UNIVERSITY *of* WISCONSIN
LA CROSSE

Introduction to the HLC Assurance Argument – Feb 24, 2016

At the University of Wisconsin-La Crosse (UWL) we are proud to excel in our Select Mission:

"The University of Wisconsin-La Crosse 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 university offers undergraduate programs and degrees in the arts and humanities, health and sciences, education, and business administration. The university offers graduate programs related to areas of emphasis and strength within the institution, including business administration, education, health, the sciences, and the social sciences."

Like many public comprehensive universities, UWL was founded as a normal school for training teachers. Since opening its doors in 1909, the university has lived its motto of *Mens Corpusque* — Latin for mind and body — educating the whole person, a foundation established by the school's inaugural president, Fassett Cotton. The normal school grew into a university where faculty and staff are fully engaged in supporting student success for the more than 10,400 students who participate in the University's 94 undergraduate programs and 21 graduate degrees. For the past fifteen years UWL has been recognized as the top-ranked comprehensive university in the University of Wisconsin System by the *U.S. News and World Report's* "America's Best Colleges" list.

Educating students is at the heart of UWL's mission and operations. The implementation of the Growth, Quality, and Access (GQ&A) differential tuition program in fall 2008 resulted in hiring over 200 new faculty and staff members and success in reducing our student-to-faculty ratio from 24 to 1 in fall 2008 to 18 to 1 in fall 2015. In 2011, 2013, 2014, and 2015, a UWL faculty member was recognized as "Wisconsin Professor of the Year" by The Carnegie Foundation for the Advancement of Teaching and the Council for Advancement and Support of Education. UWL has invested in resources for students to participate in undergraduate research and creative projects and hosted the National Conference on Undergraduate Research in 2009 and 2013. Each year over 7,000 undergraduate courses are completed that contain a research component, and UWL seniors report conducting research with faculty members at a significantly higher rate than at our peer institutions. In September 2013 UWL was recognized by *U.S. News and World Report* as one of 39 national leaders in offering outstanding undergraduate research and creative experiences.

In 2013 and 2014, UWL received the Higher Education Excellence in Diversity (HEED) award from *INSIGHT Into Diversity* magazine, the oldest and largest diversity-focused publication in higher education. And throughout the past decade UWL has been recognized as one of the country's "Top 100 Best Values" in public higher education by *Kiplinger's Personal Finance* magazine.

In 2015-16, the UW System (and by extension, UWL) received the largest reductions ever in state support to its operating budget. The university continues to address challenges as a result of declining state support. To plan for these challenges, UWL began a strategic planning process in the 2015-16 academic year. Through this process, the university community will take charge of how it moves forward to deliver a high-quality educational experience for an ever-growing diverse student population.

This driving force into the future will include not only an understanding of the university's strategic mission statement and vision, but also its solid foundation. President Fassett Cotton's philosophy of "education for the whole person as well as for every person" remains at the university's core as it moves forward into its second century.

Assurance Argument

University of Wisconsin-La Crosse - WI

2/24/2016

1 - Mission

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

1.A - Core Component 1.A

The institution's mission is broadly understood within the institution and guides its operations.

1. The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.
2. The institution's academic programs, student support services, and enrollment profile are consistent with its stated mission.
3. The institution's planning and budgeting priorities align with and support the mission. (This sub-component may be addressed by reference to the response to Criterion 5.C.1.)

Argument

1. The University of Wisconsin-La Crosse (UWL) Select Mission is as follows:

"The University of Wisconsin-La Crosse 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, UW-L fosters curiosity and life-long learning through collaboration, innovation, and the discovery and dissemination of new knowledge. Acknowledging and respecting the contributions of all, UW-L is a regional academic and cultural center that prepares students to take their place in a constantly changing world community. The university offers undergraduate programs and degrees in the arts and humanities, health and sciences, education, and business administration. The university offers graduate programs related to areas of emphasis and strength within the institution, including business administration, education, health, the sciences, and the social sciences."

UWL demonstrates its commitment to excellence:

- UWL instructors have been recognized for excellence in teaching at both the departmental and individual levels. At the departmental level, the Mathematics Department (2015) and the Biology Department (2013) were awarded the University of Wisconsin Board of Regents Teaching Excellence Awards. Jennifer Kosiak (Mathematics) received the individual Regent Teaching Excellence Award in 2012. Roger Haro (Biology, 2015), Scott Cooper (Biology, 2014), Victor M. Macías-González (History, 2013), and Greg Wegner (History, 2011) were each recognized as Wisconsin Professor of the Year by the Carnegie Foundation for the Advancement of Teaching and the Council for Advancement and Support of Education.
- With support from the Bill & Melinda Gates Foundation, UWL led the development of the first massive open online course offered by the UW System (UWS), the College Readiness Math MOOC.
- The UWL College of Business Administration received the 2013 Council of Higher Education Accreditation (CHEA) Award for Outstanding Institutional Practice in Student Learning Outcomes.

- UWL leads the nation in the number of undergraduates who complete degrees in Physics.
- UWL was recognized in 2013 and 2014 by INSIGHT into Diversity magazine with the Higher Education Excellence in Diversity (HEED) Award.
- UWL has been ranked by U.S. News and World Report among the Top 5 Midwest Regional Public Universities in each of the past 15 years. In September 2013, UWL was recognized by U.S. News and World Report among 39 schools with stellar examples of undergraduate research/creative projects.
- UWL is recognized as one of Kiplinger Personal Finance magazine's Top 100 Best Values for public colleges.
- UWL is crucial to the economy of western Wisconsin, with 1,393 professional staff and 2,754 student employees earning $72.3 million in wages in FY2015.

UWL was founded in 1909 as the State Normal School, La Crosse, and in 1926, the institution was authorized to award baccalaureate degrees in teaching. In 1927, the name of the institution was changed to State Teachers College, La Crosse. In 1951, after the governing board authorized the nine Wisconsin State Teachers Colleges to establish baccalaureate degree programs in the liberal arts, the institution was renamed Wisconsin State College, La Crosse. Subsequent years saw the evolution of degree programs beyond teacher education; the development of graduate education at the master's level; and the designation of UWL as a university within the Wisconsin State University System in 1964. In 1972, the Wisconsin State University and University of Wisconsin Systems merged into the present University of Wisconsin System, under the direction of the University of Wisconsin Board of Regents. The merger resulted in the name change to the University of Wisconsin-La Crosse (UWL). UWL now offers a professional doctorate in Physical Therapy and is establishing a doctoral program in Student Affairs Administration and Leadership.

To reflect the changes at UWL and based on a recommendation made during the April 2006 HLC reaccreditation process, UWL revised its Select Mission in 2008-09. A campus-wide survey was distributed in the fall of 2008, and a majority of respondents concurred with the HLC team's finding that the UWL Select Mission needed revision. A committee of ten individuals representing Faculty Senate, Academic Staff Council, Student Senate, Classified Staff, and the administration was formed to develop several versions of the Select Mission. These were then distributed through an electronic survey in spring 2009. The results of the survey converged on the first proposed version of the Select Mission, which was submitted to and approved by the UW Board of Regents in 2009. In response from a request from UWS to outline the programs offered at the institution within the Select Mission, UWL's updated Select Mission was approved by the University of Wisconsin System Board of Regents in June 2014. In 2015, UWL adopted a [Vision Statement and Values Statement](#) to accompany the Select Mission.

As part of the University of Wisconsin System (UWS), UWL is also guided by [two additional mission statements](#):

- the UWS Mission Statement, which applies to all institutions in the UWS; and,
- the Core Mission of the University Cluster Institutions, which applies to all the comprehensive universities within UWS.

These two mission statements are directed from the Legislature and the UWS Board of Regents; the Select Mission (referenced at the beginning of the passage) is generated by the UWL community. At the core of all the mission statements is The Wisconsin Idea, the principle that the knowledge of the university should be extended to the entire state.

2. UWL's academic programs, student support services, and enrollment profile are consistent with its

stated mission.

Academic programs: The mission provides the framework for the university's degree programs, which are housed in three colleges and two schools:

- the College of Business Administration, accredited by AACSB international;
- the College of Liberal Studies, which includes departments and programs in the humanities, social sciences, and interdisciplinary studies;
- the School of Arts and Communication, within the College of Liberal Studies, which is comprised of the Departments of Communication Studies, Art, Music, and Theatre Arts;
- the College of Science and Health, comprised of departments and programs in the natural and physical sciences, mathematics and computer science, exercise science, recreation, and in selected allied health professions; and,
- the School of Education, which coordinates teacher education programs within the School and across the Colleges of Liberal Studies and Science and Health.

UWL offers 94 undergraduate programs to serve the variety of undergraduate academic interests. Undergraduates are required to complete the General Education program (detailed in CC 3.B.), consistent with UWL's mission which states that UWL is "grounded in the liberal arts." As previously noted, UWL has been recognized as a leader in the opportunities it provides for undergraduates to conduct research with faculty members (detailed in CC 3.B.), consistent with UWL's mission "to foster...discovery and dissemination of new knowledge." In 2014-15, the departments in which the largest number of bachelor's degrees were awarded at UWL were in Biology, Psychology, Exercise and Sport Science, Educational Studies (covering teacher certification for early childhood through early adolescence), and Management.

UWL offers 21 graduate degrees in focused academic areas within the institution. Most of the graduate degrees are linked to University's past as a normal school for teacher education with a special focus on physical education, as well as allied health science graduate programs that evolved from undergraduate programs in those disciplines. UWL offers a Doctorate of Physical Therapy, which evolved from a bachelor's degree program. UWL also offers a cohort-based Master of Education-Professional Development (MEPD) program at sites off-campus for educators and other professionals.

Enrollment in most graduate programs has remained steady since the 2006 site visit. However, graduate education for teachers, which was the University's largest graduate program seven years ago, has drastically declined. This is due to several factors, including increased competition in the marketplace and the elimination of collective bargaining rights for public sector unions (including teachers) implemented in Wisconsin in 2011. Online graduate education has expanded. This includes some departments offering online courses (e.g., therapeutic recreation) and other departments offering entire online degree programs. For example, Student Affairs Administration offers an online master's degree option that mirrors its on-campus degree program. In October 2015, HLC undertook a change visit related to UWL's proposal to add an online Doctorate of Education in Student Affairs Administration and Leadership to its program array.

The Continuing Education and Extension Office (CEE) at UWL offers community enrichment programs such as Girls in Science and professional development programs like the Autism Spectrum Disorders Certificate. CEE also provides oversight of the collaborative UWS online programs in Health and Wellness Management, Data Science, and Health Information Management and Technology. These programs reinforce the UWL mission to meet the diverse needs of the region.

Student Support Services: A variety of student support services are available to help ensure students' success. These resources are coordinated by collaboration between administrators, faculty, staff, and students. For example:

- Academic Advising Center,
- Counseling and Testing,
- Multicultural Student Services,
- Residence Life,
- University Centers,
- Recreational Sports,
- ACCESS Center (formerly Disability Resource Services), and
- Murphy Learning Center (detailed in CC 4.A.).

UWL completed its Quality Initiative component of the Open Pathway accreditation process in the 2014-15 school year. The Quality Initiative, Firm Footing, sought to identify, coordinate, and promote student success resources. An outcome of this effort was the development of the Student Success website, providing a comprehensive resource for current students to access web resources including academic and tutoring information, health and safety information, and help for the transition to college life.

Enrollment Profile: UWL's Carnegie Classification is Very High Undergraduate for enrollment. In fall 2015, 88 percent (9163 of 10408) of UWL's students were full-time undergraduate students. Ninety-seven percent of incoming students to UWL live in a residence hall on-campus, and one-third of all UWL students live on-campus.

