide initiatives that support retaining Native Students; provides opportunities to learn about Indigenous cultures and issues; and works with local tribal members on various projects. They also continue to work on the Land Acknowledgement Statement developed by shared governance groups. The statement is invoked at the opening of university events and is posted inside the Student Union: "We would like to recognize that the University of Wisconsin-La Crosse occupies the land of the Ho-Chunk people. Please take a moment to celebrate and honor this ancestral Ho-Chunk land, and the sacred lands of all indigenous peoples."

- **Grants to Support Scholars/Artists with Diverse Voices.** The [Eagle Visiting Scholar/Artist Grants](#) brings four or more scholars/artists to campus annually to increase divers perspectives. A goal of these grants is to facilitate visiting scholars/artists to go beyond presentations or performances and significantly interact with students, faculty, and staff during their time on campus.

- **Dialogue Matters**. [Faculty can sign up as facilitators for this program](#) which welcomes all new students into a structured, small-group dialogue that fosters belonging, civil discourse, and an understanding of academic freedom and free expression.
- **The Discussion Project**. [CATL provides faculty and academic staff hands-on training](#) in practical strategies for inclusive and engaging classroom discussions.
- **Youth Protection.** The Office of Youth Protection (cf. CC 2.A) supports pre-college youth by providing access to campus facilities, resources, processes, and procedures for planning and hosting events (e.g., [National History Day](#)). This office supports community outreach by protecting and supporting UWL's younger and more vulnerable visitors.
- **Social Justice Week.** ABC has hosted an annual week-long conference on social justice research, teaching, and advocacy every April since 2016. [SJW 2025](#) had three nationally recognized keynote speakers, and numerous UWL organizations, committees, faculty and students participated in multiple events throughout the week.

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Criterion 1 Summary

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

Argument

UWL's public articulated mission shapes its academic programing, strategic planning, and institutional operations. Rooted in the Wisconsin Idea, the mission articulates UWL's values of academic excellence, holistic student development, and serving the public good. The university's strong retention and graduation rates, nationally-recognized focus on student research, and robust student support services further affirm its mission. Despite recent leadership transitions and budget constraints, UWL continues to "provide a challenging, dynamic, and diverse learning environment in which the entire university community is fully engaged in supporting student success."

Sources

There are no sources.

2 - Integrity: Ethical and Responsible Conduct

In fulfilling its mission, the institution acts with integrity; its conduct is ethical and responsible.

2.A. Integrity

Actions taken by the institution's governing board, administration, faculty and staff demonstrate adherence to established policies and procedures.

Argument

UWL is governed by policies created by the state legislature, the Universities of Wisconsin (UWSA) Board of Regents (BOR), and local institutional policies.

Governing Board. UWL's governing board is the UWSA BOR. The mission of UWL is guided by fair and ethical policies and processes established by Wisconsin Statute and UWSA BOR maintains policies that regulate UWL's financial, auxiliary, academic, and personnel functions.

Financial Integrity. UWL affirms its responsibility to financial integrity through several reporting and auditing processes and tracking actual versus budgeted expenditures. The Wisconsin Legislative Audit Bureau (LAB), a nonpartisan service agency of the Legislative Branch, audits the activities in Executive Branch state agencies including UWSA institutions. The following mechanisms structure UWL's financial reporting and auditing activities.

- **Annual Comprehensive Financial Report (ACFR).** Financial statements of UWSA are presented in the State of Wisconsin's ACFR (2023 ACFR, 2024 ACFR, 2025 ACFR), published annually by the Wisconsin State Controller's Office in the Department of Administration. The ACFR aligns with GAAP (Generally Accepted Accounting Principles) for financial reporting purposes. GAAP ensure consistency, accuracy, and transparency in financial reporting; it accurately measures financial operations, fully discloses financial position, provides an externally-accepted presentation, and provides information for financial managers. The Wisconsin ACFR has received a Certificate of Achievement for Excellence in Financial Reporting from the Government Finance Officers Association (GFOA) each year since 1996.
- **Annual Financial Report.** The UWSA Office of Finance publishes an Annual Financial Report (2023 AFR, 2024 AFR, 2025 AFR) and individual campus financial statements (2023 UWL Statement, 2024 UWL Statement, 2025 UWL Statement). Under 13.94(1)(t), Wis. Stats., LAB assesses selected aspects of UWSA's financial management and financial operations. Also, as a condition of receiving federal funds, state agencies must meet the audit requirements of the federal Single Audit Act of 1984, as amended, and of federal Office of Management and Budget (OMB) Circular A-133. LAB performs the State of Wisconsin's Single Audit (2023-24 Audit, 2024-25 Audit).

- **Internal Auditing.** UWSA has an Office of Internal Audit (OIA) that operates under an [Internal Audit Charter](#), updated recently and [approved (February 2025)](#) by the BOR Audit Committee. The BOR Audit Committee has responsibility for all audit-related matters, internal and external; compliance with laws and regulations; internal controls; enterprise risk management; and ethics. The UWSA Chief Audit Executive reports directly to the Audit Committee and UWSA President. The OIA proposes an [annual audit plan (FY 2025)](#) which includes operational and financial audits and continuous monitoring of higher risk financial areas. The areas most often selected for continuous auditing include purchasing card expenditures, purchases in Shop@UW (internal e-commerce site), travel and expense reimbursements, and payroll. Auditors use a risk-based approach to identify expenditures that may not be allowable. This continuous monitoring consists of a systematic approach to identifying trends that warrant further review or investigation.
- **UW System Integrity Hotline.** UWSA implemented this [Hotline](#) in May 2015 to give employees and other stakeholders a mechanism for reporting misconduct, financial and otherwise.

Auxiliaries. UWSA policies also provide guidance on financial management of auxiliary enterprises. UWSA Policies [314](#) and [316](#) provide the definition of an auxiliary operation, which adheres to State of Wisconsin statutes and National Association of College and University Business Officers (NACUBO) definitions for auxiliary enterprises and provides for external reporting to the U.S. Department of Education and the Wisconsin Legislature on the fund balances. Additional information is provided in CC 4.A and CC 4.C regarding the shared governance process of allocating resources collected through segregated fees, room and board fees, textbook rental, and parking and user fees, which fund auxiliary units on campus. UWSA annually presents a [Program Revenue Fund Balances Report](#) with [campus-level detail](#) (p. 60-67) to the BOR.

Operational Data Reporting. UWL reports its campus operational data directly to UWSA through the [Central Data Request](#) (CDR). UWSA uses the CDR to report to the U.S. Department of Education on behalf of the institution. This provides an additional level of assurance around campus data integrity and reporting processes, as the data is reviewed by local UWL staff and UWSA staff prior to being confirmed and submitted to the Integrated Postsecondary Education Data System (IPEDS). IPEDS is the core postsecondary education data collection program for the National Center for Education Statistics.

Academic Integrity. [Faculty Senate (FS) Articles and Bylaws](#) guide the academic policies of UWL, and academic policies are posted in the [undergraduate (p.36/877)](#) and [graduate (p.22/255)](#) catalogs. The [Academic Policies and Standards](#) committee is responsible for formulating and reviewing local policies and standards concerning admissions, advising, retention, advanced standing, probation, dismissal, readmission, the grading system, and graduation honors for undergraduate students. UWL's Graduate Council fulfills the same role for graduate education. Agendas, minutes, and reports for these FS committees are all archived on the FS webpage. UWL complies with policies that guide [the integrity of research and scholarly practice](#) by UWL faculty, staff, and students (cf. CC 2.E).

Mandatory Trainings. UWSA requires all employees to receive training on FERPA, Title IX, Mandated Reporter (per Executive Order 54), and Information Security Awareness. Staff working with youth are also required to complete Youth Protection training. These trainings are administered centrally through UWSA. New employees must complete these trainings within 30 days of their start date at UWL. Continuing staff must complete training at regularly scheduled intervals per UWSA Policy 1293.

NCAA Compliance. Athletics works annually to educate campus units involved in supporting intercollegiate athletics with training on NCAA rules. UWL Athletics provides a 30-minute video and resource website for campus constituents that need to be aware of regulations regarding prospective and current student-athletes in order to comply with NCAA regulations.

Personnel. Per UWSA University Personnel System (UPS) policy, UWL follows merit-based recruitment, selection, and hiring processes designed to ensure equal employment opportunity to all qualified individuals within UWSA institutions. UWL follows UWSA guidance in all employee recruitments to ensure that equal employment policy is addressed. The Title VI/Equal Employment Opportunity Coordinator reviews all recruitments and provides resources for facilitating inclusive search processes. Individuals participating in UWL's hiring processes are provided planning and procedure documents that outline the responsibilities of the committee members and the policies by which committee members are expected to abide.

Terms and Conditions of Employment. Employees are notified of the terms and conditions of employment at the time of appointment. Each appointment letter includes details of the appointment; notice of personnel rules and/or guidelines; a link to the UWL Employee Handbook; and performance evaluation documentation. The employee handbook also outlines faculty and staff rights and responsibilities, and employees are required to acknowledge the information and receipt of the handbook. Academic department bylaws also provide information about workplace expectations, promotion, and retention procedures for faculty and instructional academic staff.

Conflict of Interest and Outside Activities Reporting. UPS and BOR policies include a code of ethics based on Wisconsin law to prevent conflicts between an employee's private interests and public responsibilities. Some employees (typically faculty and academic staff) must annually report their involvement in outside activities. Notice of the filing requirement is emailed to each employee and must be signed by the employee and their supervisor. As noted in the policy, conflict of interest policies extend to the members of the BOR.

Open Meetings Law and Records. UWL complies with the State of Wisconsin Open Meetings Law and Public Records Law. The entities subject to Open Meetings Law publicly post their meetings on the university calendar. UWL's Records Custodian responds to requests for public records on behalf of UWL. UWSA General Counsel provides guidance and oversight to campuses for compliance with these requirements.

Workplace Conduct and Grievance Procedures. Workplace conduct expectations also include direction for UWSA employees to act according to the highest ethical and professional standards of conduct. UWL employees can follow grievance procedures if they have an unresolved dispute

concerning their terms or conditions of employment and/or once they receive an action letter of reprimand, suspension, or termination. The process varies depending on an employee's status as a member of the tenure-line faculty, instructional academic staff, non-instructional academic staff, or university staff.

Campus Resources related to Civil Rights and Compliance. The Office of Civil Rights & Compliance (cf. CC 1.C) provides support for UWL's commitment to a fair and equitable campus community. This office guides campus implementation of policies and procedures regarding discrimination, harassment, retaliation, and related issues.

- **Title IX.** The Title IX Coordinator oversees the university's response to and compliance with Title IX and ensures policies and procedures are in accordance with state and federal laws. UWL's Title IX teams work together to coordinate initiatives, programs, and services that collectively protect educational access, advance gender equity, and prevent and respond to sexual harassment, sexual violence, and gender discrimination.
- **Violence Prevention.** The Title IX Coordinator also works closely with the Student Life Violence Prevention Specialist on programming related to the prevention of sexual harassment, sexual assault, and other forms of gender violence. The Student Life Violence Prevention Specialist provides confidential advocacy and support for victims of sexual assault, sexual harassment, relationship violence, and stalking.
- **Equal Employment Opportunities.** The Title VI/Equal Employment Opportunity Officer oversees the university's response to and compliance with civil rights laws and ensures policies and procedures are in accordance with state and federal laws.
- **Campus Collaborations.** UWL's Office of Civil Rights and Compliance, which includes the Title IX Coordinator, Title VI/Equal Employment Opportunity Coordinator, and Youth Protections Coordinator, collaborates with the Office of Human Resources and the Student Life Office on issues related to equitable recruitment practices, policy development and implementation, and investigations of discriminatory conduct.
- **Clery Act Reporting.** The Dean of Students, in compliance with the Clery Act, notifies the campus annually about the publication of the campus security report, which is available online and in the Student Life Office. UWL trains all Campus Security Authorities on an annual basis regarding Clery mandates.
- **Student Rights and Responsibilities.** Students have access to the Eagle Eye Student Handbook, which is designed to help students, families, faculty and staff gain better understanding of the policies, statutes, and procedures supporting student success. The Handbook provides information about academic and non-academic misconduct, student rights under FERPA, and other related topics.

Monitoring Compliance Concerns. In response to the April 2016 HLC reaffirmation visit, UWL filed a monitoring report on Institutional Records of Student Complaints in December 2016 that was subsequently accepted. Since that time, UWL has adopted Maxient, a case management system. Use of Maxient has expanded beyond student conduct, and now includes bias incidents, Title IX matters, accommodations appeal requests, emergency fund requests, student of concern reporting, student withdrawal records, requests for chalking on campus, pregnant/parenting accommodations requests, Executive Order #54 reporting, University Police compliments and complaints, and Institutional Records of Student Complaints.

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2.B. Transparency

The institution presents itself accurately and completely to students and the public with respect to its educational programs and any claims it makes related to the educational experience.

Argument

UWL presents itself responsibly through transparent external marketing and communications and posting admissions requirements and comprehensive costs to students, and it ensures accuracy through accountability and performance metrics and annual academic program reporting.

External Communications. UWL's external communications are coordinated through the [University Marketing & Communications](#) (UCOMM) office. Every week of the year, UCOMM publishes *Campus Connection*, an electronic compilation of weekly news stories and messages about upcoming campus events and meetings. UCOMM then mobilizes these and other news stories to engage the public, including prospective students, by postings to the UWL website and its social media outlets. Additionally, UCOMM updates an integrated marketing guide and brand toolkit for campus users, and maintains strong alumni connections through [alumni pieces](#) including a semiannual magazine, monthly e-newsletters, and semiannual college alumni newsletters.

Transparent Admission Requirements. Admission guidelines, policies, and requirements for both [undergraduate (p.25/877)](#) and [graduate (p.13/255)](#) programs are published in their respective catalogs and on the Admissions website. The catalogs also detail more specific admissions policies like transfer student admissions and international student requirements. All students are recruited and admitted for study at UWL through the Admissions Office which follows the [American Association of Collegiate Registrars and Admissions Counselors](#) (AACRAO) statements for ethics and practice relating to recruitment and admissions.

Some programs have specific admissions requirements posted on their websites. For example, the Certified Financial Planner® (CFP®) board requires [UWL's Personal Financial Planning (PFP) Concentration have a unique admission procedure which is posted on the PFP site](#).

Transparency in Student Costs. UWL has a [comprehensive cost-to-attend](#) website which presents tuition, housing, and food costs (and estimated cost for personal items). All offices that include cost-to-attend information on their sites link to this central site to ensure consistency: Admissions and [Financial Aid](#) websites provide information about annual cost of attendance; [Dining](#) posts meal plan costs; [Residence Life](#) includes information about room rates. Financial Aid maintains a consolidated [Consumer Information page](#) with required disclosures for students related to Title IV Financial Aid. Once enrolled, billing reminders are emailed to students prior to the beginning of the semester and again two weeks after classes begin.

Academic Programs. A complete list of UWL's academic programs can be found on the website and in the [undergraduate (p.15/877)](#) and [graduate (p.40/255)](#) catalogs. UWSA publishes all

system institution programs through the Higher Education Location Program which maintains a website that assists with outreach and coordination of resources across all UW campuses, and the user-friendly Go Wisconsin website assists prospective students in selecting the right institution. Each academic unit publishes a summary at the end of the academic year highlighting the year's accomplishments.

Organizational Structure. UWL is part of the Universities of Wisconsin Administration (UWSA) and is governed by the Board of Regents (cf. CC 2.A). The UWSA BOR has primary responsibility for governing the system (s.36.09, Wis. Stats.). UWL's organizational chart details the university's Leadership & Governance structure which includes the BOR, UWSA, the Office of the Chancellor and the Office of the Provost/Vice Chancellor for Academic Affairs. Shared governance is indicated by the Chairs of the Faculty Senate, Academic Staff Council, University Staff Council, and Student Association, all of whom are direct reports to the Chancellor. As another indicator of shared governance, the Faculty Senate has office space, a 0.5 FTE University Staff member to assist with logistics, and the Faculty Senate Chair receives .5 reassignment from teaching.

Faculty and Staff Composition. The faculty and staff roster (p.833/877) is updated annually and published in the university catalog. The roster includes the academic credentials earned by faculty, instructional academic staff, and noninstructional academic staff employed at UWL.

Accountability and Performance. UWL reports annual accountability metrics to the governor through UWSA. The metrics reflect UWSA's strategic priorities and are required by state legislation (s.36.65, Wis. Stats). UWSA uploads data for publication from UWL submitted through the Central Data Request, and UWL provides supplemental information to the UWSA dashboard through its UWL Values website. UWL institutional highlights are linked to the UWSA Accountability Dashboard and posted locally by Institutional Research (Institutional Highlights: Accountability & Performance Measures). Accreditation relationships are listed clearly in the undergraduate (12/877) and graduate (8/255) catalogs, and Institutional Research lists all programmatic accreditations along with the review schedule for each.

Overall Educational Experience. UWL fulfills the public claims it makes for an enriched educational environment for its students. On the most recent National Survey of Student Engagement (NSSE 2023) both UWL seniors and first year students reported that UWL has a highly supportive campus environment: 69% of seniors and 76% of FY students reported that UWL provides support to help students succeed academically, 67% of seniors and 82% of FY students reported that UWL emphasizes using learning support services, and 58% of seniors and 76% of FY students reported that UWL provides support for their overall well-being. The lower values for seniors likely reflect their experience of the full COVID disruption. All the responses in the "Campus Environment" category resulted in a statistically significant higher scale score for UWL FY students on the NSSE's Supportive Environment Engagement Indicator when compared to other similar public master's institutions, UW system peers, and the overall NSSE national sample.

Undergraduate Research and Creative Endeavors. Our mission to foster "curiosity and life-long learning through collaboration, innovation, and the discovery and dissemination of new

knowledge" is exemplified in our dedication to undergraduate research and creative endeavors. UWL's strength in undergraduate research and creativity was recognized by the Council on Undergraduate Research with its 2021 AURA award. The Office of Student Research, Creativity, & Experiential Learning supports students interested in experiential scholarship by providing grant opportunities and opportunities to present their work at UWL's Annual Research & Creativity Symposium. 27% of UWL seniors have worked with a faculty member on a research project, 3% higher than other UW Comprehensives. Additionally, UWL has recently established the Undergraduate Research and Creativity Laureate Program which recognizes students for their significant scholarly achievements.

Residence Life. Residence Life's mission is to develop living environments that enhance the academic mission of UWL through creating inclusive communities, supporting experiential learning, and building meaningful relationships. UWL is a predominantly undergraduate, residential institution, which means that Residence Life is typically the first point of contact for students' engagement in campus and community life. Residence Life maintains 10 residence halls, occupied by 3307 students (Fall 2024). They employ 240 student staff and 39 professional staff. Each residence hall supports different on-campus living options; for example, gender-inclusive housing is supported in Reuter Hall. 97% of first-year students live in a residence hall on campus; and one-third of all UWL students live on campus. UWL provides different on-campus living options for its students within the ten residence halls. Residence Life continues to develop strategies to expand high-impact practices in the halls, including themed living communities.

Residence Life Satisfaction. Residence Life uses various tools to assess the experience of students living in the residence halls to implement change, provide training for staff, and assist with marketing/retention. An annual student satisfaction survey is deployed each fall regarding various aspects of Residence Life, including feelings of community/belonging and safety (within Residence Life and at UWL more broadly), contribution to academics, satisfaction with staff, experience and engagement, and environment in the halls. Results from the survey are immediately shared with professional and student staff so feedback can be applied in a timely manner. In the 2024-25 assessment (86% completion rate, n=3265), 91% of students feel comfortable speaking to their RA about concerns they have and 94% feel connected to UWL.

Campus Experience. University Centers' (UC) mission is to serve the community by providing a welcoming environment that facilitates learning opportunities, embraces diversity, and enriches the campus experience. UC offers a wide range of involvement and engagement opportunities for students (cf. CC 1.C) and transparently posts recent accomplishments, upcoming goals and initiatives, and challenges in an annual report, available on their website. Some recent UC highlights documented in their annual report are listed below.

- **Leadership and Involvement Center (LIC)** hosted the first-ever UWL Student Leadership Summit in Spring 2024 and a campus-wide Civil Discourse Program.
- **UGetConnected**, a partnership between UWL and the Great Rivers United Way, Western Technical College, and Viterbo University, connects students interested in volunteer opportunities with local agencies across seven counties. In 2023-2024, 10,524 volunteer hours were recorded by 420 students.

- **The Chancellor's Volunteer Service Award**, established in 2022, has had 405 student participants completing a total of 16,180 hours.
- **Eagle Excellence in Leadership Awards** further recognize the community-wide impact of student leaders across campus. UC collaborated to host the first-ever Eagle Excellence in Leadership Awards in Spring 2024: 75 students were nominated across eight prestigious awards, and recognized at a formal ceremony with over 150 individuals in attendance.
- **Athletics.** The excellence in our student athletics programs is in line with the university's stated motto *mens corpusque,* which indicates UWL's commitment to a quality education of the whole person. UWL is an NCAA Division III institution with 21 teams and over 550 student-athletes participating each year. For 19 of the last 23 years, UWL student-athletes have earned the highest GPA among Wisconsin Intercollegiate Athletic Conference (WIAC) schools (comprised of the UW System comprehensive institutions).