UWL students have the highest academic profile of all the UWS comprehensive institutions. The typical first-year student enrolling at UWL has a high school class rank at the 82nd percentile and an ACT composite score of 25. Undergraduate transfer students have an average GPA of 3.0/4.0 in their prior coursework.

UWL students have a first-to-second year retention rate of 85 percent, and a six-year graduation rate of 70 percent. Four-year graduation rates increased in the past ten years, with 42 percent of the incoming first-year class in fall 2011 completing their degrees in four years or less, compared to 28 percent of the first-year class that entered in fall 2001.

UWL's student enrollment has grown 11 percent from fall 2005 (9397 local data headcount) to fall 2015 (10408 local data headcount). The College of Science and Health is the largest of the divisions, enrolling 52 percent of UWL's students in fall 2015.This growth was intentional as outlined in the Growth, Quality & Access plan (discussed in depth in CC 5.C.).

3. Over the past ten years, two trends have had significant planning and budgeting effects on UWL: the continued decline in state support to the University of Wisconsin System and the adoption by UWL of several differential tuition programs, in particular the Growth, Quality & Access (GQ&A) program. Under GQ&A, UWL collects additional tuition that it retains at the campus level to fund faculty and staff positions. As a result of GQ&A, the student-to-faculty ratio at UWL has declined from 24-to-1 to 18-to-1 in fall 2015. The University's Joint Planning and Budget committee is the entity in which consultation and collaborative decisions about resources, planning, and priorities are made. The response to Criterion 5 provides detail about the process the University undertakes to maintain focus on the academic enterprise.

Sources

- AA_AcademicAdvising_MissionStatement_Dec2015
- AA_IRAP_Fall2015_DayofRecordTables_Sept2015
- AA_IRAP_FourYearGradRate_Sept2015
- AA_IRAP_HCEnrollTrend_Fall2005
- AA_MurphyLearningCenter_MissionStatement_Dec2015
- AA_OnlineDegreePrograms_Jan2016
- AA_QualityInitiativeReporttoHLC_August2015
- AA_Records_GraduateCatalog_201516
- AA_Records_GraduateCatalog_201516 (page number 29)
- AA_Records_UndergradCatalog_201516
- AA_Records_UndergradCatalog_201516 (page number 54)
- AA_Records_UndergradCatalog_201516 (page number 63)
- AA_Records_UndergradCatalog_201516 (page number 89)
- AA_Records_UndergradCatalog_201516 (page number 249)
- AA_Records_UndergradCatalog_201516 (page number 351)
- AA_Records_UndergradCatalog_201516 (page number 510)
- Chancellor_MissionStatementChangeRequest_20May2009
- Chancellor_UWLMissionStatements_Flowchart_Nov2015
- GG_JPB_MissionVisionValues_March2015
- GG_SelectMissionStatementProcess_Spring2009
- SA_ACCESSCenter_MissionStatement_Dec2015
- SA_CounselingTesting_MissionStatement_Dec2015
- SA_D&I_OMSS_MissionStatement_Dec2015
- SA_FYE_StudentSuccessScreenShot_Nov2015
- SA_RecSports_MissionStatement_Dec2015
- SA_ResidenceLife_MissionStatement_Dec2015
- SA_UniversityCenters_MissionStatement_Dec2015
- UWSA_OPAR_RetentionandGraduation_201415_July2015
- UWSA_OPAR_RetentionandGraduation_201415_July2015 (page number 5)
- UWSA_OPAR_RetentionandGraduation_201415_July2015 (page number 7)
- UWSA_OPAR_RetentionandGraduation_201415_July2015 (page number 8)

1.B - Core Component 1.B

The mission is articulated publicly.

1. The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.
2. The mission document or documents are current and explain the extent of the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose.
3. The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.

Argument

1./2./3. As noted in the response to CC 1.A., the Select Mission statement of UWL is current and was updated in 2014.

UW System (UWS) requested the 2014 update to the Select Mission statement to comply with s. 36.09(1)(b), Wis. Stats., which states:

> "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."

UWS provided guidance for the revision, and the revision process undertaken locally is included here. The revised Select Mission included the following paragraph:

> "The university offers undergraduate programs and degrees in the arts and humanities, health and sciences, education, and business administration. The university offers graduate programs related to areas of emphasis and strength within the institution, including business administration, education, health, the sciences, and the social sciences."

The addition retains focus on undergraduate education while acknowledging the importance of providing graduate education in areas that complement the institution's capacity.

The Vision Statement and Values Statement were developed and adopted by the UWL Joint Planning & Budget Committee in March 2015 (CC 5.B. discusses Joint Committees in more depth). The purpose was to align the explicit values of the university with the core values expressed in the strategic plan.

The vision and values statements refer to the long-enduring motto of UWL, *mens corpusque* ("mind and body"), and to the shared viewpoint that our goal is education of the whole person.

The adoption of the Vision Statement and Values Statement also serves as the campus' accountability reporting framework to the Board of Regents (BOR) and the Legislature. Prior to summer 2015, the UWS Accountability Report was a printed document (2012-13 and 2013-14) produced in collaboration with UWS and individual campuses. In those reports, individual campuses responded to the seven core strategies outlined in the UW System Growth Agenda, which was the UWS strategic

plan at that time.

UWS now transmits a letter to the Legislature with links to an interactive dashboard on the UWS website reporting key indicators for individual system campuses and the system overall. The key indicators used on the UWS dashboard were determined through systemwide review of current reporting and review of indicators used by other systems of higher education and individual institutions, as well as incorporation of legislatively-required indicators enumerated in state statute.

Part of the transition to the interactive dashboard in summer 2015 involved the flexibility for individual campuses to report progress based on their own campus plans, rather than the core strategies of the UWS's prior strategic plan. The UWL Vision Statement and Values Statement provides the structure for the institution to report on its achievements to the public and other external audiences.

The UWL mission, vision, and values statements are posted on the university website, including on the Chancellor and Provost sites, and in the University's undergraduate and graduate catalogs.

In addition to the Select Mission, Vision, and Values adopted at the campus level, the Core Mission of the University Cluster and the overall UWS mission statement provide guidance to UWL. The UWS mission statement is not as specific in its guidance as the Core Mission of the University Cluster, which provides an extensive articulation of the activities expected of each institution within the University Cluster.

Sources

- AA_Records_GraduateCatalog_201516
- AA_Records_GraduateCatalog_201516 (page number 7)
- AA_Records_UndergradCatalog_201516
- AA_Records_UndergradCatalog_201516 (page number 12)
- Chancellor_UWLMissionStatements_Flowchart_Nov2015
- GG_JPB_MissionVisionValues_March2015
- UWSA_2015AccountabilityReport_TransmittalLetter_Sept2015
- UWSA_GrowthAgenda_January2009updates
- UWSA_UWLAC_AccountabilityReport_201213
- UWSA_UWLAC_AccountabilityReport_201314

1.C - Core Component 1.C

The institution understands the relationship between its mission and the diversity of society.

1. The institution addresses its role in a multicultural society.
2. The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

Argument

1./2. The core mission of the University Cluster of the UW System (UWS) and the select mission of UWL specifically address diversity as a value and a goal of the institution.

Around the topic of diversity, the Higher Learning Commission site visit team in 2006 wrote: "...there is much confusion on campus regarding responsibilities, authority, organizational structure, and reporting lines of the various diversity programs, individuals, and committees." Subsequent monitoring reports (2009, 2010) addressed the extensive changes made to improve the organizational structure surrounding diversity and inclusion, including the addition of an Associate Dean for Campus Climate and Diversity (now Diversity and Inclusion), reporting directly to the Vice Chancellor for Student Affairs. The University Affirmative Action Officer reports directly to the Chancellor and serves as a member of his Cabinet.

Diversity and Inclusion has two steering committees guiding its work: the Diversity and Inclusion Council and the Diversity Organization Coalition. The Diversity and Inclusion Council (formerly Campus Climate Council) is comprised of students, faculty, staff, and administrators; and the Diversity Organization Coalition is a student organization with representatives from diversity organizations. Approximately 250 students each year participate in diversity student organizations.

UWL also has a Joint Multicultural Affairs Committee. Joint committees are part of the explicit shared governance structure of the University (see CC 5.B.). JMAC adopted bylaws in February 2015 to clarify the linkages between that committee and Diversity and Inclusion.

The Inclusive Excellence philosophy and framework, adopted in 2009 by UWS, still guides UWL's diversity and inclusion efforts. UWL reported to the UWS Board of Regents (BOR) in October 2014 about the achievements made toward the Inclusive Excellence goals. UWL focuses on three core components of Inclusive Excellence: increasing compositional diversity, closing equity gaps, and creating inclusive campus climates.

The following points illustrate some of the campus's activities and outcomes related to diversity and inclusion:

Compositional Diversity

- In fall 2009, 6.8 percent of UWL's students were U.S. students of color and by fall 2014, 8.4 percent of UWL's students were U.S. students of color. The Admissions staff includes three staff members with specific responsibilities for recruiting students from diverse backgrounds, including domestic multicultural students and international students. The School of Education has a staff member responsible for the recruitment of students of color into education majors

and assisting in the retention of those students in the education majors.
- The University Affirmative Action Officer meets with each Search and Screen Committee for faculty and staff positions to discuss how to attract a diverse pool of applicants and to raise awareness of how conscious and unconscious bias might contribute to applicant review processes. The Office of Affirmative Action publishes an annual report comparing the racial, ethnic, and gender diversity of UWL faculty to the national workforce and staff to the regional workforce. From 2005-06 to 2015-16, the percentage of faculty of color increased from 14.6 percent to 18 percent, and the percentage of employees of color overall (including all faculty and staff) increased from 9.1 percent to 11.3 percent.

Closing Equity Gaps

- UWL and UWS monitor the progress in closing retention and graduation gaps between underrepresented minority students and majority students. Achievement gap metrics are included in the UWS dashboard that is viewed by the BOR and the Wisconsin Legislature.
- The Office of Multicultural Student Services (OMSS) provides extensive support to students of color at UWL, including support for the summer bridge program Academic Success Institute (ASI). ASI enrolls approximately 20 students each year, and the students complete three courses and a math workshop in the summer prior to the first year and then enroll as a cohort in UWL 100 and EFN 205 (both General Education courses) during their first year. 81 percent of students participating in ASI were retained to a second year (based on summer 2012, 2013, 2014).
- The University submitted a Title III proposal in June 2015 to the U.S. Department of Education to obtain funding to support low-income students toward graduation. While the overall incoming first-year class is 7 percent low-income, 25 percent of the U.S. students of color in the first-year class are from low-income households.
- The Equity Scorecard, a tool for disaggregating academic performance in General Education courses by racial/ethnic background is updated biannually and reviewed by the Joint Multicultural Affairs Committee and other offices, allowing the institution to monitor achievement gaps in key courses. Institutional Research applies the Equity Scorecard methodology in other contexts; for example, if a department is looking to redesign curriculum and would like to review completion rates by racial/ethnic background in their courses.

Creating Inclusive Climates

- UWL's Research and Resource Center for Campus Climate provides training and programming to help make UWL a more welcoming community for all people. Through sponsored and co-sponsored programs, Campus Climate reached over 8,000 people during the 2014-15 school year. The Awareness Through Performance (ATP) troupe is a significant effort within the office, working with students each semester to create an original performance that challenges inequities and discrimination within society. Over 2,000 students, faculty, and staff attend ATP each year. ATP received the 2009 Program Achievement Award from the State Council on Affirmative Action and the State of Wisconsin's Office of State Employment Relations. Over 130 students have participated in ATP since it started in the 2006-07 school year.
- The Hate Response Team (HRT), formed in 2005, offers an online confidential reporting system for members of the UWL community to use to report hate/bias incidents. The HRT follows protocols for response depending on the environment in which a hate bias incident is reported (classroom or outside of class) and issues an annual report including action steps to increase campus awareness and education about hate/bias. Fifty-eight percent of students who responded to the 2013 Campus Climate Survey indicated that they knew where to report hate incidents, and 78 percent of faculty/staff reported their awareness of this resource.

- The Office of Counseling and Testing hired a counselor to work specifically with under-served populations. This counselor participates in the Diversity & Inclusion Council and other university committees, and implemented a program to provide support to students in locations outside the Counseling & Testing Center, including walk-in hours in the Office of Multicultural Student Services.
- In addition to ASI, OMSS provides support for students of color, including advising, leadership development opportunities, support for pre-college programs, and tutoring. Regarding academic support, OMSS collaborates with the Department of Biology to provide supplemental instruction for students in Biology 105, a gateway course for science majors at UWL. In 2014-15, 96 students participated in tutoring services through OMSS. OMSS also employs a Financial Retention Specialist (FRS) to help students navigate the process of paying for college; in 2014-15, the FRS met with over 400 students.
- The Pride Center fosters a safe environment for LGBTQ+ faculty, staff, and students and provides educational programming and outreach. In 2014-15, over 5,000 students, faculty, and staff participated in a training or program provided by the Pride Center.

Campus Climate Surveys are an important tool for UWL to gauge the effectiveness of diversity efforts and continue to make improvements. UWL conducted a university-wide Campus Climate Survey in 2013, making UWL the only UWS institution to conduct three Campus Climate Surveys. Previous campus climate surveys were conducted in 2004 and 2008. The 2004 and 2013 Campus Climate Surveys were locally-produced instruments. The 2013 Campus Climate Survey findings sparked several action steps, including:

- creation of an Anti-Bullying Task Force, which created a draft Anti-Bullying Policy for the campus;
- a series of open forums on racial diversity and issues affecting people of color at UWL and the surrounding community in spring 2015 (UWL Speaks on Race);
- a Trans* Task Force, which has studied and made recommendations for a more inclusive campus environment for transgender individuals, including recommending changes to BOR policies to make UWS housing policy more inclusive;
- directed efforts by the Individuals with Disabilities Advisory Committee (IDAC) to identify and address issues of accessibility on campus, including in our facilities, in our instructional design, and in our use of technology.

Results from the 2013 Campus Climate Survey were incorporated into a draft strategic plan for Inclusive Excellence, which will be incorporated into the UWL strategic planning process described in CC 5.D.

UWL endeavors to bring four or more scholars/artists of color to campus each year, with the primary goal of significant interaction with students, faculty, and staff by the visiting scholar/artist. In fall 2015, UWL hosted a Canadian scholar who spoke on the effectiveness of diversity and inclusion work and anti-Black racism.

The Faculty Senate approved the formation of the Institute for Social Justice (ISJ) in September 2014. The purpose of the Institute is to support the integration of academic research into social justice efforts on campus. The ISJ facilitated the three open forums on racial diversity and inclusion on campus (referenced above) in spring 2015. In fall 2015, ISJ, the History Department, and the College of Liberal Studies collaborated to host a panel discussion on racism in higher education led by a scholar from South Africa. The first Social Justice Week, which will focus on social justice research, teaching, and advocacy, is scheduled for April 2016.

UWL offers grant opportunities to faculty and staff to support internationalization. International Program Development Fund (IPDF) Grants facilitate development of faculty and staff-led programs or faculty exchanges and International Scholarship Grants (ISG) support research and other scholarly projects that are international in scope.

Additional detail about the inclusion of diversity and diverse perspectives in the education experience of UWL students is included in the response to CC 3.B. UWL has also implemented various retention and graduation efforts focused specifically on low-income students and students of color; these are addressed in detail in the response to CC 4.C.

In 2013 and 2014, UWL was recognized by INSIGHT into Diversity magazine with the Higher Education Excellence in Diversity (HEED) award.

UWL faculty and staff work to engage with students and facilitate platforms for students to bring their voice to the conversation. Events occurring on college campuses and internationally in fall 2015 illustrate the need for campus communities to continue to engage in discussions and actions to take on diversity and inclusion. Locally, UWL students met with members of the administration in fall 2015 to discuss ideas to help improve the climate on campus for students of color. UWL hosted a panel discussion in November 2015 about the history and present-day impacts of the Confederate Flag as the result of a display of the flag on campus by a private contractor. These opportunities to discuss current events in the context of academic research help all our students think critically about how their experiences fit in a larger societal context.

Sources

- AA_CLS_ISJ_UWLSpeaksonRace_Spring2015
- AA_IRAP_EquityScorecardexample_Nov2015
- AA_IRAP_GraduationRetentionRates_WhiteSOC_10yrs_Dec112015
- AA_IRAP_LowIncomeData_Dec112015
- AA_IRAP_StudentofColorEnrollments_Fall2009Fall2014
- AA_Provost_MissionStatement_28Oct13
- Chancellor_AffirmationAction_AAProgram_2013
- Chancellor_AffirmativeAction_ExecutiveSummary_2015
- Chancellor_DiversityMonitoringReport_January2009
- Chancellor_DiversityMonitoringReport_January2010
- Chancellor_JMAC_Bylaws_February2015
- SA_BORHousingPolicyRecommendedChange
- SA_C&T_LetsTalk_Oct2014
- SA_D&I_AntiBullyingPolicyDRAFT_Dec2015
- SA_D&I_CampusClimateCouncilGuidelines_2007
- SA_D&I_CampusClimateCouncilRoster_201415
- SA_D&I_CampusClimateSurveyOverview_2013
- SA_D&I_DiversityOrgCoalitionRoster_201415
- SA_D&I_DiversityStudentOrgs_April2015
- SA_D&I_DOCMembers_April2015
- SA_D&I_HateBiasReport_201314
- SA_D&I_HateBiasReport_201314 (page number 16)
- SA_D&I_HateResponseTeam_Protocols_April2015
- SA_D&I_HateResponseTeam_Protocols_April2015 (page number 4)

- SA_D&I_HateResponseTeam_Protocols_April2015 (page number 5)
- SA_D&I_InclusiveExcellenceStatusReport_August2014
- SA_D&I_InclusiveExcellenceStatusReport_August2014 (page number 2)
- SA_D&I_InclusiveExcellenceStatusReport_August2014 (page number 20)
- SA_D&I_InsightHEED_Oct2014
- SA_D&I_OMSS_AcademicSuccessInstitute_Dec112015
- SA_D&I_OMSS_RetentionEfforts_Dec112015
- SA_D&I_UnitReport_20132014
- SA_DivisionOrgChart_April2015
- SA_TransTaskForceReport_2014
- UWSA_AccountabilityDashboard_RetainGradCharts_Dec112015

1.D - Core Component 1.D

The institution's mission demonstrates commitment to the public good.

1. Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.
2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
3. The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

Argument

1./2./3. UWL is a public, not-for-profit institution. Thus, the University is explicitly charged with obligations to serve the public good and for educational responsibilities to take primacy over financial returns. In FY13, the most recent available for comparison, 52 percent of UWL's core expenses were for instruction, equivalent to the peer performance median.

Here are some examples of UWL's ongoing engagement with external constituencies:

River Studies Center. La Crosse is within the unglaciated "Driftless Area" and part of the Upper Mississippi River National Wildlife and Fish Refuge. The River Studies Center (RSC), created in 1972, focuses on research and informational programs pertinent to the Upper Mississippi River and its related resources. The center has extensive interdisciplinary partnerships with several state and federal agencies and with other universities, including the U.S. Geological Survey, Wisconsin Department of Natural Resources, Minnesota Pollution Control Agency, National Park Service, University of Wisconsin-Madison, and U.S. Environmental Protection Agency. The RSC hosted the 4th Biennial Symposium of the International Society for River Science in August 2015, an event that was open to members of the public. UWL Continuing Education provided conference support for this international event.

Mississippi Valley Archaeology Center (MVAC). UWL is one of only 12 universities in the United States to offer an undergraduate major in Archaeological Studies. Since 1982, MVAC has been involved in research, preservation, and education about the archaeological resources of the Upper Mississippi River region. The center contracts with the U.S. Department of Transportation, U.S. Department of Agriculture, U.S. Department of the Interior, and Wisconsin Department of Transportation to ensure that land is explored prior to disruption and development. MVAC's educational outreach activities include over a hundred presentations to K-12 students and other groups each year, public lectures, the annual Artifact Show, a public field school, and youth classes. MVAC was awarded a prestigious National Endowment for the Humanities grant to conduct a Summer Institute for Teachers in 2011, 2012, and 2014.

Continuing Education and Extension (CEE). The Core Mission of the University Cluster institutions in the UW System states that universities in the cluster 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 2014-15, CEE offered 69 professional development workshops and conferences serving 4,647 adults, and

14 precollege programs serving 698 youth. CEE offered 110 non-credit programs in 2014-15, most with co-sponsors or partners. For example, CEE partners with the River Studies Center to offer workshops on properly delineating wetland areas according to applicable laws. CEE offered 225 credit courses in 2014-15 in which 1,368 students enrolled; 165 of these courses were offered through contracts with school districts, CESA #4 and other professional organizations.

La Crosse Medical Health Science Consortium. The Health Science Center remains a cornerstone of UWL's commitment to working with the local community. As one of five founding partners in the La Crosse Medical Health Science Consortium, UW-La Crosse works with Western Technical College, Viterbo University, Gundersen Health System, Mayo Clinic Health System, the La Crosse School District and the La Crosse County Health Department in collaboration to improve population health, enhance health science education, and strengthen the healthcare workforce.

Small Business Development Center (SBDC). Over 446 business owners and prospective business owners from seven counties of Western Wisconsin received business counseling services through SBDC in 2014-15. Of these, 319 met individually with SBDC advisors as they worked through their business decisions. Seventeen new businesses were created and over $1.9 million in loans or equity were reported for business starts or expansions. The SBDC earned the 2012 Small Business Development Center Service Excellence Award for the Midwest region and for Wisconsin. As the Midwest regional winner, the center ranked the highest among centers in Region 5 of the Small Business Administration. SBDC works in partnership with the U.S. Small Business Administration and UW-Extension.

Upward Bound. A U.S. Department of Education TRiO funded program, Upward Bound at UWL provides 95 high school students from underrepresented backgrounds tutoring, leadership workshops, test preparation, and college application support throughout high school (including summers).

American Democracy Project. During the 2013-14 school year, faculty, students, and campus offices contributed more than 60,000 hours of volunteer time to the community. Students in the Political Science and Public Administration majors designed and administered a survey to capture this data as part of the Civic Health initiative of the American Democracy Project through the American Association of State Colleges and Universities (AASCU). UWL has participated in three components of the American Democracy Project in the last five years: eCitizenship, Civic Health, and the Stewardship of Public Lands.

Statistical Consulting Center. In addition to providing on-campus support to faculty, staff, and students on projects requiring application of statistical methods, through the support of a UW System Economic Development Incentive Grant, the Center has expanded its services to support businesses within the region by providing cost-effective statistical consulting.

Collaborative Learning Studio. Housed in Murphy Library, the Studio provides teacher education faculty members a way to provide continuing education to Wisconsin's teachers without requiring them to travel to UWL. The Studio features multiple video conferencing systems and it is equipped with teaching tools that support blended and flipped learning environments.

Center on Disability Health and Adapted Physical Activity. Founded in 1972 and affiliated with the Department of Exercise and Sport Science, the Center consists of a wide array of on-campus and community-based program to conduct a variety of quality physical activity/education programs serving children, youth, and adults with disabilities.