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2.C. Board Governance

In discharging its fiduciary duties, the institution's governing board is free from undue external influence and empowered to act in the best interests of the institution, including the students it serves.

Argument

The Universities of Wisconsin (UWSA) Board of Regents (BOR) is UWL's governing board. In discharging its fiduciary duties, the BOR is autonomous and is empowered to act in the best interest of UWL and its students. UWL's Chancellor and the Cabinet (Vice Chancellors), along with governance leadership from Faculty Senate, University Staff Council, Academic Staff Council, in cooperation with Student Senate, are responsible for the day-to-day management of the institution.

Governing Board Makeup. The 18-member BOR is a deliberately diverse group. Sixteen are governor appointees confirmed by the Wisconsin State Senate. Of these, 14 serve staggered seven-year terms, with the 2 remaining appointed seats occupied by UW students serving two-year terms. The other board members are the State Superintendent of Public Instruction and the president or a designee of the Wisconsin Technical College System Board. Regent biographies are available to the public through the UWSA website.

Regent Responsibilities and Expectations. Expectations of board members are 1) to be well informed, 2) be an active participant in the work of the BOR, 3) act ethically and comply with laws relating to conduct of public officials, and 4) accept responsibility for effectively and efficiently governing UWSA in the public interest. Further, the BOR is responsible for sound fiscal management, prudent stewardship of assets, and addressing legal issues related to litigation affecting the UWSA. A statement of expectations requires each Regent to make a strong and sustained personal commitment to their role. Regents must be well-informed about both the UWSA's mission and the national higher education environment, and should advocate for the UWSA with the executive and legislative branches of government.

BOR Independence. The BOR is autonomous, acting independently, and preserving its independence from undue influence from donors, elected officials, ownership interests or other external parties when such influence would not be in the best interest of the UWSA. Regents are subject to the General Duties of Public Officials in the State of Wisconsin as required in Chapter 19 of Wisconsin Statutes and must abstain from participating in discussions where a conflict of interest is found to exist, and they must file timely annual financial disclosure statements (Wis. Statute 19.43). BOR members serve without remuneration from the State, UWSA or other entity, though they may have reasonable and necessary travel expenditures reimbursed for their participation at board meetings.

BOR Meetings and Organization. The BOR Bylaws were created pursuant to the authority vested in the Regents by Chapter 36 of Wisconsin Statutes. BOR meetings are subject to Wisconsin's open records and open meeting laws (Wis. Statute 36.07(6)). Meeting times are

publicly posted and open to the public, and webcasts are posted online. BOR meeting agendas are developed by the System Administration Office after conferring with chancellors and other university leadership, and agendas are published on the BOR website a week before each meeting. Supporting materials are available Monday of the week of the next meeting. All BOR Meeting Records are archived and accessible online by the general public. The BOR has seven standing committees. Academic issues are reviewed by the Education Committee. Administrative Affairs issues are dealt with in the Business and Finance Committee, the Audit Committee, and the Capital Planning and Budgeting Committee. Standing Regents committees also include an Executive Committee, a Personnel Matters Review Committee, and a Committee on Student Discipline and Other Student Appeals.

The BOR reviews and considers relevant interests of UWL's internal and external constituencies during its deliberations, and BOR deliberations and decisions reflect priorities to preserve and enhance UWL. For example, the BOR, upon recommendation of the BOR Capital Planning & Budgeting Committee, authorized the construction of the Prairie Springs Completion Project (Campus Connection highlight).

Chancellor's Responsibilities. The BOR delegates day-to-day management of each institution to its administration and expects the faculty to oversee academic matters, and they empower the chancellor with the necessary authority to fulfill the University's Mission. Wisconsin Statute 36.09(1)(f) establishes chancellors as the executive heads of their institutions and gives them responsibility for administering BOR policies. The chancellor, in consultation with the faculty, is responsible for:

- Designing curricula and setting degree requirements
- Determining academic standards and establishing grading systems
- Defining and administering institutional standards for faculty peer evaluation and screening candidates for appointment, promotion and tenure
- Recommending individual merit increases
- Administering associated auxiliary services; and
- Administering all funds allocated to or generated by the university.

Organizational Structure of UWL. UWL is organized into five major divisions: Academic Affairs; Administration and Finance; Student Affairs; Access, Belonging, and Compliance; and University Advancement.

- **Chancellor's Cabinet.** Vice Chancellors in each area serve in the Chancellor's Cabinet and are responsible for managing their respective divisions. The Director of Community Engagement also answers directly to the Chancellor, testimony to the central commitment of UWL to the Wisconsin Idea and serving the public good.
- **Provost.** The Provost/Vice Chancellor for Academic Affairs is the *de facto* head of UWL's faculty and provides oversight on academic matters. The Provost is responsible for university staffing, enforcement of personnel rules, promotion, performance reviews, and salary plans along with other administrative duties. The Provost also facilitates the administration of the Academic Program Review process, helping to ensure all programs housed within the university undergo systematic review.

- **Faculty Senate (FS).** The FS meets every two weeks during the academic semesters. The Senate Executive Committee (SEC) may act on behalf of the entire body when the full FS does not meet (e.g., Summer). SEC also meets regularly with the Provost to discuss issues that cross-cut faculty and administrative concerns. [FS Policies](#) define a number of processes including faculty organization and pertain to curriculum, undergraduate and graduate programs, departmental organization, workload, faculty qualifications, and academic freedom. [FS Articles and Bylaws](#) define the faculty of the institution and the powers, duties, and organization of the FS. The [Articles of Faculty Organization, Item III](#), states "the faculty directly, or indirectly through the senate, shall have full and final responsibility for determination of curriculum." They also describe the responsibilities of the various FS standing committees which include faculty membership representing all colleges and schools. The [Undergraduate Curriculum Committee](#) and [Graduate Curriculum Committee](#) are the committees that most directly oversee the administration of undergraduate and graduate curriculum, respectively, the [Graduate Council](#) administers policies pertaining to graduate education.
- **Academic Staff Council.** The [Academic Staff Council](#) (ASC) [bylaws](#) define membership of academic staff, their governance structure and committees. ASC meets once per month and represents over 400 full- and part-time employees on policy, personnel, and other issues that impact Academic Staff.
- **University Staff Council.** The [University Staff Council](#) (USC) [bylaws](#) define the mission, roles and responsibilities, membership and committee structure of the USC. USC is made up of permanent university staff, they meet once per month, and represents staff engaged in administrative support, facilities/maintenance, and professional services.

Core Component 4.A outlines the roles of all campus governance groups in greater detail.

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2.D. Academic Freedom and Freedom of Expression

The institution supports academic freedom and freedom of expression in the pursuit of knowledge as integral to high-quality teaching, learning and research.

Argument

The mission of the Universities of Wisconsin (UWSA) states "Basic to every purpose of the system is the search for truth" (s. 36.01(2)). Regent Policy Document 4-21 (RPD 4-21) outlines UWSA's commitment to academic freedom and freedom of expression, and UWL's local policies are compatible with this document. The Chancellor's website features a collection of resources related to Civil Discourse and Free Speech. As a public institution, UWL is subject to state and federal constitutional limitations on the infringement of free speech.

Freedom of Expression for Students. RPD 4-21 provides guidance for the suspension and possible expulsion of students found to have "engaged in violent or other disorderly conduct that materially and substantially disrupted the free expression of others." UWL informs new first-year and transfer students of RPD 4-21 through a packet entitled Dialogue Matters distributed to students during New Student Orientation and provides notice annually of this policy to all enrolled students and employees. Dialogue Matters presents UWL's mission and values, including the philosophy of *mens corpusque*, the Wisconsin idea, and it discusses free expression and the rights and responsibilities associated with free speech. The Civil Discourse and Free Speech site provides UWL's statements on freedom of expression and inclusion, classroom discourse, and prohibited conduct related to these topics.

Freedom of Expression for Faculty and Staff. The Faculty Senate adopted a statement regarding Academic Freedom in January 2016, endorsed a resolution in support of Academic Freedom in 2022, and the undergraduate (p.10/877) and graduate (p.6/255) catalogs of UWL include a statement supporting freedom of thought and expression. UWL's Joint Committee on Civil Discourse (JCCD) offers programming for the campus promoting awareness of the values of free speech and academic freedom. The JCCD is a committee convened by the Director of the Center for Civil Dialogue and Civic Engagement with representative membership appointed by all governance groups on campus (Faculty Senate, Academic Staff Council, University Staff Council and the Student Association).The JCCD has developed a Civil Discourse Toolkit for UWL, which includes The Discussion Project, an initiative designed at UW-Madison for higher education leaders and instructors that delivers research-based skills for facilitating meaningful and open discourse on campus.

Academic Freedom and Faculty Review. Academic freedom is explicitly included among the considerations for which a candidate for promotion may appeal a negative decision. This is outlined in UWL's Faculty Senate Articles and Bylaws for faculty promotion (under Joint Promotion Committee bylaw R.3.a.) and instructional academic staff promotion (under Instructional Academic Staff Promotion Committee bylaw P.3.a). More generally, the duties and responsibilities of the Faculty Senate's Complaints, Grievances, Appeals and Academic Freedom Committee include "recommending corrective actions when needed, or issuing statements of

admonishment or censure in cases where the committee determines that there have been actions contrary to the principle of academic freedom" ([Faculty Senate Articles and Bylaws, G.4 bylaw](#)).

Peaceful Public Assembly. As a state university, UWL's campus serves as a public space for assembly, and [public forum guidelines](#) are posted on the Chancellor's website. Wisconsin statue, [Chapter UWS 18](#), governs conduct on university land, and [UWS 18.11(4) specifically addresses peaceful assembly](#).

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2.E. Knowledge Acquisition, Discovery and Application

The institution adheres to policies and procedures that ensure responsible acquisition, discovery and application of knowledge.

Argument

UWL acts with integrity through its policies, procedures and administrative oversight. Ethical and responsible research and scholarship are a cornerstone of UWL's public values, which include "the noble search for knowledge, truth, and meaning central to a wide range of high-quality learning experiences and scholarly pursuits."

UWL's Office of Research & Sponsored Programs (ORSP). ORSP provides oversight, administrative coordination, and support services to ensure the integrity of scholarship by faculty, staff, and students. ORSP reports to the Associate Vice Chancellor for Academic Affairs, who serves as the Research Integrity Officer (RIO), provides administrative oversight of all research compliance areas for the university, serves as an *ex officio* member of the UWL Institutional Review Board (IRB) for the Protection of Human Subjects, the Institutional Animal Care & Use Committee (IACUC), and the Institutional Biosafety Committee (IBC), and serves as the IACUC Institutional Official (IO).

Human Subjects Research. Research involving human subjects, data, or specimens must comply with the university's [IRB policies and procedures](). IRB is supported by the IRB Chair, 0.25 FTE IRB Coordinator, and the Research & Compliance Specialist in ORSP. All researchers and student research mentors must complete and maintain up-to-date human subjects research training online via the [Collaborative Institutional Training Initiative]() (CITI) before submitting an IRB protocol for review or conducting research with human subjects. Prior training is required for all principal investigators, co-principal investigators, all research personnel (including students) who will be interacting with human subjects, obtaining consent, or handling identifiable data, and the primary instructor acting as a mentor on student-submitted IRB protocols. Training courses contain overarching modules that address Social & Behavioral Research and Biomedical Research, and researchers must complete the module that aligns with the type of research they propose to conduct. IRB training requirements are detailed in section V.D. of the [UWL Researcher's Guide for the Submission of Protocols]().

Vertebrate Animal Research. Research involving the use of vertebrate animals must comply with the university's [IACUC policies and procedures](). The [IACUC]() is accredited by the Association for Assessment & Accreditation of Laboratory Animal Care (AALAC) International, has a federal Animal Welfare Assurance registered with the Office of Laboratory Animal Welfare (OLAW), and completes annual inspections with the US Department of Agriculture (USDA). IACUC is supported by the IACUC Chair, 0.25 FTE IACUC & IBC Coordinator, 0.50 FTE Animal Facility Manager, Veterinarian, and Research & Compliance Specialist in ORSP. All personnel that conduct research and/or teaching that involves handling, manipulating, or performing procedures on live vertebrate animals must complete prior training on humane care and use of lab animals and related federal regulations prior to the submission of an IACUC

protocol or conducting work with vertebrate animals. Mandated training is provided online via CITI; in addition, hands-on training may be required to ensure personnel are proficient in all procedures listed in the protocol. The Veterinarian determines whether additional hands-on training is required and oversees it. Required training content is contingent upon the user, animal species, and procedures to be performed. IACUC training requirements are detailed in the [IACUC Animal Care and Use Training and Certification policy](#).

Biosafety. Research and teaching involving the use of biological materials that entail a potential risk to humans, animals, or the environment must comply with UWL's [IBC policies and procedures](#). The IBC is registered with the National Institutes of Health (NIH) and is supported by the IBC Chair, 0.25 FTE IACUC & IBC Coordinator, and Research & Compliance Specialist in ORSP. All faculty, staff, and students working with biological materials in their laboratory or related to their research are required to complete biosafety training prior to the submission of an IBC protocol or conducting related work. Training is provided online via CITI. In addition to foundational biosafety training courses, personnel are required to complete additional biosafety training courses in CITI if they will be working on research involving recombinant materials, vertebrate animals, nanotechnology, select agents, plants and/or soils, human gene transfer, or dual-use research of concern. IBC training requirements are detailed in the [UWL Biosafety Manual](#).

Integrity of Research and Scholarly Practice. To further assure research integrity, [UWL has policies governing federal lobbying, nepotism, harassment & assault reporting, subrecipient risk assessment & monitoring, export controls, and intellectual property](#). ORSP oversees compliance with these policies and federal [Responsible & Ethical Conduct of Research](#) (RECR) regulations, supporting online training modules for faculty, staff, and students.

- **Environmental Health & Safety.** The Program for [Environmental Health & Safety](#) assures [chemical and physical safety](#) at UWL, including in scholarship.
- **Financial Conflict of Interest.** To ensure transparency in federally-sponsored scholarship, the RIO provides oversight of the [financial conflict of interest](#) (FCOI) policy, procedures, and institutional committee, FCOI training and disclosures by faculty and staff are coordinated by ORSP.
- **Scientific Misconduct.** The Provost oversees the process for reporting and investigating potential scientific misconduct, which is addressed in the [Scientific Misconduct in Research policy](#).
- **Campus Communications.** Policies and procedures assuring research integrity are communicated to campus through routine ORSP email communications distributed to all faculty and staff (e.g., [monthly Grant News](#)).
- **Individual Consultations.** ORSP communicates one-on-one with individuals applying for extramural funding to assist them through the application process and to maintain compliance with applicable policies and regulations. ORSP's educational outreach efforts are extended through close collaborations with committee chairs and faculty compliance coordinators for IRB, IACUC, and IBC.

Information Literacy and Ethical Academic Conduct. Librarians at Murphy Library are available to assist students, faculty, and staff through several modes of communication

(Reference Desk, appointments, phone, email, and virtual assistance). During the school year, librarians are available to respond to the campus community at the reference desk or via phone, email, and virtual chat for a total of 30 hours per week. In addition, one-on-one appointments and research consultations can be scheduled in-person or virtual.

Librarians compile subject guides to assist students, faculty, and staff in obtaining information on specific academic subjects as well as other topics of importance to scholarship. Guides address ethical citation, copyright, and plagiarism. Students, faculty, and staff can also use research assistance tools and work directly with librarians to address questions related to ethical information use. The Access Services Librarian in Murphy Library consults with faculty and staff concerning copyright and fair use of resources in the classroom. Murphy Library has also created a guide to communicate with faculty members about changes in scholarly communications and Open Access scholarship.

Through the Murphy Library In-Class Information Literacy Program, librarians visit undergraduate general education courses, such as CST 110 and ENG 110, to teach foundational topics, such as introducing students to the library's resources and the philosophical importance of referencing sources and respecting copyright. Students can also complete a series of videos and online tutorials on using Murphy Library and its databases as part of their work in the class. Additionally, staff in the Center for Advancing Teaching and Learning (CATL) have worked with librarians to develop an academic integrity module for use in the First Year Seminar course required of all students.

Ethical Academic Conduct. Chapter UWS 14, Wis. Adm. Code outlines student academic disciplinary procedures. The UWL Student Handbook incorporates this information for students in reference to the Student Code of Conduct as does the University of Wisconsin La Crosse Honor Code. Additional information is provided through statements on course syllabi. Syllabi are required to post specific policies including a statement on academic integrity and misconduct. Faculty also must include a statement guiding students on how Artificial Intelligence (AI) may be used in class. Policies on academic honesty and integrity are reinforced in classroom training and materials. The Student Life Office facilitates awareness around the topic of academic integrity for both faculty and students through a variety of means, such as the Academic Misconduct Guide. Student Life also offers individual consultation with faculty regarding academic honesty and integrity. The plagiarism detection software Turnitin is also available for instructors to use through the learning management system.

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Criterion 2 - Summary

In fulfilling its mission, the institution acts with integrity; its conduct is ethical and responsible.

Argument

UWL is committed to ethical and responsible conduct, guided by state, UWSA, and institutional policies. Academic and professional integrity is upheld through shared governance. Research practices follow strict compliance policies. UWL fosters a respectful and welcoming campus culture that reinforces freedom of expression and supports academic freedom. Students and employees benefit from clear expectations and inclusive hiring practices. Through these measures—robust governance, transparent operations, and a commitment to integrity—UWL ensures responsible stewardship of its educational and financial resources, and behaves with integrity in fulfilling its commitments to students, faculty, administrators, and the public.

Sources

There are no sources.

3 - Teaching and Learning for Student Success

The institution demonstrates responsibility for the quality of its educational programs, learning environments and support services, and it evaluates their effectiveness in fulfilling its mission. The rigor and quality of each educational program is consistent regardless of modality, location or other differentiating factors.

3.A. Educational Programs

The institution maintains learning goals and outcomes that reflect a level of rigor commensurate with college-level work, including by program level and the content of each of its educational programs.

Argument

UWL maintains rigorous program, degree, and course learning outcomes. Curricula and programs undergo regular institutional review, and graduates are highly successful in their post-secondary plans.

Degree Requirements. UWL degree candidates must complete requirements set forth in the [undergraduate (p.70/877)](#) and [graduate (p.39/255)](#) catalogs. Departments are guided by systematic [processes for proposing new courses and programs and making changes to existing curriculum](#). UWL uses [curriculum inventory management (CIM) software](#) to manage changes in curriculum and ensure accuracy of academic program, course, and policy information in university catalogs. Our [CIM software has a built-in workflow](#) including all required approvals from chairs, curriculum committees, deans, and Records & Registration personnel.

Curriculum Review and Faculty Senate (FS). UWL has a comprehensive process for curriculum review to ensure learning goals are appropriate for the level of degree and available resources can support student achievement of stated goals. All curriculum changes, additions, and deletions are approved by one or more FS committee including: [Academic Planning Committee](#), [Undergraduate Curriculum Committee](#), [Graduate Curriculum Committee](#), and/or [General Education Committee](#). These committees coordinate with the Records & Registration and have the primary responsibility for review and approval of new or changed curricula. [FS policies state that it is the responsibility of academic departments to continually assess their courses](#), to recommend and implement suitable revisions, and keep current on and develop new ways of teaching and learning in the discipline.

Proposing New Courses and Programs. For [new courses](#), the originating department first reviews the proposal, followed by the college Dean's Office, the college curriculum committee (when appropriate), and the Dean of the School of Education if it affects teacher education programs. For [new programs](#), the FS Academic Planning Committee is involved in the review and approval process to provide an institution-wide perspective and guidance, and the Associate

Vice Chancellor for Academic Affairs is consulted to ensure adherence to Universities of Wisconsin (UWSA) guidelines.

Consistent Course Syllabi. FS passed a syllabus policy in April 2017, updated in 2019 and 2020, requiring instructors to provide students with a syllabus containing standard information for each credit-bearing course (with the exception of independent studies, practicums, internships and field experiences) at the beginning of the semester. This policy ensures transparency to students regarding course expectations, learning outcomes, and course schedule. In accordance with this policy, syllabi templates for both undergraduate and graduate courses are accessible online for instructors. The undergraduate template includes instructions to delineate learning goals for graduate students if the course is a slash course (available for graduate credit). FS regularly reviews the syllabus templates and makes revisions, as appropriate (e.g., statements on Artificial Intelligence and Regular and Substantive Interaction were approved recently).