Sustainability Efforts. The Joint Committee on Environmental Sustainability began in May 2008 to

further the campus's commitment to the [Talleries Declaration](#). In 2014-15, two faculty members coordinated UWL's participation in the Sustainability Tracking, Assessment, and Rating System through the Association for the Advancement of Sustainability in Higher Education (AASHE). UWL earned a Silver Rating for sustainable practices when compared to the STARS framework. The process UWL undertook to complete the STARS submission and future considerations [are included here](#). Eagle Hall and Centennial Hall, two buildings constructed at UWL in the last ten years, both earned [LEED Gold Certification](#).

UWL annually collects information from across campus regarding the number of external partnerships in which the university community is engaged. In 2014-15, UWL students, faculty, and staff participated in over 5,900 interactions with external organizations as part of 2,508 partnerships with businesses and other community organizations.

Additional information about local, state, and national engagement can be found in the [Accountability in Brief](#) and [Federal Priorities](#) documents UWL publishes annually.

Results from several items on the 2014 NSSE demonstrate that UWL students are engaged in the community and participate in experiential learning. [UWL seniors reported having completed an internship, co-op, field experience, student teaching or clinical placement at a higher rate (60%) than UW System (55%), Carnegie (46%), and National (50%) comparison groups](#). The difference between UWL and the Carnegie and National groups was significant at the $p < .001$ level. Over half of the seniors (66%) indicated that their courses had included a community based (service learning) project which led to average score on this item that was significantly above all three of our comparison groups. UWL seniors reported high levels of growth in their ability to solve complex, real world problems based on their college experience (70% indicated "Quite a Bit" or "Very Much") [which placed the college's average score above all three comparison groups](#) (UW System 61%, Carnegie 63%, National 63%).

Sources

- AA_CBA_SBDC_Welcome_Nov2015
- AA_CEE_ConnectingBrochure_Nov2015
- AA_CLS_Capstone_MVACFeature_Spring2013
- AA_CLS_MVAC_SummerArchInstitute_2014
- AA_IRAP_CustomDFRwExpenses_Jan2016
- AA_IRAP_NSSE_EngagementInd_2014
- AA_IRAP_NSSE_SelectResults_2014
- AA_IRAP_NSSE_SelectResults_2014 (page number 4)
- AA_IRAP_NSSE_SelectResults_2014 (page number 15)
- AA_IRAP_UWSystemAccountabilityBrief_Summer2015
- AA_ORSP_FederalPriorities2015
- AA_SAH_ESS_CDHAPA_2016
- AA_SAH_SAHNews_MercuryDecline_Winter201415
- AA_SAH_SAHNews_Winter201314_MercuryResearch
- AASCU_AmericanDemocracyProject_CivicHealth
- AF_FPM_LEEDDesignations_2013
- Chancellor_JCES_STARSReport_Summer2015
- LMHSC_AboutPage_Nov2015
- SA_D&I_UnitReport_20132014

- SA_D&I_UnitReport_20132014 (page number 66)
- ULSF_TalloiresDeclaration_background_Nov2015
- UWSA_EconomicDevelopmentIncentiveGrants_20132015
- UWSA_EconomicDevelopmentIncentiveGrants_20132015 (page number 9)

1.S - Criterion 1 - Summary

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

Summary

Sources

There are no sources.

2 - Integrity: Ethical and Responsible Conduct

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

2.A - Core Component 2.A

The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows policies and processes for fair and ethical behavior on the part of its governing board, administration, faculty, and staff.

Argument

As outlined in s.36.09, Wis. Stats., UWL's governing board is the University of Wisconsin System (UWS) Board of Regents (BOR). In addition to state and federal laws, state statutes, BOR policies, and UWL policies regulate the financial, academic, personnel, and auxiliary functions of the institution. The BOR establishes and maintains an extensive set of policies related to the conduct of students, faculty, and staff within the UWS. These policies are available on the UWS website.

(Note: The State of Wisconsin, UWS, and UWL fiscal year operates from July 1 to June 30.)

Financial: UWL affirms its commitment 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 the Executive Branch state agencies, which includes the UWS. UWS is a major enterprise fund of the State of Wisconsin and the financial statements of UWS are discretely presented in the proprietary fund financial statements of the State of Wisconsin's Comprehensive Annual Financial Report (CAFR) (2014, 2015). The Wisconsin State Controller's Office in the Department of Administration publishes the CAFR for each state fiscal year. The report is prepared on a Generally Accepted Accounting Principles (GAAP) basis. The adoption of GAAP by the State of Wisconsin for financial reporting purposes serves to present the State's financial position in a business-like manner. GAAP reporting accurately measures financial operations, fully discloses financial position, provides an externally accepted presentation, and provides information for financial managers. The State of Wisconsin CAFR has received a Certificate of Achievement for Excellence in Financial Reporting from the Government Finance Officers Association (GFOA) each year since state fiscal year 1996.

The UWS Office of Finance also makes available the UWS Annual Financial Report (2014, 2015) and the individual campus financial statements, including UWL's statement (2014, 2015). These statements are also audited by the LAB.

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. The UWS's federal funds are included in the State of Wisconsin's Single Audit (2014).

As the result of an independent, external review, the Internal Audit function of the UWS has been restructured to provide maximum independence and objectivity for internal auditors at the UWS

campuses. The BOR adopted the Audit Committee charter in September 2013 and the revised Office of Internal Audit charter in April 2015. The BOR Audit Committee has responsibility for all audit-related matters, internal and external, and the UWS Chief Audit Executive reports directly to the committee. Past practice had campus internal auditors reporting to their respective campus Chief Business Officers; all campus internal auditors now report to the UWS Office of Internal Audit. UWS implemented a Waste, Fraud and Abuse Hotline in May 2015. The Hotline provides tangible support for the University code of conduct by giving employees and other stakeholders a mechanism for reporting concerns. UWL's chancellor emailed a notice to employees in October 2015 on behalf of UWS to notify them of the existence of the hotline and the mechanisms to report a concern.

The UWS Office of Internal Audit proposes an annual plan based on internal and external considerations. The audit plan includes operational audits, financial audits, and continuous monitoring. The annual audit plan (FY16) includes continuous monitoring/auditing of certain higher risk financial areas. Purchasing card expenditures, travel and expense reimbursements and payroll are areas most often selected for continuous auditing. Auditors use a risk-based approach to identify purchasing card or travel expenditures that may not be allowable. The continuous auditing of payroll consists of a systematic approach to identifying conditions or trends that warrant further review or investigation.

Employees are provided training about purchasing cards and travel and expense reports. Individuals who are approved for a purchasing card are provided with training about appropriate card uses, and each month a copy of the statement must be signed by the cardholder and immediate supervisor. UWL transitioned in summer 2015 to an electronic system for submitting travel and expense reports. The system requires that a supervisor review the travel and expense report prior to its submission for reimbursement, and the report is reviewed in Business Services before the request is paid.

In the HLC Institutional Update 2014-15, UWL's total composite financial indicator score was 3.6 for FY14, "Above the Zone" per HLC Financial Indicator guidelines.

Academic: Committees of the Faculty Senate guide the academic policies of the institution. 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" (year end report 2013-14 and 2014-15); and the Graduate Council fills the same role for graduate education (year end report 2013-14 and 2014-15). The agendas, minutes, and reports for these committees are all available on the Faculty Senate webpage.

Academic policies are posted in the Undergraduate and Graduate catalogs, providing transparency to the students and public regarding these matters.

The response to CC 2.E. details UWL's compliance with policies that ensure the integrity of research and scholarly practice by UWL faculty, staff, and students; the policies are posted on the public UWL website, providing additional transparency. Online FERPA training for UWL faculty was launched in fall 2015. The training is a course within the UWL learning management system, which permits the course coordinators to monitor and respond to completion rates as necessary; an annual email communication from the Vice Chancellor of Student Affairs will remind all employees to renew their FERPA knowledge.

(More detail about shared governance at UWL will be provided in the response to CC 5.B.)

Athletics hosts annually an NCAA compliance seminar for UWL academic affairs and student affairs

leadership so they understand and comply with the University's responsibilities as an NCAA institution. The seminar was originally required as part of an NCAA ruling; Athletics continues to host the seminar to prevent future violations of NCAA rules.

UWL reports its campus operational data directly to UWS through the Central Data Request (CDR). The CDR is used by UWS to respond to the U.S. Department of Education on behalf of the institution, and the CDR provides information about campus operations going back to the 1973-74 school year. This provides an additional level of assurance about campus data integrity and reporting processes, as the data is reviewed by local UWL staff and UWS staff prior to being confirmed and used for IPEDS submissions.

Personnel: Per UWS University Personnel System (UPS) policies, UWL follows merit-based recruitment, selection, and hiring processes designed to ensure equal employment opportunity to all qualified individuals within all areas of employment across UWS institutions. UWL considers affirmative action principles and inclusive excellence in all employee recruitments to ensure that equal employment opportunity, diversity, and affirmative action goals are addressed. As noted in CC 1.C., the Affirmative Action Officer meets with each Search and Screen committee for faculty and staff positions. UWL job postings include statements expressing UWL's mission and values as related to diversity and inclusion. 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 (document for faculty; IAS/NIAS search committee or search panel).

UPS and BOR policies include a code of ethics based on Wisconsin law to which all UWS employees, including UWL employees, must adhere. These codes are designed to prevent conflicts between an employee's private interests and public responsibilities (conflict of interest). Some employees (typically faculty and academic staff) must report annually, in writing, 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. Workplace conduct expectations also include direction for UWS employees to act according to the highest ethical and professional standards of conduct.

UWL employees have grievance procedures available to follow when they have an unresolved dispute concerning their terms or conditions of employment. Employees are apprised of the opportunity to grieve a decision when they receive an action letter, such as reprimand, suspension, or termination. The process varies depending on an employee's status as a member of the faculty or instructional academic staff; non-instructional academic staff; or university staff.

Employees are notified of the terms and conditions of employment at the time of appointment (faculty; academic staff; university staff). Each appointment letter includes details of the appointment; notice of personnel rules and/or guidelines; a link to the employee handbook; and performance evaluation documentation.

The Office of Affirmative Action provides support for UWL's commitment to a fair and equitable campus community, also outlined in CC 1.C. The Office of Affirmative Action guides campus implementation of policies and procedures regarding discrimination, discriminatory harassment, retaliation, and related issues. Office staff are campus coordinators for Title IX, Americans with Disabilities Act (ADA) and Equal Employment Opportunity. The Affirmative Action Director works closely with the Student Life Violence Prevention Specialist on implementation of policies and procedures regarding sexual harassment, sexual assault, and other forms of gender violence. The Student Life Violence Prevention Specialist also provides confidential advocacy and support for

victims of sexual assault, sexual harassment, relationship violence, and stalking. In November 2015, the Office of Affirmative Action launched an online training for employees related to sexual violence, affirming UWL's commitment to an inclusive campus and meeting our Title IX obligations.

UWL complies with Wisconsin Open Meetings Law and Public Records Law. The entities subject to Open Meetings law post their meetings through the UWL website which is available to the public. UWL's records custodian responds to requests for public records on behalf of UWL. UWS General Counsel provides guidance and oversight to campuses for compliance with these requirements.

UWL faculty and staff rights and responsibilities are outlined in the UWL Employee Handbook. Notice of the updated handbook was emailed to employees in November 2015 and employees were required to acknowledge receipt of the handbook. Academic department bylaws also provide information about workplace expectations, promotion, and retention procedures for faculty and instructional academic staff.

UWL students have access to the Student Handbook, which provides information about academic and non-academic misconduct, student rights under FERPA, and other topics. The Vice Chancellor for Student Affairs, in compliance with the Clery Act, notifies the campus annually about the publication of the campus security report. The report is available online and in the Office of Student Life.

Auxiliary: UWS policies also provide guidance on financial management of auxiliary enterprises. UWS Financial Policies 42 and 43 provide the definition of an auxiliary operation, which adheres to Wisconsin state 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 3.D. and CC 5.C. regarding the shared governance process that is undertaken to allocate resources collected through segregated fees, room and board fees, textbook rental, and parking and user fees, which fund the segregated fee and auxiliary units on campus. UWS worked with the LAB in 2014 to create a new report to more clearly present Program Revenue Fund Balances managed by each UWS institution, including UWL. Using the definitions developed by the Legislative Audit Bureau, the UWS institutions are now annually providing specific details on Program Revenue fund balances by level of commitment.

Sources

- AA_ORSP_CompliancePoliciesWebpage_Nov2015
- AA_Provost_DepartmentalBylawTemplate_2012
- AA_Records_GraduateCatalog_201516
- AA_Records_GraduateCatalog_201516 (page number 18)
- AA_Records_UndergradCatalog_201516
- AA_Records_UndergradCatalog_201516 (page number 29)
- AF_AssistanttoVC_OpenMeetings
- AF_HumanResources_AcademicStaffAppointmentLetter_Nov2015
- AF_HumanResources_EmployeeHandbook_Nov2015
- AF_HumanResources_FacultyAppointmentLetter_Nov2015
- AF_HumanResources_GrievanceProcedures_Nov2015
- AF_HumanResources_SearchProcedures_Faculty_Nov2015
- AF_HumanResources_SearchProcedures_NIASetc_Nov2015
- AF_HumanResources_SearchProceduresPanel_Nov2015

- AF_HumanResources_UniversityStaffAppointmentLetter_Nov2015
- Chancellor_AffirmativeAction_PolicyAgainstDiscrm_March2015
- Chancellor_AffirmativeAction_RecruitmentResources_Nov2015
- Chancellor_AffirmativeAction_TitleIXTraining_Nov2015
- Chancellor_WasteFraudAbuseHotlineNotice_Oct2015
- GG_FacultySenate_Bylaws_Sept2014
- GG_FacultySenate_Bylaws_Sept2014 (page number 4)
- GG_FacultySenate_Bylaws_Sept2014 (page number 7)
- GG_FacultySenate_CAPSFinalReport_201314
- GG_FacultySenate_CAPSFinalReport_201415
- GG_FacultySenate_GraduateCouncilFinalReport_201314
- GG_FacultySenate_GraduateCouncilFinalReport_201415
- SA_Athletics_NCAAComplianceSeminar_Nov2015
- SA_Athletics_NCAAFindings_April2012
- SA_StudentLife_CampusSecurityReport_Nov2015
- SA_StudentLife_StudentHandbook_Nov2015
- SA_ViceChancellor_AnnualSafetyMessage_Oct2015
- SA_ViolencePrevention_SexualMisconductPolicy_Nov2015
- StateofWI_Chapter19WisStats_Nov192015
- StateofWI_Chapter36WisStats_Nov192015
- StateofWI_Chapter36WisStats_Nov192015 (page number 2)
- StateofWI_DOA_CAFR_FY14
- StateofWI_DOA_CAFR_FY15
- StateofWI_LAB_StateofWisconsinSingleAudit_March2013
- UWSA_AnnualFinancialReport_FY14
- UWSA_AnnualFinancialReport_FY14 (page number 59)
- UWSA_AnnualFinancialReport_FY15
- UWSA_AnnualFinancialReport_FY15 (page number 57)
- UWSA_BoardofRegents_AuditCmte_FY16AuditPlan_Jun2015
- UWSA_BoardofRegents_AuditCommitteeCharter_2013
- UWSA_BoardofRegents_FundBalanceReport_FY14
- UWSA_BoardofRegents_FundBalanceReport_FY14 (page number 77)
- UWSA_BoardofRegents_InternalAuditChanges_April2015
- UWSA_BoardofRegents_InternalAuditChanges_April2015 (page number 8)
- UWSA_BoardofRegents_InternalAuditChanges_April2015 (page number 22)
- UWSA_BoardofRegents_Policy17-4_EEO
- UWSA_BoardofRegents_Policy20-22_CodeofEthics_Nov2015
- UWSA_BoardofRegents_PolicyListing_May2015
- UWSA_Finance_FinancialPolicy42_May2015
- UWSA_Finance_FinancialPolicy43_May2015
- UWSA_OPAR_CDRManualIntro_Nov2015
- UWSA_UniversityPersonnelSystem_OperationalPolicy_EEO2_Nov2015
- UWSA_UniversityPersonnelSystem_OperationalPolicy_TC1
- UWSA_UniversityPersonnelSystem_OperationalPolicy_WE1_CodeofEthics_Nov2015
- UWSA_UniversityPersonnelSystem_OperationalPolicy_WE3_WorkplaceConduct_Nov2015

2.B - Core Component 2.B

The institution presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.

Argument

UWL is part of the University of Wisconsin System (UWS) and is governed by the UWS Board of Regents (BOR). This is clearly articulated in the catalogs and reflected on the university's organizational chart. The importance of shared governance at UWL is demonstrated on the organizational chart, as the Faculty Senate, Academic Staff Council, University Staff Council, and Student Association are linked directly to the Chancellor. The Faculty Senate has an office space in the primary administrative building on campus. The chair of Faculty Senate is reassigned from half of their teaching load and the Senate has a 0.5 FTE University Staff member to facilitate completion of Senate business.

UWL's external communications are coordinated through the office of University Communications, which include News & Marketing, Web/Interactive Communications, and Creative Services. University Communications works with members of the campus community to:

- develop university-wide alumni pieces including a semiannual magazine, monthly e-newsletters, and semiannual college alumni newsletters;
- publish the Campus Connection each week of the academic year, an electronic compilation of weekly news stories as well as messages about upcoming campus events, meetings, and campus kudos to faculty, staff, and students;
- manage the University's website and social media presence; and
- provide an updated integrated marketing guide and brand toolkit for campus users.

The institution presents itself clearly and completely to its students and to the public through several outlets. UWL participates in the Voluntary System for Accountability (VSA), a collaborative project with Association of Public and Land Grant Universities and American Association of State Colleges and Universities. The College Portrait of Undergraduate Education is the externally-facing component of VSA participation, and UWL reports student learning outcomes, graduation and retention rates, success and progress rates for both new students and students transferring into UWL, and utilizes the net price calculator provided by VSA College Portrait.

UWL reports annual accountability metrics through UWS. The metrics reflect UWS's strategic priorities or are required by state legislation (see s.36.65, Wis. Stats.). UWS uploads the data for publication from UWL data submitted through the Central Data Request (referenced in CC 2.A.), and UWL provides supplemental information to the UWS dashboard through its UWL Values website.

All students, both domestic and international students, are recruited and admitted for study at UWL through the Admissions Office. The Admissions Office follows the American Association of Collegiate Registrars and Admissions Counselors (AACRAO) statements for ethics and practice as they relate to recruitment and admission of students to UWL.

Academic Programs: A complete list of UWL's academic programs can be found both on the university website and in the undergraduate and graduate catalogs. UWS publishes all UWS

institution programs of study on the University of Wisconsin Higher Education Location Program (HELP) website. HELP is a program of UW-Extension that assists with outreach and coordination of resources across all campuses in the UWS.

Requirements: Requirements for admission to UWL for both undergraduate (new first-years and transfers) and graduate programs can be found on the Admissions pages of the university website.

Faculty and Staff: The faculty and staff roster 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.

Costs to Students: The UWL cashier's office publishes the tuition and fees schedules for each term for each type of student on its website. Required segregated fees that fund many campus offices are disclosed to students on the website; for example, students pay a textbook rental fee in their segregated fees. Cashier's also provides a basic room and board cost on their disclosure. Billing reminders are emailed to students at their university email address approximately two weeks after classes begin for the semester.

Both the Admissions website and the Financial Aid website provide information about annual cost of attendance; the dining website includes information about meal plan costs; and the residence life website includes information about room rates. The Financial Aid website maintains a consolidated Consumer Information page with required disclosures for students related to Title IV Financial Aid.

Control: The UWS BOR has primary responsibility for governance of the system (s.36.09, Wis. Stats.). This is also stated in the Undergraduate and Graduate catalog.

Accreditation Relationships: Accreditation relationships are listed clearly in the undergraduate and graduate catalogs under the heading of Accreditation.

Sources

- AA_Admissions_GraduateAdmGuidelines_Nov2015
- AA_Admissions_NewFYAdmGuidelines_Nov2015
- AA_Admissions_TransferAdmGuidelines_Nov2015
- AA_IRAP_UWLCollegePortrait_Nov2015
- AA_Records_GraduateCatalog_201516
- AA_Records_GraduateCatalog_201516 (page number 8)
- AA_Records_GraduateCatalog_201516 (page number 29)
- AA_Records_UndergradCatalog_201516
- AA_Records_UndergradCatalog_201516 (page number 13)
- AA_Records_UndergradCatalog_201516 (page number 16)
- AA_Records_UndergradCatalog_201516 (page number 691)
- AACRAO_EthicsPractice_Nov2015
- ADV_UniversityCommunications_AlumniPublications
- ADV_UniversityCommunications_CampusConnectionScreenshot_Nov2015
- AF_Cashiers_FeeInformation_Dec2015
- AF_Cashiers_TuitionandFees201516_Dec2015
- Chancellor_UniversityOrgChart_December2015
- StateofWI_Chapter36WisStats_Nov192015
- StateofWI_Chapter36WisStats_Nov192015 (page number 2)

- StateofWI_Chapter36WisStats_Nov192015 (page number 30)
- UWSA_2015AccountabilityReport_TransmittalLetter_Sept2015

2.C - Core Component 2.C

The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity.

1. The governing board's deliberations reflect priorities to preserve and enhance the institution.
2. The governing board reviews and considers the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
3. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties when such influence would not be in the best interest of the institution.
4. The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.

Argument

1./2. As noted in CC 2.A., the Governing Board of the University of Wisconsin System (UWS), to which UWL belongs, is the 18-member University of Wisconsin Board of Regents (BOR). Sixteen members of the BOR are appointed by the Governor, subject to confirmation by the Wisconsin Senate. From the BOR website:

"Of these 16 members, 14 serve staggered, seven-year terms and two are ex-officio members. The two ex officio members are the state superintendent of public instruction and the president or designee of the Wisconsin Technical College System Board. Two UW System students are appointed to the Board for two-year terms; one of the two is a non-traditional student."

Under s. 36.09(1), Wis. Stats., the BOR:

"shall enact policies and promulgate rules for governing the system, plan for the future needs of the state for university education, ensure the diversity of quality undergraduate programs while preserving the strength of the state's graduate training and research centers and promote the widest degree of institutional autonomy within the controlling limits of system-wide policies and priorities established by the board."

BOR responsibilities enumerated in ch. 36, Wis. Stats., include:

- appointing a president for the UWS and a chancellor for each institution (s. 36.09(1)(e);
- allocating funds and adopting budgets for the respective UWS institutions (s. 36.09(1)(h));
- establishing policies for admission for enrollment to UWS institutions (s. 36.11(3));
- maintaining a "computer-based" credit transfer system between UWS institutions (s. 36.11(3));
- conferring degrees and diplomas (s. 36.11(7));
- setting tuition rates for students (s. 36.27(1));
- establishing rules and procedures to grant sabbatical leave to faculty (s. 36.11(17));
- reporting to the Legislature each year on each campus's approach to educating incoming students about sexual assault and sexual harassment (s. 36.11(22));
- paying membership dues to the Midwestern Higher Education Compact (which permits UWL to participate in a tuition-reduction program for nonresident students) (s. 36.11(52)); and,
- directing each institution to establish policies and procedures to protect students from

discrimination (s. 36.12(2)).