All Educational Modalities Undergo Rigorous Review. All courses and programs follow established review and approval processes, regardless of modality. The Center for Advancing Teaching and Learning (CATL) offers multiple options for professional development for any instructor teaching online including a yearly offering of both basic and advanced Online Instructor Training. In training, CATL provides guidelines for online course evaluation intended to help instructors create and teach well-designed online courses. CATL also provides a number of resources for online teaching and sends an email prior to each semester to instructors who will be teaching online with reminders and links to resources. CATL also supports instructors in meeting U.S. Department of Education requirements for Regular and Substantive Interaction (RSI) and a statement on RSI is provided on online course syllabi.

Robust Assessment of Student Learning Outcomes. Each program at UWL establishes student learning outcomes (SLOs) which are published on UWL's Institutional Research assessment website. Departments assess student learning regularly and report three times as part of their 7-year Academic Program Review (APR) cycle (APR is detailed in CC 3.F). The University Program Assessment Committee (UPAC) conducts these reviews and provides guidance on the program assessment process on their website where they publish the timeline for departments' formal reviews, a reporting template, and their evaluation rubric. CATL also provides guidance to departments on how to conduct formative assessment and sponsors an annual Assessment Commons every January, a campus-wide conference designed to improve assessment across campus.

Educational Partnerships. Credits offered through educational partnerships comply with UWSA policies on dual credit and the faculty qualifications policy. For example, we recently established a partnership with Franciscan Healthcare School of Anesthesia (Mayo Clinic Health System) and Viterbo University School of Nursing that established the School of Anesthesia in La Crosse. The School of Anesthesia delivers a Master of Science in Biology from UWL, Certification from the Franciscan School of Anesthesia, and a Doctor of Nursing Practice from Viterbo University. The School of Anesthesia is accredited by the Council on Accreditation (COA) of Nurse Anesthesia Education Programs.

UWL has also established [articulation agreements](#) with other institutions to facilitate transferring to UWL, most recently with Western Technical College in La Crosse.

Dual-Degree Programs. UWL and UW-Platteville (UWP) have recently updated [3+2 dual degree programs](#), providing students a pathway to earn a B.S. in physics from UWL and a B.S. in various engineering branches from UWP. Students complete 3 years of coursework at UWL followed by 2 years of specialized engineering study at UWP and graduate with two degrees, positioning them for success in the competitive engineering market. [UWL has also become the School of Record (SOR) Partner for Spanish American Institute for International Education (SAIIE), Seville, Spain](#). As such, UWL awards credit for courses taken by students at SAIIE, following [HLC guidelines for Schools of Record](#).

Collegiate Learning Assessment. UWL students demonstrate learning gains in degree programs, evidencing levels of performance appropriate for the degree awarded. At the undergraduate level, [UWL participated in the Collegiate Learning Assessment (CLA+) in 2019](#). Freshmen achieved a mean score of 1127 which is at proficient level at the 84th percentile. The mean score for seniors was 1208 which is proficient as well, 81st percentile, and 61% of freshmen were proficient or above, while 85% of seniors scored proficient or above. Results for [UWL seniors generated a value-added score of 0.75](#), placing UWL at a level at or above 81% of other schools that administered the CLA+, demonstrating substantial learning gains for students earning a bachelor's degree from UWL.

Post-Graduation Employment and Passage Rates. [Of all UWL undergraduate degree earners in 2022-23, 99% were employed, continuing education, engaged in military service, or participating in a volunteer program](#). Passage rates on licensure exams are another measure of student learning and currency in the program.

- UWL physician assistant program graduates have a 100 percent first-time pass rate on the [Physician Assistant National Certifying Exam](#).
- UWL physical therapy program graduates since 2012 have posted a [100 percent first-time pass rate on the National Physical Therapy Exam](#), with the exception of 2018 (98%), 2022 (93%), and 2023 (91%).
- UWL Athletic Training program graduates have a [93 percent first-time pass rate on the Board of Certification Exam](#); the national rate is 74.1 percent.
- UWL's Occupational Therapy Master's graduates have a [100 percent pass rate on the National Board for Certification in Occupational Therapy Exam](#).

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3.B. Exercise of Intellectual Inquiry

The institution's educational programs engage students in collecting, analyzing and communicating information; in practicing modes of intellectual inquiry or creative work; and in developing skills adaptable to changing environments.

Argument

UWL's educational programming aligns with its identity as a comprehensive university offering a strong foundation in the liberal arts, and [UWL's mission is reflective of the broader mission of the Universities of Wisconsin (UWSA)](#) which prioritizes "developing in students heightened intellectual, cultural, and humane sensitivities; scientific, professional, and technological expertise; and a sense of value and purpose." UWL's mission affirms that the university is "grounded in the liberal arts" and "prepares students to take their place in a constantly changing world community."

General Education (GE). All UWL undergraduates participate in the [GE program](#); students who transfer to UWL must demonstrate completion of equivalent coursework; and the GE program is also the basis for the UWL Associate Degree curriculum (overseen by Faculty Senate's (FS) General Education Committee (GEC).

UWL's GE program underwent significant revision under the ["Advancing Transformative Education"](#) pillar of the 2016-2025 strategic plan. This revision involved coordinated efforts across *ad hoc* working groups and standing committees, and incorporated feedback from campus stakeholders. Progress on these changes is referenced in [strategic planning updates spanning 2017-2025](#).

GE Revision Process. Beginning Fall 2017, FS formed a working group that developed [GE mission and goals](#) which were [approved Fall 2018](#). They solicited input from faculty and started developing a mission-driven program proposal. [Advisory groups focusing on logistics and assessment were created and worked in tandem with the GE working group](#), conducting additional research and providing recommendations.

Proposal Approval and Refinement. FS approved a [proposal for the new GE curriculum in Spring 2023](#), pending further refinement.

- *Refining Proposal.* The GEC developed GE program learning outcomes that align core categories in the program with [AAC&U VALUE rubrics](#) to facilitate robust assessment (cf. CC 3.E). Existing GE courses were mapped to the new structure in consultation with academic departments. These efforts culminated in a [comprehensive restructuring proposal](#), [approved by FS in Spring 2024](#).
- *Undergraduate Catalog.* The GEC created an updated [Undergraduate Catalog description for GE (p.75/877)](#). The [new GE requirements were finalized and communicated to advisors, chairs, faculty, and staff to facilitate the transition](#).

- *Writing Emphasis.* GE revisions eliminated a requirement to take two Writing Emphasis courses at the 200-level or above. Written literacy is still introduced in foundational GE courses (ENG 110, CST 110), but writing emphasis is now embedded in students' major requirements and evaluated within departmental program assessment.

The revised GE curriculum went into effect in Summer 2025.

Act 15 and Further GE Refinement. Following a recent state-level legislative mandate, Act 15, [UWSA Board of Regents (BOR) approved a resolution on November 19, 2025](#) to establish a [system-wide framework for GE, effective Fall 2026](#), to facilitate transferability between system institutions. The [BOR immediately established workgroups to operationalize this major change](#). Having instituted a new GE program in Summer 2025, UWL worked quickly to reimagine the revised GE program into the mandated system-wide framework. GEC spearheaded this effort and worked diligently, even before the BOR approved the system-wide framework, and submitted a [memorandum to FS outlining the refined program](#). [FS approved the program in December 2025](#). While there was a reduction in GE program credits from 42 to 36, we were largely able to preserve the integrity and structure of our GE program. The [approved categories, outcomes, and course mapping](#) will go into effect Summer 2026.

GE Program Outcomes. The [revised GE program](#) engages students in collecting, analyzing and communicating information; mastering modes of intellectual inquiry or creative work; and in developing skills adaptable to changing environments. As stated in the [GE catalog description](#), "students gain knowledge, skills, and perspectives required to address complex problems in a rapidly changing, interconnected world." SLOs foreground written and spoken communication, quantitative literacy, intercultural knowledge, teamwork, creative and critical thinking, inquiry and analysis, problem solving, reading, civic engagement, and global learning.

Each category in the new GE program aligns with one program SLO, each corresponding closely to the [UWSA's Shared Learning Goals](#) and [Essential Learning Outcomes developed by the AAC&U](#). (See CC 3.E for [GE assessment timeline and process](#)).

Graduate Programs. Graduate programs at UWL are professional preparation programs and coursework focuses on communicating information, developing modes of inquiry, and teaching skills needed to succeed in the profession for which the student is preparing through graduate study. In addition to coursework focusing on critical thinking, most graduate programs have a mandatory capstone research project or extensive field experience that gives students an opportunity to apply their coursework to real world issues in their fields of study. While the capstone experience varies between programs, they include theses, major projects, internships, and clinical experiences.

Championing Diverse Perspectives. Embracing and respecting different perspectives in an integrated and culturally diverse global community is a stated value of UWL. The Center for Advancing Teaching and Learning (CATL) provides a [resource guide for Inclusive Excellence](#) in the classroom, and a faculty member serves in a half-time position in CATL as the Community & Belonging Specialist to support faculty. These resources improve faculty awareness of equity

gaps, help them reduce such gaps, improve classroom climate for all, and add diverse perspectives to course content.

International experiences and efforts to globalize curriculum also help expose students to diverse perspectives. As part of the Transformational Education pillar of our 2016-2025 strategic plan, UWL participated in the American Council on Education (ACE) Internationalization Laboratory, which culminated in a site visit by an ACE Peer Review Visit Team in June of 2019 who provided guidance in globalizing curriculum. Studying abroad is a high-impact practice (HIP) that advances global awareness, and a total of 320 students participated in an educational experience abroad or away in 2024-25, an upward trend since education abroad experiences plummeted in 2020-21 due to COVID, and 9% of seniors reported studying abroad on the 2023 NSSE, at the high end compared to our peer institutions.

Workforce Preparedness and Internships. An emphasis on UWL's Eagle Advantage competencies empower students to recognize, develop, and articulate skills essential to their professional lives. Students take the skills and attitudes gained from their education into the workforce and postgraduate education. In 2023, 1005 UWL students participated in internships coordinated through the UWL Career Services Cooperative Education and Internship Program or their Academic Department, and 61 percent of seniors reported participating in an internship, clinical placement, or other experiential learning experience on the 2023 NSSE, a rate 3-13% higher than comparison groups.

Undergraduate Research. UWL is committed to the core of its mission, teaching and learning, and the pursuit of research and artistic endeavors is integral to the classroom experience of our students. UWL has a particular focus on undergraduate research and creativity as part of its undergraduate experience, recognizing that participating in undergraduate research is a HIP contributing to student success. The 2023 NSSE survey revealed that 27 percent of UWL students reported conducting research with a faculty member, a higher percentage than our peer institutions. In FY24, $210,883 was awarded for undergraduate research grants. UWL's excellence in providing high-quality research experiences for undergraduates was recognized nationally with the 2021 Campus-Wide Award for Undergraduate Research Accomplishments by the Council on Undergraduate Research.

UWL's emphasis on undergraduate research and creativity is reflected in the fact that several majors require a capstone experience, either for all students or students in departmental honors programs. On the 2023 NSSE, 61 percent of UWL seniors reported participating in culminating senior experiences, where students synthesize what they have learned and apply it in a new context or to answer new questions. Seniors reported that their experience at UWL has contributed to their ability to think critically (86%) and work effectively with others (78%).

Eagle Apprentice Program. The Eagle Apprentice program matches high achieving first-year students with faculty mentors to engage them in undergraduate research. Since its inception in 2013, 320 students have participated.

- Lauren Broman was a 2021 Eagle Apprentice and has worked with Dr. Sumei Liu in Biology for four years on a project entitled, "Sex Difference in Stress-Induced Increase of

Epithelial Permeability in the Mouse Colon." Lauren was awarded an Undergraduate Research Grant in 2024 and presented her research at the National Conference on Undergraduate Research (NCUR), at Research in the Rotunda Conference at the state capital in Madison, WI, and at the UWL Research and Creativity Symposium.

- Noelle Hackenmueller was a 2022 Eagle Apprentice and worked with Dr. Kimberly Morris in Global Cultures and Languages for three years. Noelle was awarded two Undergraduate Research Grants on a project entitled, "From Uncommon to Familiar: The Evolution of Language Teachers' Experiences During and Beyond the COVID-19 Pandemic." Noelle has presented her work at multiple venues and studied abroad in Spain in 2025

Faculty Scholarship. Student engagement in research and creative endeavors is driven by faculty scholarship and in FY24, the Office of Research & Sponsored Programs recorded [nearly $3 million in awards for grants and sponsored research contracts by UWL faculty and staff, including 75 total awards (60 non-federal and 15 federal)](). Faculty are reviewed for promotion and tenure, in part, based on the scope and quality of their scholarly work. Here are a few specific examples of faculty scholarship projects that engage student research:

- Dr. Sujat Sen, Chemistry & Biochemistry, received a [$185,080 National Science Foundation (NSF) Research in Undergraduate Institutions (RUI) award]() and a prestigious $557,000 [NSF Faculty Early Career Development (CAREER) award](). These awards directly support undergraduate research.
- Dr. Eric Strauss, Biology Professor and Director of the [UWL River Studies Center](), is a co-leader on a collaborative [statewide NSF Engines Award]() led by WiSys Technology Foundation. The $1 million award supports a partnership of 30 organizations across Wisconsin to establish a regional innovation engine that expands and strategically coordinates the state's resources in sustainable agriculture. The River Studies Center leads UWL's decades long collaboration with the US Geological Survey (USGS) Upper Midwest Environmental Sciences Center (UMESC) which provides approximately $1.7 million every five years in support of a diverse range of faculty and student scholarship in collaboration with federal scientists in a multitude of ecological, environmental, and freshwater research areas.
- Dr. Seth King, Physics, earned the [Wisconsin Innovator of the Year Award]() from WiSys Technology Foundation in recognition of his work as an inventor, scholar, and educator who strongly supports student research opportunities.
- Dr. Heather Walder, Archaeology, earned the [Increase A. Lapham Medal](), one of the Wisconsin Archaeological Society's highest honors, for [innovative field research in Northern Wisconsin in close collaboration with the Red Cliff Band of Lake Superior Chippewa]() through the Geté Anishinaabeg Izhichigéwin Community Archaeology Project (GAICAP) which engaged multiple undergraduate researchers.
- UWL has received multiple National Institutes of Health (NIH) Academic Research Enhancement Awards (AREA), which support rigorous faculty research and undergraduate training in biomedical and public health research. Recent NIH AREA awards include a [$335,000 award (Dr. Scott Cooper, Biology)](), and a [$402,000 award (Dr. John May, Chemistry & Biochemistry)]().

Jointly-Funded Community Partnerships. [UWL established an extensive research collaboration with Mayo Clinic Health System](#) to foster collaborations between UWL faculty, student researchers, and Mayo professionals, including an annually recurring, [jointly funded research grant program](#) in support of those collaborations.

Cultural Experiences for the Greater La Crosse Community. As a regional cultural center, UWL provides the campus and surrounding region exceptional experiences in visual arts, music, theatre, and dance. Since 2014, the School of Visual & Performing Arts (VPA) has hosted [ArtsFest](#), an annual arts festival which brings together UWL students, faculty and distinguished guests to lead workshops, perform, lecture and stimulate thought and creativity. The 2024 ArtsFest festival featured 17 events that were free and open to the public. To enhance the visibility of VPA's offerings to the public, a goal driven by strategic planning, [UWL hired its first Director of the VPA in 2023](#). Cultural opportunities provided by the three departments within the School of Visual & Performing Arts include:

- The Art Department and the [UWL Art Gallery](#) offered seven exhibitions along with the annual Art Open House during the 2024-2025 academic year. During the year faculty and student artists in the Art Department exhibited their work at various on- and off-campus venues such as the [Between the Bluffs Plein Air Festival](#).
- Faculty and students in the Music Department present more than 30 concerts or recitals each semester, including the [37th Annual Big Band Cabaret & Dance Party](#).
- In addition to the 10-15 senior shows and master classes, the Department of Theatre & Dance annually offers four to five main stage (example [Cabaret](#)) and two studio productions.

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3.C. Sufficiency of Faculty and Staff

The institution has the faculty and staff needed for effective, high-quality programs and student services.

Argument

Composition of Faculty. In Fall 2025, UWL employed 635 instructional faculty (460 full-time, 175 part-time); 71 percent of full-time faculty are tenured or tenure-track; and 86 percent of full-time instructors possess a terminal degree in their discipline. The Fall 2025 student-to-faculty ratio was 20:1 and median undergraduate class size (excluding independent study and fieldwork) was 24 students. UWL's Articles of Faculty Organization define faculty as tenure and tenure-track faculty, instructional academic staff (IAS), and academic librarians.

Faculty Qualifications. Faculty Senate (FS) Policy requires tenured and tenure-track faculty to possess a terminal degree in their discipline, while IAS must have at least a master's degree or comparable qualifications. Those who have completed the necessary coursework for the doctorate but have not completed their dissertation (ABD) are hired as IAS until the degree is conferred. The Provost provides guidance for potential instructors that lack requisite qualifications and the Instructor Qualifications Review Form is used for vetting such candidates. In some cases, the credentialing required for faculty and IAS is determined by program-specific accreditation guidelines. Faculty who teach graduate courses, chair or serve on a graduate committee, and/or supervise graduate student work require graduate faculty status.

Teaching Workload. The established teaching workload is 12 contact hours each semester for faculty members and 15-16 contact hours each semester for IAS (typically 12 contact hours of group instruction plus additional workload equivalency activities). Recently, Act 15 established that full-time faculty at comprehensive UWSA institutions have workloads of not less than 24 credit hours per academic year. This new policy also limits the percentage of instructional employees with reassigned administrative duties to 10 percent (excluding department chairs).

Faculty Recruitment and Qualifications. Faculty are responsible for developing procedures for faculty recruitment (UWS 3.02), consistent with applicable federal and state laws. Faculty members are hired through a search committee process that consists primarily of members of the department.

Faculty and Curriculum Review. FS Articles of Faculty Organization state that faculty have full and final responsibility for determining curriculum, requirements for graduation, and the grading system, and standing committees of the FS provide guidance:

- **Academic Policies and Standards Committee -** formulates and reviews policies and standards concerning the grading system, graduation honors, probation, and dismissal for undergraduate students.
- **Graduate Council -** formulates and reviews all academic policy related to graduate students.

- **Academic Planning Committee -** reviews and approves proposals for new academic programs, including emphases, concentrations, certificates, micro-credentials, minors, majors, graduate and special programs and reviews and approves all requests for deactivation or suspension of academic programs.
- **General Education Committee -** reviews and approves proposals for curricular changes in UWL's GE program and oversees the Associate Degree requirements.
- **Graduate and Undergraduate Curriculum Committees -** review and approve proposals for curricular and course changes in departmental academic programs.

Faculty Responsibilities Regarding Assessment. Faculty are responsible for delivering high quality educational experiences to students and are expected to conduct curricular assessment (detailed in CC 3.E). In addition to assessing specific courses, program-level assessments are regularly conducted by faculty, overseen by FS-appointed committees:

- **Undergraduate and Graduate Academic Program Review Committees -** responsible for scheduling and conducting the audit and review of undergraduate and graduate academic programs.
- **University Program Assessment Committee -** coordinates and monitors assessment of academic programs, including reviewing program-level assessment plans and reports, providing recommendations for improvement, and acting as a resource for programs throughout the assessment cycle.

Student and Peer Evaluation of Teaching. UWSA BOR Policy 20-2 establishes guidelines for the use of student evaluation for improving instruction and evaluating faculty performance. At UWL, students are given the opportunity to provide feedback via the Learning Environment Survey (LENS) for every class they take each semester (excluding individual credit bearing experiences such as independent studies, etc.). In 2023, the LENS replaced our previous Student Evaluation of Instruction (SEI) which was a quantitative, Likert-scale system. The LENS is a more qualitative assessment instrument designed to improve the learning environment based on research-based tenants of effective teaching. LENS results are a component of faculty review for the purpose of professional development, retention, tenure, post-tenure review, and promotion. In addition, all probationary tenure-track faculty and IAS undergo peer-review of teaching by their colleagues which includes classroom observations each year.

Faculty Review. Departmental bylaws serve as a guide to specific faculty responsibilities of teaching, scholarship and service, merit evaluation, and faculty personnel review as it relates to retention, promotion, and tenure. College offices review and approve departmental bylaws which are expected to be kept current in accordance with the departmental bylaws template. The evaluation of faculty is done through a systematic review process that incorporates feedback from students, peers, and administrators. In all faculty review procedures, faculty members use Digital Measures (DM, an electronic portfolio system) to record their teaching, scholarship, and service activities. Reports generated via DM serve as a primary source of faculty review processes.

Tenure-track faculty members undergo contract retention reviews biannually as well as unofficial reviews in the intervening years, reviews in which they are evaluated on teaching,

scholarship and service by departmental personnel committees. Tenured faculty undergo [post-tenure review](#) every five years. For these reviews, tenured faculty members submit evidence reflecting their contributions in teaching, scholarship, and service.

IAS undergo a [formal annual contract review](#).

Promotion. Promotion guidelines for both [tenure-track faculty](#) and [IAS](#) outline the process and criteria for promotion. The Provost posts [additional resources](#) for candidates to review, including successful portfolios. Tenure-track faculty promotion decisions are made by the Joint Promotion Committee, comprised of tenured full professors and academic administrators. IAS promotion decisions are made by the IAS Promotion committee. Administrative oversight of the faculty review and promotion process from faculty review committees to the dean and provost ensures full-time instructors meet established standards and are given feedback for professional development.

Faculty Professional Development. [Remaining current in the discipline and adept at teaching is a responsibility of the faculty member](#). Full-time faculty are allocated funds to support professional development, including travel to conferences, technology needs, and book acquisitions. Additional funding to support professional development are available through a number of competitive grant programs:

- **Faculty Research Grants -** [support scholarly efforts](#) to advance knowledge, increase skills, and improve understanding in academic disciplines.
- **Faculty Development Grants -** [support teaching innovations,](#) including equipment, materials, or travel to conferences.
- **Curricular Redesign Grants -** [are awarded to groups of instructors](#) to develop or redesign curricula and teaching practices in academic programs.

UWL instructors are also eligible for UWSA professional development grants including the [Wisconsin Teaching Fellows and Scholars Program](#) which [supports instructors in the Scholarship of Teaching and Learning](#). A complete list of university grants is available online and instructors are informed of the opportunities via a monthly [grants newsletter](#) distributed by the Office for Research and Sponsored Programs. [Sabbatical leaves](#) are also available to faculty to pursue an intensive study or creative endeavor to become more effective teachers and scholars.

The [Center for Advancing Teaching and Learning (CATL) provides many resources that help instructors improve their teaching](#). CATL hosts an annual Conference on Teaching and Learning (COTL) at the start of each Fall semester ([25th Annual COTL 2024](#), [26th Annual COTL 2025](#)) and offers many workshops, webinars, and mini-conferences annually. CATL training opportunities, upcoming events, and teaching tips are sent to all faculty in a [weekly email](#).

Faculty Accessibility. Instructors are accessible for student inquiry through student hours, email, Canvas (our LMS), and other electronic tools. Policies for student hours are determined by departmental bylaws. Faculty list their student hours on their course syllabi and can list their

student hours on their public university profile. [Faculty profiles follow a set format](#) so consistent information is available to students for all faculty members on campus.

New Faculty. New faculty and IAS are invited to [New Faculty Orientation](#) (NFO) prior to the start of the fall semester. NFO covers topics of specific interest to new instructors, including FERPA and accessing resources in the student information system; course management and syllabi construction; instructional technologies; resources from the CATL; and a Q&A panel with instructors who have successfully completed their first year on campus. All of the information and resources discussed in NFO continue to be available in our LMS (Canvas).

Academic Support Staff. Recruitment procedures for support staff must adhere to BOR policy and state and federal laws, and [Section UWS 10.02, Wis. Adm. Code](#), directs each campus to establish a recruitment procedure for academic staff. Staff members providing student support are hired through a [process](#) that includes supervisors and colleagues. HR guidelines outline required components of a position posting, and supervisors in the hiring units develop an initial job description in consultation with HR to finalize a job description to ensure applicants are qualified and trained for working in the support service role. Salary ranges for positions are outlined by UWSA guidelines and established prior to the start of the search process. The Affirmative Action Officer and the HR offices are consulted with and participate in the hiring process for each position.

Performance Reviews. Support staff performance reviews are conducted annually, and the staff member and supervisor review the position description to ensure alignment with the work undertaken by the employee. A [Performance Appraisal Handbook](#) for supervisors provides guidance to the process. Annual employee performance reviews include plans for professional development each year, agreed upon by the employee and the supervisor.

Professional Development. Like faculty, support staff have opportunities to pursue professional development activities. Academic departments often budget for such activities, and the [Academic Staff Council facilitates the Professional Development Grant](#) which also supports professional development opportunities (professional conferences, workshops, specialized training, etc.). [University Staff Council has also implemented a Professional Development Grant](#) for University Staff. HR and the Provost sponsor an Administrative Professionals Support Workshop at the beginning of each school year for Academic Department Associates who provide clerical, administrative, and budget management services to departments.

Administrative Appointments. Appointments in upper administration, such as vice chancellors and other positions with wide campus visibility follow [HR policy for executive and administrative searches](#). Shared governance groups-Faculty Senate, University Staff Council, Academic Staff Council, and the Student Association-nominate individuals to represent them in administrative search processes to ensure broad representation.

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3.D. Support for Student Learning and Resources for Teaching

The institution provides student support services that address the needs of its student populations, as well as the teaching resources and infrastructure necessary for student success.

Argument

UWL provides [extensive resources to facilitate and enhance student success](#).

Academic Preparation. Incoming students are reviewed during the admission process to ensure they are prepared for UWL's academic expectations. UWL transparently posts [admissions guidelines](#) and factors that influence acceptance decisions for incoming freshmen. Transfer students must typically [demonstrate a 2.25 GPA or better](#) in their previous college coursework. Applications for [admission to graduate programs](#) are reviewed by graduate faculty to ensure students are prepared for their disciplinary study.

The Wisconsin Guarantee. Since Fall 2025, new first-year students may be eligible for guaranteed admission through [The Wisconsin Guarantee](#) by meeting one of the following criteria:

- Enrollment in a public, private, or tribal high school in Wisconsin with a class rank in the top 10% (upon completion of 11th grade)
- Enrollment in homeschool or virtual private school with an ACT score at or above the 90th percentile (nationally)
- Selection as a National Merit Scholarship finalist

START. Incoming first-year students participate in [START (STudent Advising Registration and Transition)](#) in the summer prior to matriculation where students and families learn more about campus and [UWL's systems and resources that drive success academically, mentally, socially, and financially](#). During START students [meet with an adviser to discuss majors, select courses, and register](#) for their first semester. START also offers [sessions](#) on building career readiness skills; health, housing, and financial wellness; and campus involvement opportunities.

Placement Tests. New first-year students are required to take [placement tests](#) for English, Math, and Languages, if applicable, to determine appropriate course placement in those respective disciplines.

Office of New Student and Family Programs (NSFP). [The NSFP](#) fosters relationships between new students, connects students with campus resources, and provides a foundation for success in the classroom, on campus, and in the surrounding community. Current students serve as [Eagle Guides](#) and lead groups of incoming students, facilitating topic-driven meetings to support their success. The NSFP collaborates with Admissions on the [START program](#) for new students,

helps coordinate Fall and Spring semester Family Weekends, and works with the Parent Advisory Board to liaise with the Vice Chancellor for Student Affairs.

Academic Support. UWL offers several programs geared towards student success. A sample is listed here.

- **First Year Seminar.** In UWL's First Year Seminar (FYS), students discover valuable resources to help with their transition to college life while learning content associated with their instructor's academic passion. The common course modules in FYS are designed to support student success, address involvement, belonging, learning, and academic and financial planning.
- **Math Support.** FastTrack is an online summer mathematics enhancement program where freshmen develop mathematical skills for six weeks prior to the fall semester. The goal of the program is for students initially eligible for remedial, non-credit bearing mathematics courses (through the Wisconsin Placement Test) to increase their skills to place into a higher credit-bearing mathematics class in the fall of their first year.
- **STEM Support.** Since 2022, Student Life has partnered with the College of Science and Health to offer a program called Supplemental Instruction (SI) to increase success rates in introductory-level science and mathematics courses. These sessions are led by students who recently completed and excelled in the class. Hosting SI in residence halls provides a relaxed and friendly atmosphere, allowing students the convenience of just walking downstairs to join.
- **Tutoring and Learning Center (TLC).** The Murphy Library TLC provides tutoring services in many different subjects, and it houses the Writing and Public Speaking Centers. The TLC is run by faculty members who work with trained peer tutors to provide support to students.

Academic Advising. Every UWL student is assigned an academic adviser, and most students with declared majors are assigned to faculty advisers in their department. Since 2018, UWL has expanded professional advising services for students by hiring more advisers in the Academic Advising Center (AAC) and the College of Business Administration (CBA) using resources from Outcomes Based Funding and CBA differential tuition. Currently 82% of first-year students and 41% of second-year students are served by AAC advisers. All undeclared students are assigned an AAC adviser. Every student can utilize the services of the AAC as needed, regardless of adviser assignment.

Navigate360. As part of the Transformation Education pillar of our 2016-2025 strategic plan, UWL implemented Navigate360 in Fall 2019 (cf. CC 3.G). Navigate360 is a leading customer relationship management system for higher education that helps schools support student success and retention. Navigate360 supports advising and enrollment management and provides strategic data to administrators, faculty, and staff. The Navigate360 app also helps students schedule advising and tutoring appointments, view class schedules, and monitor academic holds.

Navigate360 establishes a Coordinated Care Network (CCN) to support students and facilitates Progress Reports Online (PRO@UWL), UWL's early alert initiative. Instructors complete ad hoc progress reports, early feedback, and/or academic alerts for students in their

classes. Students on probation or warning receive early feedback (week 5) and instructors of gateway courses report feedback on all enrolled students in week 6. The CCN (advisers, faculty, Residence Life and Student Life staff, coaches, etc.) reach out to students who receive multiple alerts in a semester to offer personalized support. Since PRO@UWL implementation in 2021, faculty response rates have steadily increased to 90% in 2024-25. In the last five years, Navigate 360 has become a strategic component of improving advising and supporting student success.

Course Registration and Participation. Several retention outreach efforts have been initiated to encourage timely student registration. Students are sent a text via Navigate360 if they have not registered for classes on their assigned registration date. Advisers reach out to students who are registered for fewer than 12 credits. Students who do not log into Canvas or pick up textbooks during the first week of class also receive outreach.

Pre-Health Student Resource Center (PHSRC). In Fall 2019, UWL created the PHSRC to serve over 2,000 UWL undergraduates in pre-health tracks each year. PHSRC includes a Coordinator with expertise in health professions and three advisers with expertise in fields such as Occupational Therapy, Physical Therapy, Physician Assistant, MD/DO, and more. PHSRC also offers networking and career exploration events with health professionals, and a 1-credit health career exploration course.

College-Level Support. Deans' offices employ Academic Services Directors (ASDs) in their respective Colleges/Schools. Transfer students can meet with ASDs to discuss course registration choices and course transfers. ASDs also work with students who are returning from academic probation, approve off-campus courses for transfer credit, and monitor students' progress-to-degree.

Specialized Advising Support. Several support offices have staff members who are co-listed as advisers with the student's academic adviser. For example, international students have an adviser from the Office of International Education and Engagement who assists with their specific needs. Additional offices provide advising services including the Disability Resource Center for students with documented disabilities, Student Support Services for first-generation/low-income students, and the Office of Multicultural Student Services for students of color.

Campus Partners. There are many key campus partners who serve students from matriculation to graduation. These offices keep students healthy, safe, and on-track to achieving academic and personal goals (cf. CC 3.G).

- **Student Health.** The Counseling & Testing Center, accredited by the International Association of Counseling Services, offers an array of free and confidential counseling services and academic skills development to students (utilization rates). The Student Health Center, operated by Mayo Clinic Health System, provides clinic services, laboratory testing, radiology, and dedicated psychiatry services. Wellness and Health Advocacy (WHA) provides culturally competent health education, alcohol and drug education, and community engagement opportunities that promote health and well-being across all dimensions of students' life experience. Peer Health Advocates through the WHA facilitate health programming around campus.

- **Student Safety.** The Campus Assessment, Response and Evaluation (CARE) team helps maintain a safe campus environment through a multidisciplinary approach to assessment, intervention, and prevention of situations that may pose a physical or psychological threat to the safety and well-being of the university community. The Violence Prevention Specialist provides free and confidential advocacy and support to students, faculty, and staff who are victims of sexual assault, sexual harassment, relationship violence, and stalking. The Violence Prevention Office also hosts awareness events during Sexual Assault Awareness Month. Advocacy and Empowerment supports UWL students in distress (utilization rates). Case management in the Student Life Office includes one-time appointments and more intensive student services, including multiple meetings and follow-ups. Finally, the University Police Department is committed to providing a safe and welcoming environment for the entire UWL community.
- **Specialized Support.** The Disability Resource Center (DRC) provides support services for students with disabilities. DRC advisers work with students and develop accommodation plans according need (2024-25 DRC Highlights). Student Support Services (SSS), a Federal TRIO program, offers academic, personal, career, and financial advising and support services for students from eligible low-income, first-generation, and underrepresented backgrounds. UWL's Veteran & Military Connection Office has two Veterans Services Coordinators who work with students transitioning from the military to school and civilian life. The Veterans Lounge in the Student Union provides a space for veterans and their families to connect and build relationships. UWL also participates in the national Ronald E. McNair Post-Baccalaureate Achievement Program (another TRIO program), provides eligible students with support and preparation for graduate school.
- **Student Life.** Student and Residence Life also serve students (cf. CC 1.C and 2.B). Residence Life hosts Living Learning Communities (LLC) in partnership with academic departments and other campus offices. Recreational Sports provides employment and leadership opportunities for students in positions including planning and implementing programs, repairing equipment, and officiating for intramural activities. Students report positive outcomes from their experiences in recreational sports.

Teaching Resources and Facilities. UWL has many resources and facilities dedicated to teaching and learning.

- **College of Science and Health.** There are 36 teaching and 23 research laboratories in Prairie Springs Science Center (Biology, Chemistry & Biochemistry, Geography & Earth Science, Microbiology, Recreation Management, and Physics); 3 laboratories in Wing Technology Center (Computer Science, Mathematics and Statistics); and 12 laboratories in the Health Science Center (Nuclear Medicine Technology, Occupational Therapy, Physician Assistant, Physical Therapy, Radiologic Science, and Recreational Therapy); 4 laboratories and standard facilities (e.g., gymnasiums, strength and conditioning center, field house, and pool) in Mitchell Hall (Athletic Training, Exercise Science, Clinical Exercise Physiology, and Physical, Adapted and School Health Education); and faculty research laboratories that enhance student learning experiences via hands-on research. Laboratory managers and technicians provide support and maintain instruments in laboratories.

- o CSH students must often participate in internships or clinical experiences at external sites including hospitals/clinics, long-term care facilities, state and federal agencies, schools, community organizations, and businesses. Graduate programs in the Health Professions have contracts with over 860 health care facilities across the nation, while undergraduate programs typically place students at internship/clinical sites within a 300-mile radius of campus. Affiliation agreements are developed with each site identifying the practice area that will best meet the needs of the students during their clinical experience. Each program has an internship/clinical education coordinator that evaluates the program's internship/clinical sites, provides feedback to the sites, may perform a site visit, and adjusts affiliation agreements as needed. Programmatic accrediting agencies have approved all internship/clinical practice sites associated with the College's professional accredited programs during their most recent site visits.
- **College of Arts, Sciences, and Social Sciences.** There are two specialized instructional spaces for Archaeology that house thousands of artifacts collected through excavation and research spaces dedicated to undergraduate archaeological and ethnographic research. A specialized Zooarchaeological Lab is used for specialized lab course, zooarchaeological research, and lab-based internships. The Department of Communication Studies oversees a new state-of-the-art media suite, the Communication and Media Lab (CaML). The Art Department provides studio spaces for Blacksmithing, Ceramics, Drawing, Graphic Design, Metalsmithing, Painting, Photography, Printmaking, Sculpture, Art Education, and Studio Art Foundations. Additionally, the University Art Gallery, a student gallery, and a flexible exhibition space in the atrium outside the main gallery referred to as "The Dialogue Space" provide space for shows and special events. The Department of Theatre & Dance provides instruction and performances in two theatres, namely the Toland Theatre (seats approximately 400) and the Frederick Theatre (seats 100). The Department of Music has a variety of studio spaces for instruction, including a keyboard lab, an electronic music lab, a recital hall (approximately 250 seats) with archival recording capabilities, and rehearsal spaces that accommodate the large instrumental and choral ensembles. Dance instruction and choreography take place in a dance studio.
  - o CASSH students (as do all UWL students) often engage in internal and external internships, all of which are facilitated via Handshake.
- **College of Business Administration.** The $26 million renovation of Wittich Hall completed in 2020 provides state-of-the-art classrooms, computer labs, and shared learning spaces designed to enhance student engagement and academic success. Wittich Hall also includes dedicated student meeting spaces, interview labs, and an in-house academic advising office, ensuring comprehensive support for business students. CBA also maintains specialized software and computing environments, including the CBA Student Finance Lab, and utilizes laboratory space in Wing Technology Center to support the Information Systems department. These resources collectively contribute to an enriched learning environment that aligns with the CBA's mission and commitment to excellence in business education and AACSB accreditation.
- **School of Education.** SOE offers extensive infrastructure and resources to support effective teaching and learning. A partnership with over 100 local, regional, and national institutions places teacher candidates in a diverse array of clinical field experiences,

internships, and student teaching placements. These placements are foundational to their professional development, providing opportunities to integrate theory with hands-on, authentic classroom practice. Clinical programs ensure that teacher candidates are immersed in diverse educational settings, from PK-12 schools to childcare entities, and are provided with opportunities to engage in technology integration, classroom instruction across all content areas, tutoring, mentoring, and intervention support. These placements are not only local (within a 50-mile radius of campus) but also extend to statewide, national, and international contexts. For example, the Milwaukee Urban Experience program provides placements in Milwaukee-area schools, while the Wisconsin Improvement Program offers statewide competitive internships. Additionally, SOE offers faculty-led global clinical experiences in Luxembourg and Puerto Rico.

- **Center for Advancing Teaching and Learning.** CATL offers workshops, institutes, trainings, and conferences to foster collaboration and support foundational and innovative teaching approaches. CATL also offers individual consultations to help instructors achieve teaching goals and address specific student needs. CATL provides grants to instructors for teaching improvement projects or researching the impact of their teaching approaches through Lesson Study or the Scholarship of Teaching and Learning. CATL offers a core curriculum which includes assessment, course design, course delivery, classroom belonging, feedback/grading, collaborative learning, and reflection/revision. Certificate programs support online teaching, accessibility, and career readiness. CATL staff includes a Director, Instructional Designer, LMS coordinator, and 4-5 instructors serving in 3-year renewable position (25-50% reappointments). This staff model provides both consistency and representation, allowing for support of both long- and short-term projects and interests. CATL continues to see steady growth in workshop, conference, and training participation (e.g., in summer 2021, 94% of instructors completed an online or flex training to be better prepared to teach during the pandemic).

- **Murphy Library.** The primary campus library is Murphy Library, which had a gate count of 426,384 and held 480,662 physical materials and 1,456,563 digital/electronic materials in 2023. The library's instruction program reaches over 3,400 students each year and utilizes information literacy standards and frameworks developed by the Association of College & Research Libraries. Murphy Library offers a range of individual and collaborative study spaces and manages the TLC which provides drop in-tutoring, as described above.

- **Information Technology Services.** ITS provides comprehensive IT support to the campus community. Technology support for teaching and learning is reflected in the over 280 technology-enabled learning spaces on campus, and UWL allocates $274,000 annually to maintain existing classroom technologies. ITS is a collaborator in all renovation and construction projects where access to technology is a required component, with the technology budget embedded in the overall project budget. Campus faculty and staff are provided a desktop or laptop computer when they begin employment, and these machines are replaced on a four-year cycle with warrantied service available during the device's life cycle. UWL provides a 20 gigabit network and a full on-campus internal and external wireless internet presence. Each building's network is equipped with state-of-the-art switching and wireless infrastructure, providing high-quality and consistent experience for students, faculty and staff. ITS has been able to achieve an uptime of over 99%, ensuring uninterrupted access to network services for all users.

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3.E. Assessment of Student Learning

The institution improves the quality of educational programs based on its assessment of student learning.

Argument

UWL has a strong culture of assessment providing extensive guidance to departments and faculty in conducting effective assessment of student learning.

Faculty Senate Committees. The General Education Assessment Committee (GEAC) and the University Program Assessment Committee (UPAC) provide oversight and guidance for assessment activities to departments. GE assessment is overseen by GEAC, which reports to the General Education Committee (GEC). UPAC reviews academic program assessment plans and reports to provide recommendations for continued improvement of student learning assessment. Program assessment findings are integrated in the seven-year cycle of Academic Program Review (APR) (cf. CC 3.F).

Furthermore, in order to be promoted to associate or full professor through the university-wide Joint Promotion Committee, ranked faculty are required to show strong evidence of direct assessment of student learning. Promotion candidates are provided with resources that help them report their assessment activities and document this work for the purpose of promotion review.

Learning Outcomes. Academic goals for UWL students are articulated in General Education (GE) learning outcomes (listed in the undergraduate catalog, p.75/877), specific learning outcomes for each academic program, and learning outcomes for each course, and these learning outcomes are systematically assessed by GEAC, academic departments (guided by UPAC), and individual faculty members, respectively. Learning outcomes for the GE program align with UWSA's (Universities of Wisconsin) Shared Learning Goals and the Essential Learning Outcomes of the AAC&U LEAP program. Faculty are required to include explicit learning outcomes on their syllabi, following the Faculty Senate approved syllabus template. Some academic programs or colleges have assessment requirements through program specific external accrediting agencies or, in the case of program leading to teacher licensure, the Wisconsin Department of Public Instruction (DPI).