The BOR also approves new degree programs; grants faculty tenure appointments (based on tenure processes adopted at the campus level); and approves building projects at the individual campuses.

Central administration (UW System) assists the BOR and President of the UWS with policy implementation and development. UWS staff coordinate regular meetings with the Chancellors; the Provosts; Chief Financial Officers; and others to provide information updates and solicit feedback on proposed policy changes from the campus-level perspective.

3. Regent Policy Document 2-2 details the Statement of Expectation for BOR Members. Board members are expected to, among other duties:

- be well-informed about the UWS, including the "special mission and character" of each UWS institution;
- actively participate in the work of the BOR and represent the "public interest in general and not the interest of any particular constituency"; and
- adhere to the standards of conduct for public officials as set forth in the Wisconsin Code of Ethics for Public Officials and Employees.

The Ethics Code also applies to UWL employees. The Wisconsin Government Accountability Board provides extensive guidance to the application of the Ethics Code. In summary, public officials and employees should not use their public position for private benefit, including offering or providing influence in exchange for campaign contributions.

4. Day-to-day management of each institution is delegated from the BOR to the institution's chancellor. Chapter 36, Wis. Stats., states,

> *"The [Board of Regents] shall delegate to each chancellor the necessary authority for the administration and operation of the institution within the policies and guidelines established by the board"* (s.36.09(1)(f)), and;

> *"The chancellors shall be the executive heads of their respective faculties and institutions..."* (s.36.09(3)).

2015 Wisconsin Act 55 (the 2015-17 State of Wisconsin biennial budget) made significant changes to Chapter 36, Wis. Stats., the statute governing operations in the UWS. Prior to adoption of Act 55, s. 36.09(4), Wis. Stats., stated:

> *"The faculty of each institution, subject to the responsibilities and powers of the board, the [UW System] president, and the chancellor of such institution, shall be vested with responsibility for the immediate governance of such institution and shall actively participate in institutional policy development.* **As such, the faculty shall have the primary responsibility for academic and educational activities and faculty personnel matters."**

Section 36.09(4), Wis. Stats., now states:

> *"The faculty of each institution, subject to the responsibilities and powers of the board, the [UW System] president, and the chancellor of such institution,* **shall have the primary responsibility for advising the chancellor regarding academic and educational activities and faculty personnel matters**."

The new language also clarifies its intent of the term "subject to" in certain provisions of the statute, indicating the intent is *"subordinate to the responsibilities and powers"*.

Sources

- StateofWI_Chapter19WisStats_Nov192015
- StateofWI_Chapter36_PRIORTOACT55
- StateofWI_Chapter36_PRIORTOACT55 (page number 4)
- StateofWI_Chapter36WisStats_Nov192015
- StateofWI_Chapter36WisStats_Nov192015 (page number 2)
- StateofWI_Chapter36WisStats_Nov192015 (page number 3)
- StateofWI_GAB_StandardsofConduct_Dec2014
- UWSA_BoardofRegents_WebpageIntro_Dec2014
- UWSA_RegentPolicyDocs_Nov13
- UWSA_RegentPolicyDocs_Nov13 (page number 9)
- UWSA_RegentPolicyDocs_Nov13 (page number 11)

2.D - Core Component 2.D

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

Argument

The pursuit of truth remains at the heart of the stated mission of the UW System (UWS):

> "*Basic to every purpose of the system is the search for truth*" *(s. 36.01(2), Wis. Stats.).*

As a public institution, UWL has a particular responsibility to uphold the right to freedom of expression. In doing so, UWL has drafted Principles Regarding Freedom of Speech and Inclusion to outline the intersection of freedom of expression and UWL's values. This statement has been reviewed by the Chancellor's Cabinet and will be circulated to shared governance groups in spring 2016.

The UWL Policy Against Discrimination, Discriminatory Harassment, Sexual Misconduct, and Retaliation states that discrimination is inconsistent with UWL's effort to foster an environment of response for the dignity and worth of all members of the University community, and that the University is committed to the protection of individual rights under the First Amendment (and related principles of academic freedom).

Chapter UWS 18, Wis. Adm. Code, regulates conduct on university lands. It provides guidance for lawful assemblies (picketing, rallies, parades, demonstrations and other assemblies) and allows students in the residence halls, subject to the approval of the chancellor, to establish policies and procedures under which political campaigning may be conducted in state-owned residence halls.

The principle of academic freedom is articulated in many policies that govern UWL. The undergraduate and graduate catalogs of UWL include a statement in support of freedom of thought and expression; it reads, in part:

> *"The faculty and administration...believe that it is the task of the university to make people safe for ideas, not to make ideas safe for people."*

Academic freedom is explicitly included among the considerations for which a candidate for promotion in faculty or instructional academic staff may appeal a negative decision that occurs in the process of application for promotion.

The Faculty Committee on Complaints, Grievances, Appeals, and Academic Freedom (CGAAF) was charged in 2014 with developing a UWL policy on academic freedom, following the work of an ad hoc committee of faculty and students to develop a comprehensive statement in 2013-14. CGAAF adopted the following statement and referred it to the Faculty Senate in November 2014.

> "*Academic freedom is fundamental to the mission common to higher education of fostering inquiry and increasing the sum of human knowledge and understanding. Academic freedom is the freedom to discuss and present scholarly opinions and conclusions regarding all relevant matters in the classroom, to explore all avenues of scholarship, research, and creative expression, and to*

reach conclusions according to one's scholarly discernment. It also includes the right to speak or write – as a private citizen or within the context of one's activities as an employee of the university – without institutional discipline or restraint on matters of public concern as well as on matters related to professional duties, the functioning of the university, and university positions and policies.

Academic responsibility implies the faithful performance of professional duties and obligations, the recognition of the demands of the scholarly enterprise, and the candor to make it clear that when one is speaking on matters of public interest or concern, one is speaking on behalf of oneself, not the institution."

The measure was considered by the full UWL Faculty Senate in December 2015 and adopted in January 2016.

[The UWS Board of Regents (BOR) adopted a statement on academic freedom and freedom of expression in December 2015](#).

Events in Wisconsin over the last year have generated increased awareness of the relationship between freedom of expression and academic freedom, as well as the relationship between academic freedom and tenure. Tenure for faculty throughout the UWS was removed from Chapter 36, Wis. Stats., and moved into UWS BOR policy as a result of the adoption of 2015 Wisconsin Act 55. [Numerous concerns have been expressed about the elimination of tenure from state statute](#); among them is the intersection of tenure and academic freedom.

The UWS BOR adopted the [ch. 36, Wis. Stats., language as Regent policy in June 2015](#). The Regent Tenure Policy Task Force met in fall 2015 and adopted draft tenure language in December 2015. The proposed Regent Policy Documents on [tenure, post-tenure review, and faculty layoff](#) were adopted by the UWS BOR Education committee in February 2016 with adoption by the full BOR expected at the March 2016 meeting.

Sources

- AA_Records_GraduateCatalog_201516
- AA_Records_GraduateCatalog_201516 (page number 6)
- AA_Records_UndergradCatalog_201516
- AA_Records_UndergradCatalog_201516 (page number 11)
- Chancellor_AffirmativeAction_PolicyAgainstDiscrm_March2015
- Chancellor_AffirmativeAction_StatementPrinciplesExpress_DRAFT_Jan2016
- GG_FacultySenate_BudgetResponse_Adopted_Feb12
- GG_FacultySenate_Bylaws_Sept2014
- GG_FacultySenate_Bylaws_Sept2014 (page number 5)
- GG_FacultySenate_Bylaws_Sept2014 (page number 10)
- GG_FacultySenate_Bylaws_Sept2014 (page number 11)
- StateofWI_Chapter36WisStats_Nov192015
- StateofWI_ChapterUWS18_Jan2016
- UWSA_BoardofRegents_AcademicFreedomPrinciples_Dec2015
- UWSA_BoardofRegents_EdCmte_TenureLanguage_Feb2016
- UWSA_BoardofRegents_EduCmteAgenda_June2015

2.E - Core Component 2.E

The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, students and staff.

1. The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.
2. Students are offered guidance in the ethical use of information resources.
3. The institution has and enforces policies on academic honesty and integrity.

Argument

1. The UWL Office of Research & Sponsored Programs (ORSP), in partnership with the Divisions of Administration & Finance, Academic Affairs, and Student Affairs, provides oversight and support services to ensure the integrity of research and scholarly practice by faculty, staff, and students.

The Associate Vice Chancellor for Academic Affairs provides administrative oversight for the Institutional Review Board (IRB) for the Protection of Human Subjects; the process is supported by a 0.25 FTE IRB Coordinator and 0.55 FTE IRB program assistant.

Research involving the use of animals must comply with the university's Institutional Animal Care & Use Committee (IACUC) policy, which is fully accredited by the Association for Assessment & Accreditation of Laboratory Animal Care (AALAC) International. IACUC implementation and enforcement is overseen by a 0.50 FTE IACUC Coordinator and Animal Facility Manager.

To further assure research integrity, UWL also has policies governing federal lobbying and nepotism. ORSP oversees compliance with National Science Foundation (NSF) Responsible Conduct of Research (RCR) regulations and supports an online training for faculty and students subject to RCR regulations. Research and teaching involving biohazardous materials is overseen by the Institutional Biosafety Committee (IBC); IBC administrative support is provided by the Environmental Health & Safety Office. The Environmental Health & Safety office also assures chemical and physical safety within university scholarship. To ensure transparency in federally sponsored scholarship, the Associate Vice Chancellor for Academic Affairs 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. The Provost oversees the process for reporting and investigating potential scientific misconduct, which is addressed in the Scientific Misconduct in Research policy.

ORSP reaches out to new faculty via email when they arrive on campus and the office maintains an ongoing educational presence via the monthly grant newsletter that is distributed to all campus faculty and staff via email. ORSP communicates one-on-one with individuals applying for grants to assist them through the grant application process and to maintain compliance with applicable policies and regulations.

2. The librarians at Murphy Library are available to assist students, faculty, and staff through several modes of communication, including in-person at the Reference Desk, through appointments, on the phone, and via electronic methods including text, email, and internet chat. During the school year, librarians are available to respond to the campus community at the reference desk or via phone, email,

chat or text for a total of 30 hours per week. One-on-one appointments are available from 8am until 4:30pm on weekdays, upon request. Murphy Library staff past years' reference statistics to determine the most efficient reference hours.

Librarians at Murphy Library compile guides to assist students, faculty, and staff obtain information on specific academic subjects as well as topics of importance to scholarship and research. Guides include specific topics related to citing sources; copyright; and plagiarism. Ethical use of information issues is also mentioned in other guides as well. Students can also use research assistance tools and can connect with librarians through the modes described above to ask for assistance about citations or copyright.

Information literacy is a required component of some classes on campus. For example, Communicating Effectively (CST 110) is a required general education course for all UW-La Crosse undergraduates. All students in CST 110 are required to complete the Murphy Library Information Literacy unit. CST 110 course materials were developed in collaboration between Murphy librarians and faculty in the Communication Studies department. The Library also offers customized library instruction and information literacy sessions in classes of all levels, at the instructor's request.

Tutorials have been created for basic library help. Five of them were created in conjunction with CST instructors, funded by a CATL grant, using a software product called Guide on the Side. This product enables students to complete the activities and interactive quizzes associated with the informational literacy modules in real time. A series of video tutorials is underway.

Murphy Library, in its classroom information literacy program, teaches students about the importance of referencing sources and respecting copyright. The Access Services Librarian in Murphy Library is available for consultation with faculty and staff concerning copyright and fair use of resources in the classroom. Copyright and fair use has been a topic presented by Murphy Library staff through faculty and staff seminars provided by the Center for Advancing Teaching and Learning. Murphy Library has also hosted webinars to communicate with faculty members about changes in scholarly communications and Open Access scholarship.