General Education Assessment. As UWL's GE program was evaluated and revised as part of our Sustaining Excellence Strategic Plan (2016-2025), GE assessment processes were also evaluated and revised, culminating in a framework prepared by the GE Assessment Working Group to improve the quality of GE assessment. The new process incorporates the following changes:

- Increased alignment with UWSA's Shared Learning Goals and AAC&U LEAP Essential Learning Outcomes.
- Standardized rubrics based on AAC&U VALUE rubrics.

- Clearer alignment between GE program learning outcomes and GE categories (one outcome per category).
- Proactive training and support for faculty.
- Aggregable data that can be used to improve the GE program (via [Qualtrics Survey for reporting GE Assessment Results](#)).
- Adjusted timeline to ensure GEAC reports can be reviewed by the GEC and action steps can be determined before the end of an academic year.

Prior GE Assessment Process. Prior to Spring 2019, instructors teaching GE courses selected GE learning outcomes and designed their own rubrics, making it challenging to aggregate results. Previous course-embedded GE assessment results revealed broad patterns that, while relevant, could not inform action steps for GE Program-level improvements. For example, from 2015 to 2019, 83% of student works assessed were rated competent or above. During this period, the GEAC reviewed assessment plans and reports using Taskstream software (discontinued Spring 2020) when the pandemic resulted in a temporary suspension of assessment efforts. GE assessment resumed Fall 2021 and continued concurrently with GE program revisions driven by the 2016-2025 Strategic Plan, with the GEAC conducting three small-scale pilots using AAC&U Critical Thinking VALUE rubrics. These pilots gathered faculty input, tested the Canvas LMS as a data collection and review system, and a new GE assessment process was established.

New GE Assessment Process. The [GE Assessment website](#) guides instructors in preparing for, reviewing, and reporting assessment results from their GE courses, and explains the process GEAC implements for analyzing and reporting aggregate results and making recommendations for strengthening the GE program. In Fall 2024, the new GE assessment process was implemented across sections of FYS 100 (First Year Seminar) utilizing the [GE Assessment Scoring Guide (rubric) for the associated Program Learning Outcome (PLO)](#). This assessment process was implemented by the FYS Coordinator in consultation with GEAC. [Results were reviewed by GEAC and GEC and summarized in a year-end report](#). 71% of FYS students performed above the rubric's benchmark level and 44% scored at Milestone 2 or Capstone levels for the target learning outcome. Based on this assessment, GEC recommended raising the benchmark, improving instructor training, and creating professional learning communities in consultation with CATL.

All [GE PLOs are mapped to specific courses within GE categories and sub-categories](#) which are planned to be assessed on a rotating basis according to the following timeline:

- 2025-2026: Written Literacy; Spoken Literacy; Quantitative Reasoning
- 2026-2027: Ethnic Diversity; Arts and Aesthetics; Social and Behavioral Studies; Experiential Science; Mind, Body & Planet
- 2027-2028: The Stories We Tell; The Pasts that Define Us; The Cultures of Our World

Academic Program Assessment. Undergraduate and graduate program assessment is driven by the APR process. Individual programs document their assessment of student learning in their APR self-study reports. The quality of these reports has varied in the past, which motivated the [creation of University Program Assessment Committee (UPAC) first on an ad hoc basis in Fall 2016 and then on a standing basis in 2018-19](#). UPAC processes have been under continual

refinement to improve consistency in assessment feedback, knowledge, communication, and buy-in.

UPAC. UPAC membership consists of representatives from each college, the UWL Assessment Coordinator, and Assessment Associates chosen for their assessment expertise. UPAC reviews program assessment reports 5 years prior and 2 years prior to APR review, according to an [established timeline](). Programs report their assessment activities using a [standard template with integrated guidelines](), and they upload assessment reports to a Canvas course (UWL's LMS) maintained by UPAC. UPAC reviews reports with a [common rubric]() informed by the National Institute for Learning Outcomes Assessment (NILOA) framework. UPAC sends feedback letters indicating areas of strength and growth, noting upcoming support opportunities. [Recent programs that have submitted assessment reports and have received standardized feedback from UPAC include Physics, Psychology, Communications Studies, and Microbiology](). UPAC feedback reports are then appended to APR self-study reports for final evaluation. Two programs were reviewed in 2022-2023, 6 in 2023-2024, 9 in 2024-2025, and due to improved communication and the development of UPAC resources, a total of 39 programs are currently in the UPAC review cycle.

University-Wide Assessment. University-wide assessment of student learning includes the National Survey of Student Engagement (NSSE), most recently conducted in spring 2023 (next scheduled for spring 2026). All UWSA institutions participate in the NSSE, and UWL results [are compared to other UWSA schools]() for accountability purposes to the Board of Regents, Legislature, and the public. UWL also participated in the Collegiate Learning Assessment (CLA+) in 2019. Results for UWL Seniors generated a value-added score of 0.75, placing UWL at a level at or above 81 percent of other schools that administered the CLA+, demonstrating substantial learning gains for students earning a bachelor's degree from UWL. [Slides 3-7 in a presentation by IR to the General Education Committee (December 2020)]() includes more details on UWL's CLA+ student performance.

Transparency. UWL utilizes the [NILOA Transparency Framework]() as a guide to how we present campus-wide assessment information. Maintaining a transparent framework for assessment on campus is supported by a full-time Assessment Coordinator in the Provost's Office. The Assessment Coordinator collaborates with university committees engaged in overseeing assessment (GEAC, UPAC) and the Center for Advancing Teaching and Learning (CATL) which supports faculty development and improved assessment practice. The Assessment Coordinator maintains transparency by posting information about assessment on our NILOA website, including: [SLOs for all programs on campus](), [university-wide, GE, program, and course-level assessment plans](), resources to [assist faculty in assessment](), examples of [effective assessment activities on campus](); and [evidence of student learning]().

External Accreditations and Reviews. Some academic entities at UWL have assessment outside the UPAC process, usually due to requirements from external accreditors or state agencies. These programs undergo systematic external review processes that generally involve scrutiny by current practitioners in the field. Examples of programs with robust accreditation review include graduate programs in Physical Therapy, Occupational Therapy, and the Physician's Assistant Program. Two external evaluation reviews at UWL that encompass

multiple programs, departments and units include the College of Business Administration (CBA) and School of Education (SOE). CBA's accreditation by the Association to Advance Collegiate Schools of Business (AACSB) occurs every 10 years and SOE's Comprehensive Assessment System (CAS) is designed to meet licensing standards established by the Wisconsin Department of Public Instruction (DPI).

College of Business Administration (CBA) Assessment. [CBA was reaccredited in 2023](#), and it was noted in the [accreditation report](#) that the college has a strong culture of assessment, an innovative and mission-aligned curriculum, and meaningful engagement with the business community. The peer review team commended the integration of assurance of learning with curriculum management, the interdisciplinary [Kwik Trip Integrated Core](#), and programs that support societal impact and career readiness. Faculty qualifications and support were found to exceed standards, and strategic investments—such as a new facility and proposed tuition differential—position the college for continued success. The CBA's commitment to assessment can be observed in both its accreditation and internal assessment practices:

- **AACSB.** The CBA is externally accredited by the Association to Advance Collegiate Schools of Business (AACSB). [AACSB accreditation](#) requires a well-established Assurance of Learning (AoL) Program of assessment that supports continuous improvement in student learning. The AoL process in the CBA is faculty-driven and serves two primary functions: (1) managing assurance of learning for the CBA core curriculum and (2) overseeing curriculum development and modifications based on assessment data and stakeholder feedback.
- **ALC.** The AoL process in the CBA is overseen by the Assurance of Learning Committee (ALC), comprised of CBA faculty, and guides the assessment of [CBA learning competency goals and associated outcomes](#). The ALC ensures that each outcome is assessed regularly in the core curriculum, compiles and distributes data from assessment efforts, hosts college-wide annual retreats for the review of data, and facilitates both curricular and professional development to promote curricular improvement. Assessment of undergraduate learning in CBA is guided by the [college assessment plan](#), with significant focus placed on the results of regular assessments in the undergraduate capstone course (MGT 449). Examples of the regular assessment reports produced by the AoL committee include the recent reports on the [Social Responsibility learning outcome](#) and the [Critical Thinking learning outcome](#).
- **CBA Culture of Assessment.** The CBA demonstrates its commitment to a culture of assessment by publishing all [Assurance of Learning activities](#) on the college website, including the learning objectives, curriculum map, assessment plan, the use of [common rubrics (patterned after the AAC&U VALUE rubrics)](#) for evaluating course-embedded assessments, and common course learning objectives for college core courses, the establishment of goals that at least 70 percent of undergraduates should *meet expectations* for all learning outcomes, and the facilitation of an annual college-wide retreat to address curricular changes and assessment results.

School of Education (SOE) Assessment. All teacher education programs are approved by the Wisconsin Department of Public Instruction (DPI), and SOE has designed a Comprehensive

Assessment System (CAS) to meet licensing standards established by the DPI. In addition to GPA, the following benchmark and perception data is collected, analyzed, and reported:

- **Undergraduate Program.** Data is drawn from Praxis II scores, FoRT scores (EME and ECE), edTPA scores, Wisconsin Teaching Standards performance evaluations for Field Experience I, Field Experience II, and Student Teaching, Mid Program Evaluation Survey (Field Experience I and II) and Program Evaluation Survey/Exit Survey (Student Teaching).
- **Reading Teacher/Reading Specialist Graduate Program.** Data is drawn from Wisconsin Teaching and Administrative Standards performance evaluations, International Literacy Association (ILA) Standards performance evaluations, and Program Evaluation Survey/Exit Survey.
- **Educational Leadership/Director of Instruction.** Data is drawn from Wisconsin Administrator Standards performance evaluations, National Educational Leadership Preparation (NELP) Standards performance evaluations, and Program Evaluation Survey/Exit Survey
- **School Psychology Graduate Program.** Data is drawn from Praxis II scores, Wisconsin Pupil Services performance evaluations, National Association of School Psychologists (NASP) Standards performance evaluations, and Program Evaluation Survey/Exit Survey.
- **Adapted Physical Education.** Data is drawn from Wisconsin Administrator Standards performance evaluations, Adapted Physical Education National Standards (APENS) performance evaluations, and Program Evaluation Survey/Exit Survey.

Overall results derived from the CAS are reported and reviewed annually by the dean of the SOE and the SOE DPI liaison. Each year, the liaison meets with SOE constituents to discuss various successes and challenges addressed by the dean and those highlighted in the [Continuous Review Annual Report](#) (CRAR) which contains assessment data from the CAS. The CRAR meets SOE's requirement for biennial assessment.

At the beginning of each fall semester, programs are provided with CAS assessment data from the previous year. Quantitative and qualitative data are presented in assessment summaries developed for individual programs/majors. The front-end of the summaries includes tables outlining survey responses in which there were fewer respondents who agreed with a statement or indicated they were prepared in a specific area. While programs have all data available, they are asked to reflect on these areas and convey their thoughts/responses on the annual report template.

SOE Accreditation. SOE is accredited annually by the Wisconsin DPI. [DPI's most recent review](#) affirmed SOE's effectiveness in preparing high-quality educators, as evidenced by consistently strong assessment outcomes, robust partnerships with local schools, and a highly qualified faculty and staff. SOE maintains a continuous improvement process that uses assessment data to evaluate and refine programs, ensuring alignment with state and national standards. Ongoing collaboration with regional schools and community organizations informs curriculum design and supports responsiveness to evolving educational needs. Employer and

partner feedback consistently indicates that UWL's SOE graduates are among the best prepared in the state, as reflected in a 99% job placement rate.

Library Outcomes Assessment. Murphy Library maintains an instruction program in which librarians host classes in the library classroom or guest lecture in other classes that meet [information literacy Student Learning Outcomes](#). These outcomes were most recently revised in Fall 2024 and are met through the practice of librarianship. The outcomes are based upon information needs of students at UWL and information literacy standards and frameworks developed by the [Association of College & Research Libraries](#) and [American Association of Colleges & Universities](#). The library's information literacy instruction and information literacy course integration programs, in addition to its on-demand reference services and by-appointment research consultations offerings, form the core of its teaching activities. When a librarian collaborates with a course instructor on a classroom instruction session, the lesson is crafted to correspond to information needs of students while also fulfilling the library's efforts in achieving information literate students and graduates. Routine indirect assessment measures include surveys distributed at information literacy instruction sessions. Select direct measures of student learning are periodically employed in forms such as standalone content assessment graded by a librarian.

Center for Advancing Teaching and Learning (CATL). CATL provides [support for faculty members to improve their teaching](#), [engage in strong formative assessment](#), and has developed a detailed [assessment template](#) for guiding them in assessing student learning. Importantly, documenting effective assessment is a key factor in faculty promotion, and to support faculty members interested in improving their assessment, CATL and the Provost Office offer a "[Documenting Improvement and Preparing for Promotion](#)" workshop series annually. Moreover, to support strong assessment across campus, CATL has a part-time appointment for an Assessing & Documenting Student Learning Specialist on staff. CATL sponsors an annual faculty-driven [Assessment Commons](#) in January, a campus-wide conference designed to improve assessment practices.

Co-Curricular Assessment. Co-Curricular assessment is conducted by various units across Academic Affairs; Access, Belonging, and Compliance; Student Affairs; and Institutional Research, Assessment, and Planning (IRAP). Some specific examples of co-curricular activities being used to improve student learning include:

- **It Make$ Cents! (IMC).** IMC is a financial literacy program at UWL that addresses the financial concerns of students that are unique to college life. According to IMC post-consultation reviews, 97% of students report learning something new and 96% report feeling less stressed about their financial concerns after meeting with a peer mentor. In 2025, IMC began partnering with the College of Business Administration in hiring Personal Financial Planning Majors. These students gain Certified Financial Planner (CFP) credit hours for the hands-on work they do within the IMC program.
- **UWL First Scholars.** In 2022 IRAP worked with key stakeholders in the UWL First Scholars program to collect information providing insight into the program's function and impact on student success. UWL First Scholars are high performing, first-generation students selected to participate in a program that includes a living learning community

and scholarship award among other support. Program participants [reported that](#) their UWL First Scholars experience was rewarding and positively impacted them and helped them connect to the UWL campus. Additionally, the retention rates and first-year cumulative college grade point averages of participants [were above those of other high-performing, first-generation students at UWL](#) who did not participate in the program.

- **Coordinators of Services for Students with Disabilities (CSSD).** In 2024, IRAP led a collaborative, systemwide initiative to standardize disability services data for the [Annual Report of CSSD (Appendix 7)](#). Historically, the CSSD report included headcounts, but there was a growing interest in incorporating student success metrics such as retention and graduation rates. To support this effort, the IRAP office collected and analyzed data for the creation of [Appendix 7](#). IRAP also created [additional tables](#) to provide insight into the retention and graduation rates of UWL students served by the Disability Resource Center in comparison to the UWSA overall.
- I**mprovements in Advising.** Data collected by IRAP through the 2017 National Survey of Student Engagement (NSSE) revealed that first-year students at UWL reported satisfaction levels below the UW System average in all academic advising categories. In response, UWL implemented several changes, including enhanced professional development, training for academic advisors, post-appointment satisfaction surveys along with Navigate360 (cf. CC. 3D). The [results of the most recent NSSE in 2023](#) show that UWL students reporting satisfaction rates at above the UW mean on four items, no difference on two, and below on only two.

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3.F. Program Review

The institution improves its curriculum based on periodic program review.

Argument

UWL conducts program review on a 7-year cycle for academic departments, curriculum review and assessment are a priority for both individual faculty and departments, and accreditations are reviewed annually by the Provost's Office and Dean's Council.

Academic Program Review Procedures. The [Undergraduate Academic Program Review](#) (UAPR) and [Graduate Academic Program Review](#) (GAPR) committees of the Faculty Senate (FS) maintain procedures and criteria used to review academic programs, and conduct, in consultation with the Provost, review of UWL's academic programs. The Provost provides [resources for departments and tracks the progress of program review](#). [Each academic program participates in the 7-year APR cycle](#), and the [APR reporting timeline](#) involves specific actions with defined deadlines for tasks linked to the actual review period. The content of an APR self-study varies depending on whether a program is an [undergraduate program](#), [graduate program](#), [free-standing minor](#), [collaborative degree (consortial arrangement) with another Universities of Wisconsin (UWSA) institution](#), [externally accredited program](#), or [newly-implemented program](#). Programs without external accreditation participate in the APR process, which includes an external review, and externally accredited programs participate the year following their accreditation review but do not undergo an additional external review as part of the internal APR process. Free-standing minor programs go through an abbreviated process, and new programs are reviewed five years after implementation.

External Review. External reviewers for APR are selected by the dean in consultation with department chairs. External consultants submit a report to the dean and department. The program writes a response to the external consultant's findings. The dean reviews the documentation and provides a letter regarding the findings and response. These external review documents are included with the file reviewed by the APR committee.

Feedback to Departments. The APR Committee reviews the full APR report (self-study, external reviewer report, departmental response to external review, and dean's letter), provides constructive feedback to the program, and submits a written report to FS which is subsequently shared with the Provost. The Associate Vice Chancellor of Academic Affairs (AVCAA) is a consultant for both UAPR and GAPR, monitoring the schedule of programs under review, hosting information sessions annually for department chairs and program directors, and meeting individually with chairs and directors preparing for or responding to APR committee feedback. The AVCAA is also the campus' liaison for program planning and review to UWSA, providing consistency between system and campus needs. The [APR committee may request a three-year review to address concerns](#) if any are identified during the APR process.

Program Accreditations. Program accreditations maintained by UWL are listed in the [undergraduate (p.12/877)](#) and [graduate (p.8/255)](#) catalogs. UWL also maintains information

on undergraduate and graduate programs that lead to professional licensure or certification on the Professional Licensure Disclosure webpages. Further discussion of external accreditations (e.g., College of Business Administration and School of Education) are discussed in CC 3.E.

Assessment of Student Learning. The UAPR and GAPR committees focus on assessment of student learning in programs. Most program reviews since 2018 have received comments related to program assessment, including encouragement to continue specific program assessment practices, an emphasis of the improvements made by programs in their assessment efforts, or a recommendation to improve program assessment procedures. The APR committee has recommended a three-year review to address program assessment in only 4 of the 46 reviews completed since 2018. In these four cases, the APR committee provided specific suggestions to the programs for steps to take to improve their program assessment process.

Transcription of Credit and Transfer Credit Policies. UWL evaluates all credit prior to transcription and has policies in place for assuring the quality of credit awarded through all forms of prior learning, including transfer. The UWL Undergraduate and Graduate Credit for Prior Learning policies outline the opportunities available for students. Students may be awarded credit for their university or graduate level learning in a variety of ways including transfer coursework, credit by national exam, military experience and training, industry-certified and assessed credentials or licensures, and UWL administered prior learning assessments. UWL also maintains articulation agreements with other institutions to facilitate transferring to UWL (e.g., an agreement with Western Technical College in La Crosse was recently established).

UWSA Transfer Policies. UWL follows the UWSA Undergraduate Transfer Policy in determining how undergraduate credit transfers to UWL from other post-secondary institutions, and UWSA policies expressly endorse the Joint Statement on the Transfer and Award of Credit. The transfer student website informs prospective students about the types of credit that are generally considered transferrable to UWL. Transfer credit is awarded for college-level course work completed at institutions accredited by a regional or national accrediting organization recognized by the Council for Higher Education Accreditation (CHEA). Courses accepted in transfer must be similar in nature, level, and content to a course in the UWL curriculum and applicable to one of UWL's academic programs. Continuing education courses and remedial, technical, or vocational courses are typically not transferable. Most transfer credit is evaluated by the UWL Admissions Office (utilizing Transferology). Department chairs, faculty subject matter experts, College Advising offices, the General Education Coordinator, International Education and Engagement staff, and/or the Records & Registration Office may be consulted for review of course materials when an appropriate equivalencies do not already exist for the course and additional expertise is needed.

UWSA Principle of Accommodation. UWL follows the UWSA Principle of Accommodation, whereby institutions recognize GE requirements in terms of broad academic areas, as well as specific courses. Credits that satisfy GE requirements at the sending institutions are generally applied in the same category at UWL but are reviewed for departmental/dean level approval when appropriate. For courses that have no comparable department, the GE Coordinator and/or GE Committee are consulted.

Transferology. UWL uses [Transferology](#) to help students understand how their credits will transfer into and out of UWL, and it allows students and instructors to search course equivalencies from a nationwide network of higher education institutions. The Transferology network includes all UWs and Wisconsin Technical College System (WTCS) institutions, numerous nationwide institutions, and some international institutions. The UWL Admissions Office also provides transfer guides for institutions outside of UWSA and WTCS from which UWL often receives requests for evaluating transfer credit.

International Transfer Credit. International applicants or those students with credit from international universities must submit official transcripts and certified English translations if the transcripts are issued in different languages. Students are required to submit course descriptions and syllabi along with their official transcripts for review. The International Admissions Counselor, in consultation with the appropriate academic departments and faculty experts, evaluate the coursework and prepare a transfer credit report using [AACRAO EDGE](#) tools for guidance on international grading systems, educational ladders, credentialing, and information about national education authorities. International institutions must be recognized by the Ministry of Education or a similar authority in that country, as is indicated on the [Admissions website](#).

Advanced Placement Credit. [UWL grants college credit](#) for Advanced Placement, International Baccalaureate, and CLEP scores in accordance with the [UW System Undergraduate Transfer Policy](#) guidance, and the [American Council on Education](#) (ACE) guidance where appropriate. UWL academic departments determine courses that they will consider equivalent for credit. UWL follows [ACE developed guidelines on evaluating and awarding college credit to military-connected learners](#) based on their military training and occupations. UWL accepts all credit recommendations in compliance with [Wis.Stat. 36.31(4)](#).

Credit for Prior Learning (Undergraduate and Graduate). The [UWL Undergraduate Credit for Prior Learning Policy](#) further outlines additional local transfer credit policies, limitations, and exceptions. The policy includes information on transcription of credit for prior learning, transfer of low grades, the option for institutional prior learning assessments, and retroactive credit for world language(s) and mathematics. Specific course equivalents related to credit for prior learning opportunities [within categories of national exams, departmental assessment, and retroactive credit are available on the Admissions website](#). The [Graduate Credit for Prior Learning Policy](#) provides detailed information on opportunities and limitations for graduate students to earn credit for prior learning. Current opportunities include credit by transfer, military training and service, professional/industry learning, and institutional prior learning assessment. Graduate program directors with subject matter expertise have discretion in evaluating all graduate requests for prior learning. The Graduate program directors determine if graduate-level learning and courses taken at other institutions are sufficient in rigor, depth, and breadth and appropriately apply to a UWL student's program of study.

Curriculum Review. UWL's curriculum is created by the faculty and approved by the supervising academic department along with other curriculum committees and offices, based on the type of proposal (cf. CC 3.A). Committees that are involved in the evaluation or revision of programs and courses include the Academic Planning Committee (APC), the Undergraduate

Curriculum Committee (UCC), and the Graduate Curriculum Committee (GCC). In addition, the General Education Committee (GEC) evaluates new and revised courses proposed to the GE program. Each of these four committees consists of nine faculty members, student member representation, and the registrar and college-level administrators as consultants. The committees evaluate proposals in light of UWL's mission, student needs, necessity for quality programs, and ability of the department and college to meet the resource needs of the proposal. These committees maintain approval authority on a continuing basis, requiring reconsideration in case of changes in courses and programs, required prerequisites, assigned credit/instructional hours, or instructional patterns for courses. All courses are evaluated for rigor and content. Decisions made by these faculty committees form the basis of all administrative program and course approvals, whether for new courses or in regular review cycles. Minutes of the committees are maintained by the FS and are available on FS webpages.

Prerequisites for courses. Prerequisites for courses are determined by each individual academic department based on necessary course content knowledge, a student's major or minor, and department admission requirements. Typically, a department has a curriculum committee introduce and review the prerequisite, and then the entire department approves the prerequisite. The college Dean's Office and the appropriate curriculum committee (e.g., UCC, GCC, or GEC) must also approve. Upon approval, the prerequisite is recorded in the Student Information System (WINGS) and made visible to students during schedule planning and registration. The prerequisite is also included in the subsequently published undergraduate or graduate course catalogs. All prerequisites are enforced electronically through WINGS. Students are not able to register for courses for which they do not meet the prerequisite. At the end of each term, Records & Registration manually removes students from courses for which they have registered in the upcoming term if they failed to meet the prerequisite in the prior term.

New Course Proposals. UWL maintains authority over the expectations for student learning in its courses. All new courses are developed by faculty members who are experts in their discipline (cf. CC 3.A). Course proposals must include the course description and prerequisites, student learning outcomes, course outline, instructional methods, principal activities, assessment methods, and justification for offering the course. Department chair and dean approval indicates to the committees that qualified staff, adequate demand, and adequate facilities, equipment, and materials exist to support the proposal.

Documenting Curriculum Revision. Records & Registration maintains a [repository of curriculum change processes and policy documents](). This includes the course numbering policy, and "slash" course policies on numbering and procedures and distinction between the levels of undergraduate/graduate. The requirements of the [University Course Credit Hours Policy]() and [Component Type and Contact Hours Guidelines]() are embedded in curriculum documents. Course numbering and prerequisite policies are also listed in the [undergraduate (p.40/877)]() and [graduate (25/255)]() catalogs.

Access to Instructors and Mentors. Learning resources that are available to UWL students take many forms. The quality of learning resources is overseen by standing committees of FS, or by joint committees that include faculty, students, and administrators. The accessibility of faculty as a learning resource includes their availability for student hours (see CC 3.C) and their

willingness to serve as mentors; in particular, for undergraduate research (see CC 3.B). In fact, since 2024 UWL has offered research mentor training through CIMER (Center for Improvement of Mentored Experiences in Research).

Physical and Electronic Learning Resources. Murphy Library is the primary campus library and source of physical and electronic learning resources. The Director of Murphy Library reports to the Provost and is a member of the Deans' Council. Academic librarians are members of the faculty; thus, they are members of faculty committees, and faculty from all the colleges/schools and Murphy Library collaborate as members of the Library Committee of the FS. Murphy Library houses the Tutoring & Learning Center (TLC), which provides free services to UWL students (referenced in CC 1.A and CC 3.D). UWL undergraduate students pay a segregated fee each semester for Textbook Rental which provides them with most required texts without an additional charge. This service is coordinated through the Division of Administration and Finance in collaboration with the Textbook Rental Services Policy Oversight Committee (textbook policies).

Instructional Technology Resources. The Academic Technology Committee reports to the FS on technology-related issues and serves as a liaison between faculty and divisions of Administration & Finance and Academic Affairs. The committee makes recommendations to ensure that technology is responsive to faculty needs for instruction, research and service and also works with CATL and ITS to gather and share faculty feedback related to academic technology in a way that is representative, resource efficient, and decision useful.

Academic Standing. The expectations and requirements for undergraduate (p.36/877) and graduate (p.22/255) students to remain in good academic standing are outlined in their respective catalogs in Academic Eligibility policies. These policies are approved and governed by the Committee on Academic Policies and Standards and Graduate Council. The respective catalogs detail the requirements for earning undergraduate (p.70/877) and graduate degrees (39/255), respectively. UWL also has a Seven-Year Completion Policy for graduate programs.

Evaluating Success of Graduates. UWL publishes first-destination statistics on internships and employment of our graduates. UWL follows the National Association of Colleges and Employers (NACE) guidelines for collecting first-destination information for undergraduates. Information is gathered through a variety of resources including directly surveying graduating seniors at pre-commencement events and in individual appointments with Career Services. Graduates are periodically surveyed via email for six months following their graduation. In accordance with NACE guidelines, first destination information is also gathered through a review of graduates' social media sites (e.g., LinkedIn). For the 2023-24 graduating class, the knowledge rate was 81% and found that 98% of UWL undergraduate degree earners were continuing education, employed, participating in a volunteer program, or serving in the military. Specific program outcomes (i.e., passage rates on certification exams) are published on program websites and are highlighted in CC 3.A.

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3.G. Student Success Outcomes

The institution's student success outcomes demonstrate continuous improvement, taking into account the student populations it serves and benchmarks that reference peer institutions.

Argument

UWL boasts strong retention, persistence, and completion rates for students compared to Universities of Wisconsin (UWSA) comprehensive institutions, with the highest first-to-second year retention rate for first-time, full-time students and the highest four-year and six-year graduation rates for first-time, full-time students.

Overall Retention Rates. The UWSA uses campus-identified peer institutions to compare retention and graduation rates on the UWSA Accountability Dashboard. UWL revised its list of peer and aspirant institutions in fall 2023 and provided the list of 15 peer institutions for comparative use on the interactive dashboard. UWL's overall retention and graduation rates are greater than those of its identified peer institutions, and similar to those for identified aspirant institutions. UWL identified 90% as its retention goal for first year students, and 80% as its retention goal for transfer students as part of the 2016-2025 strategic plan and has made good progress towards this lofty goal. UWL's first-year retention rate increased from 84% to 86.5% from 2018-2023. The Navigate360 (EAB Student Success Collaborative) was implemented in 2019 to help achieve higher retention rates. Navigate360 has exceeded expectations, as documented in the 2025 Navigate Activities Report. Over time, the use of Navigate360 to set appointments with students has significantly increased, student use of the Navigate App has grown, and Gateway+ instructor participation in Navigate's early alert progress reports has increased from 73.1% in 2021 to 92.3% in Fall 2024. These positive outcomes help explain UWL's increased retention rates in recent years.

Completion Rates for Graduate Programs. Since 2014 Graduate & Extended Learning and Institutional Research have tracked completion rates for UWL graduate programs. The published rates in the Office of Institutional Research, Assessment, and Planning (IRAP) Fact Book (an online dashboard with key data metrics) are in relationship to the seven-year completion window required for graduate programs. Each graduate program at UWL has different standards of time within which a student is expected to complete their degree, and individual graduate programs often track these completions according to external accreditation standards. Several of the programs operate in a cohort model and students enter and complete their degrees within relatively limited time frames; for example, the graduate program in Clinical Exercise Physiology is designed to be completed in 15 months.

Calculating Retention and Graduation. The Integrated Postsecondary Education Data System (IPEDS) definitions calculating retention and graduation rates based on first-time, full-time students are still appropriate for use at UWL, as it is still, by most metrics, a traditionally-aged, primarily residential campus. The UWSA provides a Progress & Completion dashboard that compares these benchmarks at UWL to those at other UWSA institutions. UWL

also participates in the Student Achievement Measure, which provides the institution additional information about persistence and completion even when students leave the institution.

Re-Imagining the First Year of College Project. UWL participated in this AASCU-sponsored project from 2016-2018. Re-Imagining the First Year of College was a project aimed at ensuring success for all students, particularly those who have historically been underserved by higher education. A survey of retention programs and review of campus data led to the development of a first-year seminar course (FYS 100) for the revised General Education program. Since the implementation of FYS 100 in Fall 2019, UWL has seen increased persistence rates among new first-year students. While all first-year students are required to take FYS 100 during fall or spring of their freshman year, first-generation students are pre-enrolled in a fall section of the course based on the recognition that first-generation students often face lower persistence rates and may be less familiar with college life. These early-enrolled students benefit from the support and guidance provided by FYS 100 as soon as they arrive on campus.

Equity Gaps. The four-year graduation rate gap between white students and students of color was 16.9 percentage points when averaged across the first-time, full-time cohorts entering the University in Fall 2017 and 2018. Since FYS 100 was introduced, the gap between white students and students of color in our Fall 2019 and 2020 cohorts is now 16.3%. UWL's student success initiatives includes several programs designed to address achievement and graduation gaps for underrepresented students.

- **Fostering Success for Independent Scholars (FSIS)** serves students who have no living parents, have been in foster care, or have been a ward of the court.
- **First Year Research Exposure** (FYRE) is an academic diversity initiative in the College of Science and Health that involves peer mentors and tutors helping students transition to college life.
- **The Eagle Mentoring Program** provides enrichment activities and faculty mentoring to sophomore students of color. 100% of the 25 students in the 2018, 2019, and 2020 cohorts earned bachelor's degrees, with 11 enrolling in graduate school.
- **Lawton Minority Undergraduate Grant Program** (s.36.34, Wis. Stats.) provides grants for eligible students within the UWSA designed to increase the retention and degree attainment of underrepresented students. Each UWSA institution, including UWL, designs its own implementation of the Lawton Grant program within eligibility guidelines.
- **Hekima Scholars Program** is a high-impact program aimed at addressing educational barriers for men of color by creating a supportive community where students grow academically, socially, and personally while building relationships and leadership skills.
- **Multicultural Recruitment.** UWL Admissions employs 3.5 multicultural recruiters and hosts an annual visit for 50 middle school students from Milwaukee. Also, each academic year approximately 500+ high school students from urban areas in Wisconsin, Minnesota, and Illinois participate in 25 multicultural visit days at UWL. UWL provides transportation and meals for these students who may not otherwise have the opportunity to visit campus.
- **Academy of Excellence: Representation in Involvement and Engagement (AERIE)** is a high-impact first-year experience and learning community focused on

diversity. It creates an inclusive space where multicultural students and those interested in multiculturalism can build connections, share experiences, and feel a sense of belonging.

- **First-generation Transfer Student Success Initiative.** First-generation transfer students have the lowest persistence rates at UWL. In Spring 2024, a joint effort between Student Affairs, Academic Affairs, and Access, Belonging & Compliance was launched to give these students two to three immediate connections from the very start of their first semester. UWL representatives facilitating these connections hail from Academic Advising, the New Student and Family Programs office, and Student Support Services. 18% of the participants in the initial cohort of 34 students belong to underrepresented racial/ethnic groups, a figure significantly higher than their proportion in the broader UWL student body, which stands at 10%. [Early outcomes from the initiative are encouraging](#).

Central Data Request. In addition to local data collection through the student information system (WINGS), UWL data is provided to UWSA through the [Central Data Request](#) (CDR). CDR data fields are designed to align with IPEDS guidelines and UW System guidelines, where appropriate. Staff at each campus review and submit data to UWSA. UWSA uses CDR data to respond to IPEDS surveys on behalf of the campus. UWL staff compare locally generated files to CDR data in order to ensure data submitted is correct and complete, and local staff are provided the opportunity to review IPEDS data prior to submission. As a result, UWL's data is reviewed multiple times by staff at various levels: within UWL functional offices, IRAP, and by UWSA staff.

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Criterion 3 - Summary

The institution demonstrates responsibility for the quality of its educational programs, learning environments and support services, and it evaluates their effectiveness in fulfilling its mission. The rigor and quality of each educational program is consistent regardless of modality, location or other differentiating factors.

Argument

UWL maintains the quality and consistency of its educational programs through systematic curriculum integration, professional development, assessment, and providing extensive student support. All academic programs are subject to a rigorous review process. Curricular innovation and revision is logistically supported through shared Curriculum Inventory Management software, which allows for communication, transparency, and consistency across departments. Faculty development is largely centered in the Center for Advancing Teaching and Learning (CATL), a significant resource focused on working with faculty to improve teaching. Student learning is assessed at course, department, and institutional levels through structured review cycles led by university committees. Comprehensive advising, tutoring, counseling, and career services further enhance student success. UWL's strong record of employment, graduate placements, and licensure rates attests to how well graduates are prepared for professional careers and civic engagement after they have completed their degree programs.

Sources

There are no sources.

4 - Sustainability: Institutional Effectiveness, Resources and Planning

The institution's resources, structures, policies, procedures and planning enable it to fulfill its mission, improve the quality of its educational programs, and respond to future challenges and opportunities.

4.A Effective Administrative Structures

The institution's administrative structures are effective and facilitate collaborative processes such as shared governance; data-informed decision making; and engagement with internal and external constituencies as appropriate.

Argument

The governing board for UWL is the Universities of Wisconsin (UWSA) Board of Regents (BOR). Within UWL, several governance groups act independently in providing input to the Chancellor and overseeing their own areas of responsibility. These groups represent faculty, students, and staff and act collaboratively to address issues facing the institution, and ensure that all viewpoints and recommendations are considered in university decision-making.

Structure of the BOR. The BOR has standing committees with specific charges as outlined in the BOR bylaws. The list of standing committees includes the membership of each committee, and the BOR Bylaws establish the duties and responsibilities for each committee. The standing committees review and deliberate specific agendas at BOR meetings and bring matters before the full BOR for consideration and adoption when necessary or as matters of consent from the full BOR. BOR meetings are web streamed live and the proceedings (outside closed session) are archived on the website. BOR meeting materials and minutes are also posted. Individual institutions are invited to present on initiatives or issues of interest to the BOR. Recent BOR actions that have had significant impact on system institutions that derive from ACT 15, passed by the Wisconsin legislature, which influenced two major policy areas at UWL:

- Teaching Workload Policy (detailed in CC 3.C)
- Core General Education Requirements (detailed in CC 3.B)

Structure of UWL and Shared Governance. UWL provides accountability reporting to the BOR and Legislature as described in CC 2.B. UWL is led by Chancellor James Beeby, who sets values and priorities for UWL in his opening addresses at the start of each semester (e.g., Fall 2025). The Chancellor's Cabinet is comprised of the Provost/Vice Chancellors for Academic Affairs; Administration & Finance; Student Affairs; Access, Belonging & Compliance; and Advancement. UWL has a strong culture of shared governance which engages the administration, faculty, academic staff, university staff, and students. Shared governance is

formalized via the relationship between the Chancellor, Cabinet, and campus governance groups as encoded in BOR policies. UWL faculty, staff, and students participate in institutional governance through the Faculty Senate, Academic Staff Council, University Staff Council, and Student Association, respectively. Individuals represented by these organizations receive email invitations to participate in elections, nominate themselves or colleagues for committees, participate in search committees and open forums for administrative candidates, and attend committee activities.

- **Faculty Senate (FS).** FS is comprised of 24 members with specific representation from the Colleges and Schools as outlined in the Articles of Faculty Organization. FS represents the tenured and tenure track faculty, IAS, and academic librarians, and they meet twice per month. The FS Executive Committee (SEC) may conduct business in place of the entire FS. Formal actions from these bodies are brought before the Chancellor, and interactions between FS and the Chancellor are publicly archived on the FS website as are all meeting documents including minutes and related documents. Action items are frequently focused on curricular matters, faculty personnel matters, academic program review, and academic policies that advance UWL's mission, and all formal actions of FS are posted online. Recent examples of such actions include:
  - FS passage of a policy for accepting credit for prior learning that makes graduate programs more accessible to professionals with real-world experience.
  - FS approval of the Community Engaged Learning Course Attribute indicating in catalogs the courses that include community-engaged learning environments, thereby promoting such experiences to students.
- **Academic Staff Council (ASC).** ASC represents general academic support professional staff, and does not include faculty, university staff, limited term employees, employees-in-training, or student assistants. Membership of ASC consists of 11 members, 8 representing operational areas of the university (Academic Affairs, Administrative Divisions, Student Affairs, and Access, Belonging, and Compliance) and 3 at-large members. ASC meets once per month and represents over 400 full- and part-time employees on policy, personnel, and other issues that impact Academic Staff. ASC engages in policy review, compliance oversight, personnel processes, and governance processes that ensure ethical functioning of the institution.
- **University Staff Council (USC).** The 11-member USC is made up of permanent university staff. USC meets once per month, and represents three employment categories: Administrative Support, Facilities/Maintenance, and Professional Services. USC promotes ongoing education, professional development activities, and communication between classified employees and the broader university community. It strives to create a positive professional environment for all University Staff employees based on equality, respect, and a spirit of collegiality, and the agendas and minutes that outline their governance work are transparently posted on their website.
- **Student Association (UWLSA).** The 34-member UWLSA is the body that represents all students enrolled at UWL. The UWLSA seeks to provide a student voice by advocating for student rights and responsibilities, fostering leadership, communicating student issues, and demonstrating respect for diversity. The UWLSA constitution serves as a guide to student engagement in shared governance on campus indicating its purpose "to promote and protect a consummate college experience, to engage in the governance of the

University as granted in [§36.09(5)](#) of the Wisconsin State Statutes, and to improve our University through a united effort." All [UWLSA meeting materials](#) including agendas, minutes, and resolutions are publicly posted.

Department Bylaws and Shared Governance. Members of the UWL community are empowered in various ways to participate in shared governance processes. The "Organization and Operation" section of [the academic department bylaws template](#) refers members to UWL shared governance bylaws and policies related to faculty and staff. Bylaws may also detail service activities, including participating in shared governance, which is highly valued by departments.

Joint Committees. These committees typically have representatives from each of the four governance groups and provide an additional venue for shared governance and collaborative effort. UWL currently has six [joint committees](#): Joint Committee on Environmental Sustainability, Joint Planning & Budget, Joint Committee on Civil Discourse, Joint Campus Climate and Belonging Committee, Joint Ethics Advisory Committee, and Joint Promotion Committee. The Joint Promotion Committee, which considers promotion of faculty from all colleges and schools and is limited to full professors, Deans, and the Provost/Vice Chancellor for Academic Affairs.

Communications and Accessibility of UWL Administration. The Chancellor formally addresses the UWL community prior to the beginning of each semester in an event that includes Q&A. The Chancellor also holds open forums each semester and meets with all constituencies on campus upon request. He regularly attends and reports to the Joint Committees throughout the year. Faculty, staff, and students can make appointments to meet directly with the Provost, and the Division of Academic Affairs also holds office hours at least twice each semester. The Deans host all-College or all-School meetings ahead of the start of each academic semester.