Murphy Library annually hosts a "Freedom to Read" event during national Banned Books Week to bring attention to intellectual freedom and the dangers of censorship.

3. Policies on academic honesty and integrity are reinforced in classroom training and materials. The Student Life Office facilitates awareness around the topic of academic honesty and integrity for both faculty and students through a variety of means.

Faculty awareness and education begins each academic year with an email containing a link to the Academic Misconduct Guide, providing faculty with the protocol for incidents of academic misconduct. This guide is also available on the Student Life website under the Resources for Faculty section. Student Life staff also present at the Chairs meeting, which includes department chairs from all academic departments, at the beginning of the academic year. Academic misconduct is one of the topics they discuss with the Chairs. The Student Life Office also offers individual consultation with faculty regarding academic honesty and integrity. The plagiarism detection software Turnitin is also available for instructors to to use through the learning management system.

Chapter UWS 14, Wis. Adm. Code, outlines student academic disciplinary procedures. The UWL Student Handbook incorporates this information for students. Additional information is provided through statements on course syllabi, which are included as part of the syllabi construction handout

provided to faculty by Academic Affairs; dedicated resources on the Murphy Library website; and a poster series campaign. The Student Handbook is accessible online and includes detailed information regarding the procedures related to student academic misconduct. CST 110, a required course for graduation for all UWL students, includes a plagiarism tutorial that explains the concept of plagiarism by providing examples, as well as directing students to campus resources that area available to assist them in avoiding academic misconduct, such as the Writing Center. "Academic integrity matters. Earn your degree." is the tagline being used in the poster series campaign. The campaign posters are present in spaces that have high student traffic, such as residence halls, academic buildings, the Student Center, and the Recreational Eagle Center.

Sources

- AA_CATL_WorkshopSchedule_201314
- AA_CATL_WorkshopSchedule_201314 (page number 6)
- AA_IACUC_Accreditation_Nov2015
- AA_IRB_Protocols_Sept2015
- AA_MurphyLibrary_CST110_LibraryDayInfo_Dec2014
- AA_MurphyLibrary_FinePrint_Fall2015
- AA_MurphyLibrary_FinePrint_Fall2015 (page number 9)
- AA_MurphyLibrary_FreedomtoRead_Sept2015
- AA_MurphyLibrary_LibraryGuides_Dec2015
- AA_MurphyLibrary_LibraryGuidesAcademicIntegrity_Oct2014
- AA_MurphyLibrary_OpenAccessConversation_Fall2015
- AA_MurphyLibrary_ReferenceServices_Nov2015
- AA_MurphyLibrary_Tutorials_Dec2015
- AA_ORSP_BiosafetyCommittee_Nov2015
- AA_ORSP_ChemicalPhysicalSafety_Nov2015
- AA_ORSP_CompliancePoliciesWebpage_Nov2015
- AA_ORSP_FCOI_Nov2015
- AA_ORSP_GrantNews_Oct2015
- AA_ORSP_SMIR_Nov2015
- AA_Provost_SyllabiPreparation_Nov2015
- SA_StudentLife_AcademicIntegrityPosters_Fall2014
- SA_StudentLife_AcademicMisconductGuide_Oct2014
- SA_StudentLife_StudentHandbook_Nov2015
- SA_StudentLife_StudentHandbook_Nov2015 (page number 2)
- StateofWI_ChapterUWS14_Jan2016

2.S - Criterion 2 - Summary

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

Summary

There is no argument.

Sources

There are no sources.

3 - Teaching and Learning: Quality, Resources, and Support

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

3.A - Core Component 3.A

The institution's degree programs are appropriate to higher education.

1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.
2. The institution articulates and differentiates learning goals for undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.
3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

Argument

1. UWL degree candidates must complete the degree requirements set forth in the Undergraduate Catalog and Graduate Catalog. Each degree has its own requirements; associate degree, baccalaureate degree, and graduate degree. The processes for ensuring that courses and programs are current are established by the Faculty Senate and carried out by academic departments. Faculty Senate policies state that it is the responsibility of academic departments to continually assess their courses to recommend and implement suitable revisions and to keep current on and develop new ways of teaching and learning in the discipline.

UWL has a comprehensive process for curriculum review. All curriculum changes, additions and deletions are approved by one or more Faculty Senate committees: Academic Planning Committee, Undergraduate Curriculum Committee, Graduate Curriculum Committee, and/or General Education Committee. These committees are provided coordination and support from the Office of Records and Registration (Registrar) and have the primary responsibility for review and approval of new curricula or changes of curricula for students in the various academic programs.

Course proposals follow a process outlined here. The originating department first reviews the proposal, followed by the college Dean's Office, the college curriculum committee (when appropriate), and the Director of the School of Education, if it affects any of the teacher education programs. In the case of new programs or new degrees (process here), the Faculty Senate Academic Planning Committee is also involved in the review and approval of the proposal.

UWL students demonstrate learning gains in their degree programs, evidencing levels of performance that are appropriate for the degree awarded. At the undergraduate level, UWL participated in the Collegiate Learning Assessment (CLA) in 2010-11. Results for UWL generated a value-added score of 1.59, placing the University at a level above 96 percent of other schools that administered the CLA, demonstrating substantial learning gains for students earning a bachelor's degree from UWL. 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 PANCE (Physician Assistant National Certifying Exam).
- UWL physical therapy program graduates since 2012 have posted a 100 percent first-time pass rate on the NPTE (National Physical Therapy Exam).
- UWL Athletic Training program graduates have a 97 percent first-time pass rate on the Board of Certification (BOC) exam; the national rate is 78 percent.

Externally accredited programs are kept current in their disciplines through external review processes that generally include current practitioners in the field. Several departments have admission requirements that necessitate a certain level of performance by students in order to be accepted into the major or program. Some examples of admission requirements into UWL majors/programs include the College of Business Administration, Teacher Education programs, and Radiation Therapy program (among others).

All academic programs, regardless of modality or location, participate in the Academic Program Review (APR) process. APR is structured at either the department level or free-standing program level; for example, if one major within the department is externally accredited. All programs are reviewed at least once within a seven-year time frame. The APR process is detailed in CC 4.A.

2. Each program at UWL establishes student learning outcomes (SLOs). The program SLOs are published on the university's assessment website through Institutional Research. The SLOs are different depending on the level of degree awarded. Departments currently assess student learning on a biennial cycle. Assessment of student learning is discussed in detail in the response to CC 4.B.

The faculty of the university review curricular proposals through the Undergraduate Curriculum Committee and Graduate Curriculum Committee to ensure the learning goals are appropriate for the level of degree and the resources of department or program are able to support student achievement of stated goals.

3. UWL has a template outlining guidelines for content to be included on course syllabi. All courses and programs follow established review and approval processes, regardless of location or modality of course delivery. Consortial degree programs are also reviewed through the same procedure as degree programs where all content is offered by UWL. UWL does not have contractual arrangements where the other partner is delivering 25 percent or more of the curriculum.

Online education at UWL is supported through the Center for Advancing Teaching and Learning (CATL) and the Director of Online Education. UWL has funds available to support instructors who are interested in developing online courses. Faculty and staff are required to successfully complete the Online Instructor Training, facilitated by an instructional designer, if they want to apply for funds to develop an online course. The Director of Online Education and the instructional design team typically review the funded courses using the online course evaluation guidelines prior to the online course being offered to students. UWL also participates in the Online Learning Consortium (OLC) Quality Scorecard to evaluate the administration of online programs.

UWL dual credit courses comply with UW System policies on dual credit. The high school teacher is required to have at least a master's degree, and a faculty member in the discipline must serve as the instructor of record, oversee the course and syllabus, and enter the student grades into the record.

Sources

- AA_CATL_OnlineCourseEvaluationGuidelines_May2014
- AA_CATL_OnlineInstructorTraining_Jan2016
- AA_IRAP_CLAResults_201011
- AA_IRAP_SLOsByProgram_Sept2015
- AA_Provost_SyllabiPreparation_Nov2015
- AA_Records_CourseApprovalFlowChart_Dec2015
- AA_Records_GraduateCatalog_201516
- AA_Records_GraduateCatalog_201516 (page number 28)
- AA_Records_ProgramProposalApprovalFlowchart_Dec2015
- AA_Records_UndergradCatalog_201516
- AA_Records_UndergradCatalog_201516 (page number 58)
- AA_Records_UndergradCatalog_201516 (page number 64)
- AA_Records_UndergradCatalog_201516 (page number 500)
- AA_Records_UndergradCatalog_201516 (page number 511)
- AA_SAH_AthleticTraining_CAATEResults
- AA_SAH_HealthProfessions_PANCE_PassRates
- AA_SAH_PT_NPTE_PassRates_Jan2016
- AA_SAH_SAHNEWS_PhyAsstFeature_Winter201415
- GG_FacultySenate_Bylaws_Sept2014
- GG_FacultySenate_Bylaws_Sept2014 (page number 3)
- GG_FacultySenate_Bylaws_Sept2014 (page number 8)
- GG_FacultySenate_Bylaws_Sept2014 (page number 13)
- GG_FacultySenate_Policies_Nov2015
- GG_FacultySenate_Policies_Nov2015 (page number 2)
- GG_FacultySenate_Policies_Nov2015 (page number 11)

3.B - Core Component 3.B

The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.

1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.
2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
3. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.
4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.
5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution's mission.

Argument

1. Three mission statements guide UWL and at least one component of each explicitly states the institution's role as a comprehensive university based in the liberal arts.

- The University of Wisconsin System (UWS) Mission includes "developing in students heightened intellectual, cultural, and humane sensitivities; scientific, professional, and technological expertise; and a sense of value and purpose."
- The Core Mission of the University Cluster of the UWS includes the idea that each institution will "offer a core of liberal studies that supports university degrees in the arts, letters and sciences."
- Finally, the Select Mission of the University states that UWL is "grounded in the liberal arts" and "prepares students to take their place in a constantly changing world community."

As noted in the Undergraduate Catalog, *"The primary purpose of general education is to cultivate knowledge, skills, and dispositions essential for independent learning and thinking. As a result of general education, students will be more knowledgeable in a wide variety of subject matter areas; and also better able and more willing to ask significant questions, seek appropriate solutions to complex problems, make sound judgments and formulate rational beliefs."*

The General Education (GE) program - directed by the Faculty Senate's General Education Committee (GEC) and assessed in partnership with the Faculty Senate's General Education Assessment Committee (GEAC) - demonstrates the university's commitment to the liberal arts and develops a foundation of skills and knowledge students need for more advanced learning. GE courses utilize the expertise of the faculty from across the institution who are trained in the relevant disciplines included in the program.

The GE program includes required coursework in both:

fundamental skills

- Category 1: tools for skilled communication (speech and writing); and
- Category 2: tools for structured analysis and communication (mathematics and modern languages).

and liberal studies; a survey of essential areas of academic inquiry:

- Category 3: multicultural perspectives
- Category 4: global understanding
- Category 5: natural sciences
- Category 6: social sciences
- Category 7: humanistic studies
- Category 8: aesthetic appreciation
- Category 9: personal well-being

All undergraduates who complete a degree from UWL complete the GE program; students who transfer to UWL must demonstrate completion of equivalent coursework, and the GE program serves as the basis for the UWL Associate Degree. The GEC is the oversight body for the Associate Degree curriculum.

Students must also complete two writing emphasis courses or complete a major that has a writing-in-the-major program.

Records and Admissions update the GE brochure annually to provide to incoming students during summer registration.