Academic and Program Requirements. The shared governance structure invites faculty, staff, and student input in setting academic requirements, policies, and processes. There are six FS committees charged with oversight of curriculum and academic policy: Academic Planning Committee (APC), Committee on Academic Policies and Standards (CAPS), General Education Committee (GEC), Graduate Council (GC), Graduate Curriculum Committee (GCC), and Undergraduate Curriculum Committee (UCC) (cf. CC 3.F). Each committee elects a chair and recorder and has representation from faculty, staff, students, and administration as outlined in the bylaws of each committee, and each committee meets on a regular basis during the academic year. UWL uses curriculum inventory management (CIM) software to manage changes in curriculum and academic policy, and to help ensure accuracy of academic program, course, and policy information in university catalogs. [New programs undergo significant vetting on campus](#) through many of these committees, and the development of new programs are also approved by the UWSA BOR. New high impact programs added recently include [majors in Engineering Physics and Data Science](#).

Academic Policies. Faculty, staff, and students also collaborate on academic policy. For example, the Committee on Academic Policies and Standards (CAPS) formulates and reviews

local policies and standards concerning admissions, advising, retention, advanced standing, probation, dismissal, readmission, grading, and graduation honors. CAPS also ensures equitable application of standards by the undergraduate schools and colleges and supervise the administration of these standards. The Graduate Council similarly oversees policies pertaining specifically to graduate education.

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4.B Resource Base and Sustainability

The institution's financial and personnel resources effectively support its current operations. The institution's financial management balances short-term needs with long-term commitments and ensures its ongoing sustainability.

Argument

The financial stability of UWL is of utmost importance in providing exceptional educational experiences to students. The Universities of Wisconsin (UWSA) engaged Deloitte, a third-party reviewer, to complete a financial, enrollment, and operations review of all UW universities. The external report on UWL's financial management notes that "UWL has contained expenses over time and grown fund balances with a centralized budget model, and investments have been made to support long-term financial sustainability of the campus." The report notes the importance of UWL's consistent enrollment and strong retention in maintaining stable revenues. The report also notes that UWL has demonstrated strong financial management historically and is forecasted to be operating at a surplus, and recommends that leadership maintains this level of efficacy moving forward. In response to Deloitte's report, UWL will:

- Maintain environment of accountability and prudent fiscal management
- Continue to leverage centralized budget model and engage key stakeholders in decision making
- Make well informed, data-driven, strategic decisions rooted in our new 2025-2030 strategic plan
- Develop a comprehensive approach to exploring new opportunities for increasing and diversifying revenue
- Leverage our new financial system, Workday, to increase accountability, efficiencies, fiscal management, and transparency across the university

Division of Administration and Finance. A&F is tasked with ensuring the university maintains financial viability. Key administrative units essential for this work include Budget and Planning, Business Services, Facilities, Capital Planning and Budget, Information Technology Services, and Human Resources. These units support the campus and protect the financial viability of UWL by requiring adherence to financial policies and procedures, following accounting and budgeting best practices, making investments in infrastructure and people, and continuing to review and audit resources, monitoring revenues and expenditures, maintaining infrastructure and assets, and planning for future campus needs and continued deferred maintenance needs.

Financial Sustainability in Strategic Planning. The 2025-2030 strategic plan will guide financial decision-making for strategic investments and allocation of resources for the future of the university. While UWL has had strong enrollment historically, the demographics of higher education in the future are somewhat volatile. Therefore, UWL must remain both vigilant and flexible in how it reviews and allocates resources, investing in key infrastructure and staff that will move UWL forward and guarantee future excellence.

State of Wisconsin Funding. As a public institution, UWL receives a portion of its funding from the State of Wisconsin's allocation to the Universities of Wisconsin (UWSA). The primary source of state funding is General Purpose Revenue (GPR), which reflects the legislative appropriation from state tax dollars. The GPR appropriation and tuition collected from all UWSA campuses are reallocated to the UW institutions by an established formula. The state appropriates GPR to the BOR; the BOR through the UWSA leadership determines the distribution of the appropriated dollars. The distribution is determined by a historical fee allocation developed at the time of the merger of the Wisconsin State Universities and the University of Wisconsin in the early 1970s. The composition of this appropriation has been reconsidered at different points but remains as it was in the 1970s; in general, UWL receives 4.22 percent of the appropriation. UWL ranks 11th out of 11 comprehensive institutions for allocations distributed from GPR to the UWSA institutions on a per FTE basis.

Decline in State Support. In line with trends for state-supported higher education across the country, direct state support to UWSA has declined in the last two decades. In 2002, state resources comprised 35 percent of UWL's overall budget. In FY25, state sources comprised 19 percent of UWL's overall budget, a slight improvement from 12 percent in FY16 and FY17. UWL's funding from state sources declined by 25 percent from FY15 to FY16 due to a historic cut to UWSA appropriations. The state froze undergraduate resident tuition beginning in the 2013-14 school year, and the freeze continued through the 2022-23 school year. During this time, UWL implemented other strategies, including increasing undergraduate nonresident tuition, increasing graduate student tuition, increasing first-year class enrollment, and focusing on retention of current students to meet institutional needs. In 2024, the UWSA approved a 3.75 percent increase in resident student tuition. UWL's enrollment management plan is detailed in CC 4.C.

Outcomes-Based Funding. $26.25 million in performance funding for UWSA – referred to in Wisconsin as outcomes-based funding – was implemented in the 2017-2019 biennial budget and an additional $45 million as a supplemental appropriation in the 2019-21 biennial budget. The result to UWL is $2.1 million in outcomes-based funding to UWL annually; however, when undergraduate resident tuition is frozen, these dollars are generally allocated to cover ongoing costs. The all-funds budget for UWL in FY24-25 is $246 million, and 48.9 percent of UWL's budget is held by Academic Affairs, which funds the colleges, schools, and academic support areas including the Library, Admissions, Records and Registration, and Financial Aid. (See here for FY23-24 expenditures compared to the FY23-24 budget. and the AY24-25 Budget to Actuals comparison and AY 25-26 Budget).

High Demand Market Funds. As part of Wisconsin Act 15, UWL was allotted additional base funds for salary increases, beginning in FY 2026 for ranked faculty in high demand fields (as defined by UWSA). The release of these market funds was contingent upon Act 15 mandates associated with General Education curricular revision (cf. CC.3.B) and teaching workload expectations (cf. CC.3.C). UWL's market fund allocation was $1.38 million for base salary (plus $1.3 million in fringes), distributed to 67% of faculty with a median increase of $5419. These funds, while not allocated to all faculty as would have been preferred, represents a significant investment in salary that helps address Deloitte's finding that non-competitive wages have been a contributing factor to UWL's challenges in hiring and retention in some areas (cf. CC.1.A).

Financial Integrity. UWL affirms its responsibility to financial integrity through several financial reporting and auditing processes. The Wisconsin Legislative Audit Bureau (LAB), a nonpartisan service agency of the Legislative Branch, serves as the auditor for the activities in Executive Branch state agencies. In the most recent HLC Institutional Update, UWL's total composite financial indicator score was 2.24 for FY24, "Above the Zone" per HLC Financial Indicator guidelines. CC 2.A provides detail on the Annual Comprehensive Financial Report, Annual Finance Report, and Internal Auditing procedures.

Financial Reporting (also detailed in CC 2.A)

- **Annual Comprehensive Financial Report (ACFR).** UWSA is a major enterprise fund of the State of Wisconsin and the financial statements of UWSA are discretely presented in the proprietary fund financial statements of the State of Wisconsin's ACFR (2023, 2024, 2025) following Generally Accepted Accounting Principles (GAAP) for financial reporting purposes.
- **Annual Financial Report.** UWSA also produces and posts Annual Financial Reports (2023, 2024, 2025) that outline the financial standing of all campuses (UWL specific 2023, 2024, 2025). UWL had 1,187 FTE staff in Fall 2025; 509 were instructional FTE, 73% of which were tenured/tenure-track.
- **Internal Auditing.** As a condition of receiving federal funds, state agencies must meet the audit requirements of the federal Single Audit Act of 1984, as amended, and of federal Office of Management and Budget (OMB) Circular A-133. The Single Audit Act requires there to be one audit of federal grant programs. LAB performs the State of Wisconsin's Single Audit (2023-24, 2024-25) which includes UWSA's federal funds. The UWSA Office of Internal Audit (OIA) operates under an Internal Audit Charter. The OIA proposes an annual audit plan (FY 2025) which includes operational and financial audits, and continuous monitoring of higher risk financial areas. Auditors use a risk-based approach to identify expenditures that may not be allowable. This continuous monitoring consists of a systematic approach to identifying trends that warrant further review or investigation.

Faculty and Staff Professional Development. UWL grants approximately $500,000 per year through the Office of Research and Sponsored Programs to over 100 faculty and academic staff for various professional development activities including faculty research and curriculum development and improvement. The colleges also provide support for faculty development, through college-level grant programs that vary annually based on salary savings from vacant positions.

Grants and Contracts. The Office of Research & Sponsored Programs (ORSP) recorded nearly $3 million in awards for grants and sponsored research contracts for FY24, including 75 total awards (60 non-federal and 15 federal). More information regarding funded faculty scholarship is detailed in CC 3.B under the Faculty Scholarship heading.

Jointly-Funded Community Partnerships. UWL established an extensive research collaboration with Mayo Clinic Health System to foster collaborations between UWL faculty and

Mayo doctors and researchers, including an [annually recurring, jointly funded research grant program](#) in support of those collaborations.

UWL Foundation. The [Foundation's mission](#) is to build lifelong relationships and raise private support to advance the mission of UWL and elevate excellence at UWL by building a culture of engagement and philanthropy. UWL has recently received gifts to establish the first 2 named Faculty Professorships and 4 named Faculty Fellowships for UWL and received the largest gift in its history of $2.5 million. The Foundation facilitated more than $1.8 million in scholarship support to students last year and raised nearly $10 million in pledges, commitments, and estate gifts. In 2023 the Alumni Association and UWL Foundation completed an alignment. Under the new entity and new leadership the focus of the enterprise is campaign readiness with ambitions to launch a new comprehensive campaign in 2027. The campaign goal is anticipated to be over $100 million.

A recent focus of the Foundation has been on marketing One Day for UWL (an annual donation drive) and encourage philanthropy among the campus community. In October 2025, [UWL celebrated its most successful One Day event to date, with $623,000 raised](#) including 500 gifts from UWL faculty and staff and a record number of students (184) making their first gift to UWL.

The Foundation publicly posts its [policies and procedures on its website](#), as well as its [annual reports which include fundraising accomplishments, scholarship distributions, and endowment totals](#).

The Foundation continues to adopt new technologies aligning with UWL's strategic plan including the recent addition of FundMiner which facilitates and ensures fund compliance best practices for all Foundation funds.

Physical and Technological Infrastructure. The [UWL Master Plan, updated in 2019](#), guides the physical infrastructure development on campus. This plan establishes a framework to prepare for future needs of the physical campus setting to meet the institution's goals. This plan was based on a collaborative process that involved campus administration, faculty, staff, students and community members. Recently completed or initiated building projects include:

- **Parking Ramp.** The 16ᵗʰ Street Parking Ramp and Police Building Addition will add 550 parking spaces near the academic center of campus to provide commuter, visitor and student resident parking. The Police Building Addition adds much needed training and storage space, as well as a modern incident command center to the existing Police Building.
- **Hetzel Fieldhouse.** The Hetzel Fieldhouse is a modern 140,000 sq ft facility that opened in Winter of 2022 and includes a 200M competition track and field surface, training space, locker rooms, meeting and multi-purpose space to serve Exercise & Sports Science, Athletics, and Student Recreation.
- **Wittich Hall.** The Wittich Hall Renovation, opened in Fall 2020, created a new home for the College of Business Administration. The historic building was renovated to include

instructional space, meeting space, student collaboration space, and faculty offices for the college.

- **Prairie Springs Science Center.** Prairie Springs opened in Fall 2018, added 36 instructional and 23 research labs for faculty and students in UWL's largest college, the College of Science and Health. [Phase 2 of Prairie Springs (a second building) has been approved and construction will begin in spring 2026](#).
- **Student Union.** The Student Union opened in January 2017 and is LEED Gold certified. The 205,000 square foot student center is nearly 60 percent larger than the building it replaced; Cartwright Center, opened in 1958.
- **All Capital Projects.** UWL [completed and planned capital projects from 2007 to 2028](#) are listed here, transforming the campus significantly.

System Building Projects. UWSA building projects are typically not funded through the same process as the university's operating budget; they are recommended through the Governor's biennial state building program. Projects funded by student fees (such as the new Student Union) are first voted on by students at the campus level.

General Technology Support. Information Technology Services (ITS) supports and enhances the university community by being a strategic partner and by providing technology-based services, innovative solutions, and responsive support. ITS plays a vital role in advancing the university's mission to serve both the community and its students. ITS enhances the learning experience through the integration of technology in classrooms and online platforms, optimizes processes and operations, and ensures a stable and secure technological environment.

Academic Technology Support. Technology support for teaching and learning is reflected in the over 280 technology-enabled learning spaces on campus. There are approximately 720 computers in classrooms and labs that are replaced on a five-year cycle. Campus faculty and staff are provided with a computer when they begin employment, and these machines are replaced on a four-year cycle.

Enterprise Technology Services. ITS provides software development, data services, business automation, and technical support for enterprise campus technology solutions. This includes PeopleSoft Campus Solutions, the student information system (SIS), known on campus as WINGS. In addition to the SIS, the team supports over 80 other enterprise applications that support campus operations such as meal plans, point of sale, event ticketing, room scheduling, recruitment, electronic access, and other campus functions. ITS also provides an enterprise-class network to support the demanding needs of teaching, learning, and research. The network architecture has been designed with a strong emphasis on reliability and security. By leveraging several data centers, it utilizes redundant core infrastructure and multiple campus backbone connections to ensure business continuity. Networks for each building are equipped with state-of-the-art switching and wireless infrastructure, providing a high-quality and consistent experience for students, faculty, and staff. ITS has been able to achieve an uptime of over 99%, ensuring uninterrupted access to critical network services for all users.

Budget. The UWL Budget Office [follows guidelines from the UWSA](#) in assigning program costs to ensure that resources are allocated in compliance with UWSA policies, IPEDS

definitions, and NACUBO guidelines. According to [IPEDS data](), 50 percent of UWL's core expenses were for instruction, one percentage point below the peer performance median, and 8 percent were for institutional support, well below the peer performance median of 15 percent. The "institutional support" category is used by UWSA on the Accountability Dashboard to measure how much institutions are spending on administrative expenses. As previously noted, institutions within the UWSA are allocated funding based on an established percentage. UWSA has the discretion to alter this allocation; for example, when the proposed cut to the UWSA was reduced for the 2015-17 biennial budget, the percentage restored to UWL was just over 3 percent of the restoration, when UWL is typically allocated 4.23 percent of any addition or reduction in state support.

Budgeting Process and Procedures. UWL budgeting procedures are completed in accordance with UWSA policies and requirements. The UWSA budget is commonly referred to as the "Redbook." UWL is required to submit its official Redbook budget to UWSA annually and UWSA reviews the submission to ensure that it is aligned with the budget allocated to UWL by fund type and category. UWSA then officially publishes the approved Redbook budget each year for public record on the UWSA Budget & Planning website. Each unit on campus is assigned a budget planner to [review and plan]() the upcoming year's budget and help the unit director allocate and manage resources to budget categories.

Incremental Budgeting and Addressing Deficits. UWL uses incremental budgeting and works to ensure that individual units fully utilize resources and are not consistently in deficit or left with excess revenue at the completion of the fiscal year. The Budget Office reviews departmental cash balances to ensure that departments are utilizing their resources. Program revenue balances are reported annually to the BOR ([2023](), [2024](), [2025]()). All accounts over a specific threshold need to have a spending plan to bring their fund balances down to the appropriate reserve percentage. At UWL the allowable reserve percentage is [10% of expenditures](). UWL updated its [deficit account policy]() in 2015 to provide further clarification to units on their responsibility to manage their accounts and financials, and on the process for internal loans at fiscal year-end. This also clarifies that there will be monthly reporting with each unit and justifications/narratives for any deficits will be kept on file for future reference.

Differential Tuition. UWL is guided by the [mission statement of the UWSA, the Core Mission Statement of the University Cluster, and the Select Mission Statement of UWL](). Goals focus on education of undergraduate students with selected graduate programs that match with the strengths of the institution. The Academic Initiatives (AI) differential tuition and Growth, Quality, and Access (GQ&A) differential tuition provide resources to support the goals enumerated in the mission statement. The [AI directly supports resources]() in advising, student life, access and belonging, internationalization, and undergraduate and graduate research opportunities, and the amount approved has increased each of the last four years. [GQ&A differential tuition directly supports]() 144.5 faculty and staff FTE. Only undergraduate students [pay GQ&A tuition]() and most students [pay AI tuition](), except students in self-supporting programs.

Graduate Programs. New graduate programs are expected to be self-supporting—that is, the revenue they bring in supports the costs of operating the program. New graduate programs must

include a five-year projection of enrollments, revenues, and costs when going through the program authorization process.

Employee Training. Training for new employees on their specific job responsibilities is conducted within the unit, typically directed by the supervisor. Training is available for new supervisors, including on how to conduct performance appraisals. Many university-wide training opportunities are now conducted electronically; for example, FERPA and Title IX training. New faculty and IAS participate in orientation prior to the start of the fall semester. ITS also consults with faculty and staff to assist with questions about campus technology resources.

Workday. To improve financial management and integrate budget and human resource functions, UWSA implemented a new Administrative Transformation Program, Workday in Summer 2025 (approved by UWSA BOR in 2020), a major change in system and campus-level software operations. Workday is a single system that standardizes and streamlines finance, human resources, and research administration processes on all UWSA campuses, including UWL. Workday replaces multiple stand-alone human resource and finance systems as well as hundreds of ancillary systems previously in use throughout the UWSA.

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4.C Planning for Quality Improvement

The institution engages in systematic strategic planning for quality improvement. It relies on data, integrating its insights from enrollment forecasts, financial capacity, student learning assessment, institutional operations and the external environment.

Argument

UWL engages in mission-aligned strategic planning. UWL's [Sustaining Excellence (2016-2025)](#) strategic plan advanced four strategic pillars: Increasing Community Engagement; Achieving Excellence through Equity & Inclusion; Investing in Our People; and Advancing Transformational Education. UWL is now actively engaged in a new, [2025-2030 strategic plan, UWL Forward, with the following pillars](#): The Driftless Difference; People as a Priority; Elevating Excellence through Educational Innovation; and Mission-Driven Management & Mindful Stewardship.

"Sustaining Excellence" Strategic Planning (2016-2020). This strategic plan originated with the university-wide Joint Planning and Budget Committee (JPB), a representative body that serves the Chancellor with a broadly representative membership of students, faculty, administrators, and university staff. A Special Assistant to the Provost for Strategic Planning was appointed and each pillar was spearheaded by Pillar Leads that worked with teams to identify and implement action steps and measure the success of their work. [Year One Goals](#) were articulated, and a strategic planning report highlighting accomplishments to date was published in early 2020 ([Strategic Planning 2016-2020](#)). During the entire strategic plan, measurable outcomes associated with each of the four pillars were presented in [regular updates to the university community from 2017-2024](#).

COVID Disruption to Strategic Planning. Many ongoing processes on campus were derailed with the COVID disruption in March of 2020 when all UWL employees, except essential personnel, began working remotely. Sustaining Excellence was initially planned for 2016-2020, but in the wake of the COVID, JPB advised the Chancellor to extend the plan. In 2022, a systemwide strategic plan [(2023-2028 UWSA Strategic Plan)](#) was announced and the chancellor charged JPB to examine the state of UWL's plan [in the context of the system plan](#) and mapped UWL's four pillars [to the strategic initiatives of the UWSA plan](#). This work culminated in a set of revised [action steps](#) for the 2024-2025 academic year. As part of the 2016-2025 strategic planning work, the colleges also developed specific strategic plans that aligned with UWL's strategic plan ([CBA](#), [CSH](#), [CASSH](#), [SOE](#)).

2016-2025 Strategic Planning Highlights:

1) Increasing Community Engagement

- **Institutional Support for Community Engagement.** A Community Engagement Coordinator position was established. The office developed baseline metrics for community engagement by campus.

- **Community Outreach.** Community-engaged learning opportunities and practice for students, staff, and faculty were expanded.
- **Integration into Curriculum.** "Introduction to Community Engagement" Canvas module was created for First Year Seminar and Community Engaged Learning courses.

2) Achieving Excellence through Equity and Inclusion

- **High-Level Administrative Support.** The Access, Belonging, and Compliance Division was established as a Cabinet-level Division (including a Vice Chancellor position).
- **Support for Students.** Meaningful and varied programs on campus, such as the Eagle Mentoring Program, UWL First! Scholars, First-Year Research Experience received additional support.

3) Investing in Our People

- **Merit Pay.** Periodic merit pay awards were issued to employees for retention and recognition of contributions of faculty and staff.
- **Salary Adjustments.** Salary market adjustments allocated for base salary increased administrative assistant and custodial staff and graduate assistant stipends.

4) Advancing Transformational Education

- **General Education revision.** A comprehensive revision of the entire General Education program was completed and is now being fully implemented.
- **ACE Internationalization Lab.** Campus-level participation in the American Council on Education's (ACE) acclaimed Internationalization Lab.
- **Master Advisor Certification Program.** A Master Advisor Certification program was created for faculty and professional advisors to improve student advising on campus. This program supports a proactive advising process that provides students with advising support through Navigate360. Navigate360 is a leading customer relationship management system for higher education that helps schools proactively manage student success and retention.

UWSA Strategic Plan and External Review of UWL Planning. As part of the UWSA 2023-2028 strategic planning, UWSA engaged a third-party reviewer, Deloitte, to complete financial, enrollment, and operations reviews of the 12 UW universities. The UWL Review is strong, concluding that UWL has adopted leading cost control measures to stabilize financial health while delivering consistent enrollment over time. Specifically, Deloitte states that "UWL has taken a highly disciplined and centralized budget approach, leveraging their differential tuition and centralized salary savings to drive services and investment across campus divisions. This careful fiscal management and steady enrollment has resulted in healthy fund balances in the tuition ($11M), auxiliary ($18M), and general operations ($13M) funds as of FY23 with positive margin forecasted for FY24."

Challenges reported relate to significant leadership turnover along with constrained budgets and uncompetitive wages that contribute to some talent shortages. To continue our strong trajectory

"a new generation of University leaders will need to be successfully onboarded and articulate their strategic vision for the institution without disrupting its current fiscal stability." UWL subsequently onboarded a new Chancellor, Vice Chancellor for Administration and Finance, Vice Chancellor for Access, Belonging, and Compliance, and Vice Chancellor for Advancement in July of 2024. In early 2025 the new chancellor led UWL on embarking on a new strategic planning process. Thus, UWL is already making good progress on recommended steps to address the primary challenges Deloitte identified.

"UWL Forward" Strategic Plan (2025-2030). In Spring 2025, UWL launched the development of a new five-year Strategic Plan. Chancellor Beeby appointed an Executive Committee composed of representatives from all campus divisions and shared governance groups to lead this effort. Throughout spring, the committee hosted 11 campus listening sessions, drawing participation from 213 attendees, with support from an Engagement Committee. Additional feedback sessions were held with shared governance groups, and a campus-wide survey was distributed to students, faculty, staff, alumni, and emeriti—yielding 515 responses. Using this input, along with institutional data and a review of peer and aspirant institutions, the Executive Committee drafted a set of strategic pillars and goals. These were shared with the campus community in late August at the Chancellor's Fall 2025 Welcome Address.

The Executive Committee refined the draft based on additional feedback gathered throughout September 2025 from campus members, alumni, and community partners. The final plan, endorsed by JPB and approved by the Chancellor's Cabinet in December 2025 is guiding UWL's priorities and investments through 2030. The Strategic Planning Executive Committee prepared a Plan Development Process Report that outlines the planning process, the approved plan, its alignment with UWL's mission/vision and the UWSA Strategic Plan (UWL-UWSA Plan Crosswalk). The four pillars of the current plan are detailed below.

Pillar 1: The Driftless Difference *(Elevating UWL's identity and impact as a premier regional destination)*

1. Inspire and attract students, faculty, and staff by promoting UWL's distinctive institutional identity.
2. Position high impact practices as a signature strength of the UWL experience.
3. Deepen UWL's role as a regional partner and cultural hub by fostering impactful community engagement that reaches from local to global communities.

Pillar 2: People as a Priority (*Fostering an inclusive campus culture where individual voices matter*)

1. Prioritize competitive compensation, comprehensive benefits, and clear career progression pathways to recruit, support and retain employees.
2. Enhance a sense of belonging through support for affinity groups and the development of inclusive communities.
3. Advance a culture where engagement with diverse ideas and lived experiences is celebrated as foundational to learning and global citizenship.

Pillar 3: Elevating Excellence through Educational Innovation (*Harnessing innovation to prepare students, faculty, and staff for the future*)

1. Empower students with the skills to critically and ethically engage with technologies to meet the needs of an evolving workforce.
2. Advance faculty and staff development in educational innovation by providing ongoing professional development opportunities.
3. Promote innovation in curriculum design and programming to encourage the creation of forward-thinking initiatives that include a connected global community.

Pillar 4: Mission-Driven Management & Mindful Stewardship (*Building a resilient, responsive, and sustainable institution*)

1. Enhance transparency and shared understanding of data-informed decision-making processes to promote institutional effectiveness and success.
2. Harness technology as a catalyst to strengthen institutional agility, improve efficiency, and foster an adaptive workplace environment.
3. Lead and commit to environmental sustainability by embedding responsible practices across campus operations and planning.

Developing the 2025–2030 strategic plan was an inclusive process grounded in transparency, accountability, and broad engagement. Extensive input gathered through surveys, roundtables, governance consultations, and listening sessions informed a strategic framework that honors UWL's mission while addressing the needs and aspirations of students, employees, and regional partners. The [Project Plan Detail](#) outlines the process's 5 phases, 3 of which are complete ([Assessing the Landscape](#), [Establishing a Planning Roadmap](#), [Creating the Plan](#)) and 2 of which are ongoing ([Implementing the Plan, Evaluating Outcomes](#)).

Some initial objectives planned for 2026 include:

- Identify and promote UWL-hosted events that align with cultural experiences in the arts, athletics and academics. Ensure these events maximize effectiveness in welcoming the public to campus and attracting and retaining students, ultimately strengthening and fostering engagement among non-UWL participants.
- Implement the first phase of the compensation plan and develop a plan for phase 2. Identify existing belonging programming and gaps to inform planning for deeper engagement opportunities.
- Review current professional development opportunities. Align opportunities with institutional priorities, job duties, and professional growth pathways.
- Define digital literacy and indicate goals for UWL students' proficiency levels upon graduation.
- Enable and support campus units to advance sustainability-focused initiatives in their operations or teaching, resulting in new initiatives pursued and implemented by the end of the year.

Action items will continue to be developed to advance our goals of investing in people, advancing educational innovation, embracing the Driftless region's distinctive strengths, and stewarding institutional resources responsibly. The plan provides a clear roadmap for achieving excellence in teaching, research, community engagement, and student success over the next five years, and it affirms UWL's enduring commitment to serving its students and community with integrity, innovation, and a forward-thinking vision that will shape the university's next century.

Enrollment Management Strategy. UWL's enrollment management is directed by the Associate Vice Chancellor for Academic Affairs (AVCAA) and the Assistant Vice Chancellor for Admissions & Recruitment, direct reports to the Provost who oversee and work with other UWL leaders to effectively manage enrollment. [Admission and enrollment reports are provided to leaders monthly](#) and a [strategic overview](#) is presented to the JPB each semester. Given the compounding factors that impact the current state of higher education, UWL made a strategic decision to not create a Division of Enrollment Management, but instead use a nimbler structure that involves highly effective working relationships across divisions and units. Our enrollment planning is attentive to overall enrollment, specifically graduate & undergraduate composition with particular attention to students of color, first generation and Pell-eligible student populations. We have positioned ourselves as a moderately selective, public regional university to better navigate the forthcoming demographic changes.

Enrollment Management Key Groups. UWL's collaborative approach to enrollment management involves four key groups:

- **Enrollment Target Setting Group** – composed of representatives from Access, Belonging & Compliance; Admissions; Academic Affairs; Budget; Institutional Research; Residence Life; and Student Affairs. Each fall they meet to establish first-year and transfer enrollment targets for the upcoming academic year, informed by historical enrollment data, application trends, housing and class seat availability, budget implications, and UWL's capacity to serve students effectively.
- **Enrollment Services Leadership Team** – composed of leaders within Academic Advising Center and Career Services; Admissions; Financial Aid; Graduate and Extended Learning; Institutional Research; International Education and Engagement; Records and Registration. The group coordinates strategic efforts across divisions and units to support student recruitment, retention, and success. Led by the AVCAA, they ensure policy alignment, service integration, and data-informed decision-making to enhance the student experience from application to graduation. The team discusses federal, state, and UWSA guidelines, changes, and initiatives to understand the impact at UWL and on student success.
- **Course Registration Coordination Group** – composed of the AVCAA, College Dean's Office representatives, Registrar, and Institutional Research Director. The team meets monthly to ensure that academic department course offerings align with student demand and available resources, emphasizing the importance of timely graduation, instructor equity, and efficient resource use. They facilitate workshops for academic department chairs and department assistants to share data, information, and resources related to course scheduling, share and learn from each other ideas and best practices around course scheduling ([2023](#) and [2024](#) presentations).

- **Transfer Advisory Council** – composed of the AVCAA and key staff in Admissions, Records & Registration, and Academic Advising who specialize in transfer students. The team meets monthly to evaluate challenges faced by transfer students, review resources and communication strategies, review internal processes to ensure a smooth workflow between Admissions, Advising, and the Colleges, and make recommendations to Academic Affairs leadership to improve the transfer student experience at UWL.

Key Demographic Shifts (2015–2025)

- First-Year Students with Sophomore Status: Increased from 1.9% to 9.7%, contributing to a rise in four-year graduation rates from 40% to 60%.
- Transfer Students: Declined from 490 (2015) to 271 (2025) due to UW System branch campus restructuring.
- International Students: Dropped from 245 to 92.

To balance a rising four-year graduation rate and decreased transfer and international enrollment, UWL grew its first-year cohort from 2,054 to 2,366 students to maintain an overall enrollment of ~10,600 students.

Data Driven Decision-Making. UWL's enrollment management process leverages institutional data maintained by UWL's Institutional Research (IR) unit and is accessible through an internal, login secured webpage. Data is regularly used to identify trends and challenges and make data-informed decisions, such as course capacity needs within the General Education program, college-level courses, and major-level courses.

Program Array Management. Academic program enrollment data is readily available through the IR Internal Data dashboard and is monitored carefully and adjustments made as needed. For example, enrollment within CBA increased dramatically from 1915 students in fall 2015 to 3012 students in fall 2025. To account for this increase, tenure track lines were initially filled with full-time Instructional Academic Staff (IAS) to yield more teaching, while more recently additional resources were allocated to address demand exceeding allocated resources. For the 2023-2024 period, a tuition differential funded 6 full-time equivalent (FTE) positions, including 2 academic advisers and 3 IAS, and an additional line was moved from another college. In 2024-2025, earmarked workforce development funds supported 4.2 FTE positions, comprising 1 adviser, 2 IAS, 1 tenure track (TT) faculty, and 0.2 administrative assistant. Finally, in 2025-2026, 4 FTE positions were added to CBA, including 3 TT faculty in Information Systems, Marketing, and Finance, and 1 IAS from another college for Accounting. Furthermore, in Spring 2025 Faculty Senate (FS) adopted the Undergraduate Academic Program and Subprogram Enrollment Monitoring policy which outlines the process for monitoring and adjusting academic programs and sub-programs based on enrollment data. Departments with programs or subprograms with either low enrollments (average enrollment of ten students of less over five years) or a significant decrease in enrollment (greater than 40% enrollment decrease in five years) submit a plan to the Dean and Provost that indicates if the program will be suspended, deactivated, or advocated for continuation.

Documentation of Enrollment Management Processes. UWL recently worked to enhance the documentation of undergraduate enrollment management processes through a centralized digital repository. Creation of the repository involved working across all divisions and continues to expand incorporating a growing number of units. This repository securely stores and organizes institutional knowledge, streamlining operations, improving cross-unit collaboration, and supporting succession planning.

Historical data shows stable overall university enrollment with retention rates improving from 84% to 87% and consistently meeting new student enrollment targets, all indicating a strong and effective enrollment strategy.

Accountability Reporting. Various units on campus publish annual reports on the university's website (e.g., Student Affairs). Year-end reports are used to evaluate operations within the respective divisions and consider resource adjustments or unit alignments as necessary. Faculty Senate committees also file year-end reports which are used to develop charges for the following year to continue momentum on positive change at UWL.

In addition, UWL reports annually to UWSA and the Wisconsin Legislature through the UW System Accountability Dashboard regarding enrollment, affordability, economic development, financial health, retention rates, student engagement in high-impact practices (HIPs), university highlights, etc. The University of Wisconsin Office of Policy Analysis and Research (OPAR) provides student statistics and publishes reports about outcomes and trends within the UW System. Recently, OPAR published new dashboards to share internal academic data (UW login required) pertaining to academic majors, degree production, distance education, enrollment management, and program planning.

Addressing Challenges. Challenges facing UWL are not dissimilar from those facing universities across the country, including shifting demographics and declines in international student enrollment. These issues notwithstanding, UWL is in a better position than many institutions, with significant investments in personnel and facilities over the past decade designed to increase capacity and deliver a high-quality education to its students. UWL also maintains strong enrollments (record enrollments in recent years) and an impressive 1st to 2nd year retention rate.

- **Enrollment Challenges.** The national and state political environment and its relationship to higher education continues to challenge UWSA and the universities within the system.
- **Reduced Funding.** Despite significant and continued declines in contributions to the UWSA in the state budget, UWL invests its resources in teaching, learning, and student success. 49 percent of UWL's budget is dedicated to the Division of Academic Affairs with the remaining 51 percent distributed among the other divisions.

Growth, Quality and Access. Through the mid-2000s, UWL's planning process was conducted through its Growth, Quality, and Access (GQ&A) undergraduate tuition plan. The plan was introduced through the legislative process for the 2007-2009 biennium and approved by UW System (now UWSA) in December 2007. The GQ&A plan generates financial resources to allow UWL to focus on the core of its mission: educating undergraduate students. Although, the bulk

of tuition dollars collected at UWSA institutions are returned to UWSA for redistribution through the "tuition pool," tuition differentials--like GQ&A tuition dollars and AI tuition dollars--are retained at the institution and directly support faculty and staff salaries, supplies, and expenses. The GQ&A plan had three primary goals:

- **Goal #1.** Allow more Wisconsin residents access to UWL in order to attain a college degree by growing the undergraduate enrollment of the University by at least 500 additional students over the next three to five years [2008-2013].
- **Goal #2.** Hiring at least 75 additional faculty and 20 additional staff over the next five years [2008- 2013].
- **Goal #3.** Ensuring that cost is not a barrier for students, particularly those from Wisconsin's lower and middle income families by increasing need-based financial aid to students from lower and middle income families.

Academic Program Review (APR). Assessment of student learning and evaluation of operations at the program level are specifically linked in the APR process, and the GQ&A [instructional position request guidelines](#) indicate that deans must provide context to the request to either fill a current vacancy or request a new position by considering the department's functioning in terms of programmatic assessment, Academic Program Review, and "general compliance with college and university expectations." GQ&A [budget and expenditure guidelines](#) outline the policies that apply to GQ&A positions.

Joint Planning & Budget Committee (JPB). The governing body at UWL with primary responsibility for review and consultation on budget and planning decisions is the JPB Committee. [JPB bylaws](#) outline the composition of the committee and the duties of the committee; members include representatives from each of the four governance groups. For example, discussions in JPB during the 2024-25 academic year focused on a compensation plan designed to increase salaries among various employee categories to increase regional and national parity. JPB discussed [data presented at the March 26, 2025](#) meeting which culminated in the formation of an outline of a [compensation plan that the Chancellor announced during his Fall 2025 Welcome Address](#). A [full compensation plan was subsequently developed by Administration and Finance, presented to JPB on October 22, 2025](#) for feedback, with an intent to implement by the end of 2025, with implementation in January 2026. The [FY26 compensation plan was then transparently posted](#) for employee reference. This example illustrates the systematic, transparent, and fiscally responsible planning process associated with the implementation of a major financial initiative to improve compensation at UWL.

To increase transparency on campus regarding budget-related decision-making, JPB hosts an annual [Budget 101](#) session prepared by the VC for Administration and Finance to present budget allocations and current budget challenges and opportunities ([AY24-25 Budget 101](#), [AY25-26 Budget 101](#)). The range of JPB business is reflected in the [2024-25 year-end committee report](#).

Consultations with Students. Students are consulted on decisions made at UWL: in particular those with effects on [tuition and fee levels](#).

- **Consultations on GQ&A.** UWL is increasingly reliant on tuition revenue, both from the adoption of GQ&A and the decline in state budget appropriations. UWL has invested GQ&A resources in [faculty and staff positions](#) to address areas of demand in academics and areas where student needs have increased as the student population has grown. Students participated in a referendum to determine if the GQ&A program would be adopted as student fees were going to pay the additional tuition for the program. 81% of the students voted affirmatively for the program. 81% of students also voted affirmatively to increase the academic initiatives differential tuition.
- **Student Association Committees.** The Student Association has two committees providing oversight of fees collected from student tuition and fees: the [Academic Initiatives Differential Allocation Committee](#) (AIDAC) recommends budget allocations for programs funded through Academic Initiatives differential tuition, and the [Segregated University Fee Allocation Committee](#) (SUFAC) recommends how segregated university fees should be distributed among eligible activities and programs.

Consultations with Community. In addition to on-campus committees, UWL also intentionally and meaningfully consults with external audiences.

- **Chancellor's Community Council.** This group is comprised of 160 area business leaders, legislators, UWL alumni and supporters, and meets three times annually. UWL administrators and staff provide updates about UWL activities and seek feedback from community members on their ideas for UWL.
- **All-University Address.** The Chancellor invites legislators, BOR members, and identified community members to attend the All-University Address in both fall and spring semesters.
- **Advisory Boards.** The [College of Business Administration has a formal Board of Advisors](#) composed of local business leaders, many of whom are alumni, who provide formal and informal feedback where appropriate regarding college initiatives. The consultation is integral to the college's accreditation. The [College Science and Health Advisory Board](#) is composed of business, non-profit, and governmental representatives who consult on college initiatives and student workforce preparation and development.

Compensation. Over the past decade, [compensation for State of Wisconsin employees](#) has not increased much, and in some years, it effectively decreased. Thus, compensation of faculty and staff was identified as a key metric in the 2016-2025 Strategic Plan. UWL invested [$9.8 million in faculty and staff](#) lump sum compensation from FY14-FY25. Sources for compensation adjustments can be from additional tuition revenue because of enrollment growth, or when UWSA returns base dollars to campuses that are not allocated for specific purposes. Faculty Senate, the Promotion, Tenure, and Salary (PTS) committee, and administration work together to develop the methodology for compensation adjustments for faculty; CUPA (College and University Professional Association) data with shared governance review determine compensation approaches for NIAS; and adjustments for university staff were determined by personnel policies for the State of Wisconsin. The policy for future adjustments for university staff is a regular topic of deliberation in the JPB Committee, most recently resulting in a [plan to set a minimum wage for staff, improve CUPA parity](#), and consider ways in which more robust professional advancement opportunities are available to staff across UWL. UWL continues to

review title series within the university staff job family for market comparisons and same titles within UWSA to determine if adjustments are needed in a particular title series. Finally, compensation remains a key component of our new 2025-2030 strategic plan as indicated above.

Tuition and Fee Assistance. Along with the shift of cost to individual students and families, elected officials from both parties have expressed concerns about the cost of college to students. Along with the freeze in resident undergraduate tuition, UWL worked to contain costs in the segregated fees paid by students for services including housing, dining, and textbook rental. The Budget Office has worked with auxiliary units to increase segregated fees, as appropriate, with a 4 percent increase from FY 2024 to FY 2025. Room and board rates have also increased during this period by 3 and 4.5 percent, respectively. To help with overall cost, UWL has also initiated a differential tuition of $14.01 per credit for students in the College of Business Administration.

UWSA and UWL Reserve Policies. Members of the Wisconsin Legislature expressed concerns about the size of the reserve balances held by UWS administration and UWS institutions which resulted in passage of a state law requiring UWSA to develop a methodology for calculation of program revenue balances. The BOR Fund Balance Policy uses 12 percent as a general threshold above which campuses need to report to the BOR and receive BOR approval for the expenditure plan (2023, 2024, 2025). UWL has created its own reserve policy to guide the institution's compliance with the BOR policy.

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Criterion 4 - Summary

The institution's resources, structures, policies, procedures and planning enable it to fulfill its mission, improve the quality of its educational programs, and respond to future challenges and opportunities.

Argument

UWL strategically aligns its resources, governance, policies, and planning processes to advance its mission and sustain educational excellence. Shared governance ensures that faculty, staff, and students actively contribute to institutional decision-making, while strategic planning (most recently, the 2025-2030 plan) sets priorities and goals for future improvement. Financial sustainability is maintained through strictly structured budgeting, differential tuition, and targeted investments in both infrastructure and personnel. Despite reduced state funding, UWL continues to achieve strong enrollment and retention by developing innovative programs and making its campus more welcoming. Technology infrastructure and administrative systems enhance operational efficiency and adaptability. Continuous assessment and community engagement inform planning, ensuring responsiveness to future challenges. Through these integrated efforts, UWL has remained resilient during challenging times for higher education, and continues to deliver transformational educational experiences and positively impact the surrounding community.

Sources

There are no sources.