2. The purpose and content of the UWL GE program are articulated in the undergraduate catalog. The GE program consists of two major components: Fundamental Skills, including literacy, mathematics, logical systems, and modern languages; and Liberal Studies, referring to the development of understanding and appreciation for societal issues through inquiry-based teaching. As noted above, within the two components there are nine broad categories of courses from which students choose to meet the requirements of the program.

The GE program is based on a framework developed by UWL and adopted in 1990. Site visits in both 1996 and 2006 noted concerns about the GE program at UWL, with the 2006 site visit team noting "evidence presented [during their visit] indicated the persistent lack of campus-wide commitment or involvement [with the General Education program], despite the [1996] recommendation."

Following the 2006 site visit, significant changes were initiated to the structure and process for assessing GE courses and working to improve the GE program, as outlined in monitoring reports submitted in 2009, 2010, and 2011. The 2011 report was accepted with no requests for further reports on the topic until the current comprehensive evaluation. Numerous faculty, through participation in both GEC and GEAC, teaching GE courses, and participating in assessment, have been engaged in the GE program in the past ten years.

Progress has continued since 2011 to incorporate assessment feedback into the individual courses within the GE program and to use those assessments to improve the overall program. Through the 2013-14 academic year, faculty chose one of the 28 learning outcomes to assess their general education courses. Multiple sections of the same course used a common assessment task to address the outcome.

In 2013-14, the GEC developed revised Student Learning Outcomes (SLOs) for the GE program, which were approved by Faculty Senate in spring 2014. The new SLOs correspond closely to the UWS's Shared Learning Goals, adopted by the UWS Board of Regents in December 2008, and the Essential Learning Outcomes developed by the Liberal Education and America's Promise (LEAP) program of the Association of American Colleges and Universities (AAC&U).

In addition to the UWS Shared Learning Goals, UWL includes student understanding of aesthetic perspectives and meaning as a learning outcome of the GE program. This inclusion was based in UWL's tradition of shared governance and faculty control of the curriculum for the GE program. Faculty carefully considered adoption of the UWS/LEAP learning outcomes and have investment and commitment to the adopted SLO structure. As a result, the SLOs for the GE program encompass broad knowledge and intellectual concepts (human cultures and the natural world, aesthetic perspectives and meaning) and develop skills (critical and creative thinking, effective communication) and attitudes (interaction in intercultural contexts and individual, social, and environmental responsibility) the institution believes should be possessed by every college graduate.

The GEC works to communicate program changes to faculty colleagues and inform them about the importance of assessment and review of the GE program. For example, in August 2014, the Chair of the GEC presented at individual college and school fall semester meetings. The presentation provided an overview of the process used for assessment of the GE program, including the newly-revised GE SLOs. The presentation was designed to meet two additional goals: to encourage instructors to engage in the intellectual challenge of assessing a GE program spanning the entire range of academic disciplines taught at the university, and to highlight the benefits of GE assessment for individual departments and instructors. In this way, the entire university community was informed of the changes recently made to the assessment process, and brought into the discussion regarding how and why we assess GE.

In the 2014-15 school year, the GEC undertook several important efforts; among them were discussions to integrate communication between the GEC and GEAC. This resulted in recommendations for bylaw changes for both the GEC and GEAC.

3. Undergraduate students are provided opportunities to collect, analyze, and communicate information; master modes of inquiry or creative work; and develop skills adaptable to changing environments through the GE program and through specific work in their major.

Collect, analyze, and communicate information: Students are required to complete the College Writing and Communicating Effectively requirement prior to earning 60 university credits. Students are also required to refine their writing skills through completing either the Writing in the Major program or Writing Intensive courses.

Master modes of inquiry or creative work: The GE program exposes students to a variety of modes of inquiry or creative work. For example, in addition to the speech and writing requirements, all students must complete a history course, at least one mathematics course, a natural laboratory science course, two courses in arts appreciation, and one course in health and well-being. In this way, all UWL undergraduates are exposed to ways of thinking outside the discipline of their selected major.

Course-embedded assessments are used to assess student learning in the GE program (described in CC 4.B.). From 2010 to 2015, 83 percent of student works assessed were rated competent or above.

Beyond the GE program, participation in undergraduate research or creative projects is an area of

emphasis for UWL students. In the 2014-15 school year, undergraduates completed over 7,000 courses with an undergraduate research component. These undergraduate research opportunities help students develop a more sophisticated understanding of intellectual inquiry and creative work.

Develop skills adaptable to changing environments: Culminating senior experiences are designed to provide the opportunity for undergraduate students to synthesize what they've learned and apply it in a new context or to answer a new question. 62 percent of UWL seniors on the 2014 NSSE reported participating in a culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio) prior to graduating, and these seniors also reported that their experience at UWL has contributed to their ability to solve complex real-world problems at a statistically higher rate than comparison groups. As noted in CC 3.A., UWL seniors completing the 2011 CLA demonstrated substantial learning gains during their UWL experience.

Students take the skills and attitudes gained from a UWL education into the workforce and further education opportunities. In 2013-14, 820 UWL students participated in internships coordinated through the UWL Career Services Cooperative Education and Internship Program, and 60 percent of seniors reported participating in an internship, clinical placement, or other experiential learning on the 2014 NSSE, a rate 5 to 14 percentage points higher than comparison groups.

Graduate programs at UWL are professional preparation programs and coursework focuses on communicating information, developing modes of inquiry, and teaching the skills needed to succeed in the profession for which the student is preparing through graduate study. In addition to coursework that focuses on critical thinking, the majority of 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 from program to program, they include theses, major projects, internships, and clinical experiences.

4. As noted in the response to CC 1.C., diversity and inclusion is a stated value of UWL. The GE program guide states: *"An essential goal of general education is to improve students' understanding of and sensitivity to cultural diversity in the United States."* The GE program has an intercultural SLO, where students complete at least one course in minority cultures or multiracial women's studies. This requirement also extends to undergraduate transfer students.

The Department Chair of Women's, Gender, and Sexuality Studies also serves in a half-time position within the Center for Advancing Teaching and Learning (CaTL) as Inclusive Excellence Coordinator. In this role, the coordinator focuses on training for faculty to help reduce equity gaps between white students and students of color; improve the classroom climate for all students; and add diversity to course content. The IE coordinator has consulted with UWS for several years to enact strategies to address stereotype threat for students from underrepresented populations and specific learning opportunities for faculty in working with students from diverse backgrounds including students with disabilities and English language learners.

Encouraging students to participate in international experiences is another component of diversity education at UWL. 23 percent of UWL seniors responding to the 2014 NSSE reported participating in the high-impact practice of studying abroad, significantly above the rates reported by peer institutions. In 2015-16, UWL offered over 300 study abroad programs through partners, providers, or faculty in 71 countries.

5. UWL is committed to the core of its mission: teaching and learning. The pursuit of research and artistic endeavors is integral to the classroom experience of our students.

UWL has a particular focus on undergraduate research as part of its undergraduate experience. Participating in undergraduate research is recognized as a high-impact practice for student success by the AAC&U LEAP initiative. Twenty-nine percent of UWL seniors in 2014 reported conducting research with a faculty member, a significantly higher percentage than the participation rates at our peer institutions.

UWL has invested in the staff, structures, and funding necessary to provide a superior undergraduate research experience to students. In 2009, the Office of Undergraduate Research & Creativity (URC) was formed to help coordinate and provide guidance to undergraduate research activities at a campus-wide level. The office has three staff: a full-time coordinator, a graduate assistant, and a professor with a 50 percent teaching reassignment in the office. Undergraduate research opportunities are one component of the key metrics the University Joint Planning & Budget committee reviews annually regarding the Growth, Quality & Access program; in FY2015, $277,000 was awarded for undergraduate research, and students successfully completed 7,027 undergraduate courses with a research component.

UWL hosted the National Conference on Undergraduate Research (NCUR) in 2009 and 2013. Attendance at the 2013 NCUR set a new record with 3,500 attendees. In September 2013, UWL was included by U.S. News and World Report on a list of 39 institutions with "A Focus on Student Success" for undergraduate research and creative projects.

Some examples of innovative programs from the Office of Undergraduate Research and Creativity include:

- The Eagle Apprenticeship program and the Veteran Research Scholars programs match incoming first-year students with faculty mentors to introduce the students to the concept of undergraduate research.
- The Policy Research Network gives undergraduates the opportunity to analyze real-world problems and provide common sense solutions for civic leaders. Final drafts of the reports are reviewed by a faculty committee and are later made public. Questions posed from community and government leaders are posted on the network's website. Clients have included La Crosse County Aging Unit Director Noreen Holmes and U.S. House of Representatives member Ron Kind.

UWL faculty serve as mentors for hundreds of students engaged in hands-on research and creative activities in their field of study. Outside of the classroom students typically collaborate with a faculty mentor on a common project, write competitive grants to fund the research and travel, and present their work at conferences. This advanced mode of teaching requires time and commitment, up front, to train students properly and assist them through the process. The culture of undergraduate research that has made UWL a national leader was inspired by our classroom curricula where strong emphasis is placed on hands-on experiences such as inquiry-based science laboratory classes associated with most lectures, grant and proposal writing embedded in social science courses, and studio and performance work as the primary component of our arts programs.

Faculty are reviewed for promotion and tenure, in part, based on the nature of their scholarly work. Pursuing sources of external funding has been of increased importance since the last site visit, given the continued decline in state support for UWL's budget. In 2014-15, the UWL grants office recorded $4.4 million dollars in awards for grants and sponsored research contracts by UWL faculty and staff. This is inclusive of 152 total awards (123 non-federal and 29 federal).

Here are a few specific examples of research and scholarship projects by UWL faculty:

- [The UWL River Studies Center is a significant contributor to research about the effects of mercury pollution in the lakes and rivers of the Upper Midwest](#). The River Studies Center has secured $1.8 million in grant funds over the last five years to support mercury pollution research.
- In January 2015, UWL associate professor of chemistry Heather Schenck was named a UWS Regent Scholar. [Regent Scholars](#) were selected based on projects that combine research opportunities for undergraduate students with potential for contribution to economic development. [Dr. Schenck's research focuses on small chemical structures with applications to medicine and industry.](#)
- [The Mycophyte group submitted the first-ever patent application from UWL](#).
- [The "Hear, Here" project, led by Dr. Ariel Beaujot,](#) integrates the stories of local residents into the larger historical context of downtown La Crosse. Signs in downtown are linked to a mobile phone system where individuals can call to hear the collected stories of everyday people that are connected to that location.
- Students in [Dr. Mary Hamman's Labor Economics](#) course consulted with local businesses to provide solutions to their specific workforce needs, such as recruitment and retention of employees.
- [Faculty in the School of Education revised coursework to include undergraduate research opportunities](#).

As a regional cultural center, UWL provides students, staff and the community experiences in art, communication, music, and theatre. In 2014, the School of Arts and Communication hosted the first UWL Creative Imperatives Festival which brought together UWL students, faculty and distinguished guests to lead workshops, perform, lecture and stimulate thought and creativity. The 2014 Festival provided over 25 events, including sessions with four distinguished visiting guests. The [2015 Creative Imperatives](#) Festival offered over 40 events that were free and open to the public to explore and learn more about the creative and performing arts at UWL. [The 2016 Festival is titled "Curiosity and Wonder: The Intersection of Art and Science."](#)

Cultural opportunities provided by the four departments within the School of Arts and Communication include:

- [The University Art Gallery offers six shows per year](#), and student artists in the Department of Art exhibit their work at various on- and off-campus venues. ([Feature on UWL Printmaking program.](#))
- The Department of Communication Studies sponsors or co-sponsors visiting scholars 5-6 times each academic year and students produce programming on the cable-TV station WMCM-TV.
- Faculty and students in the Department of Music present more than 30 concerts or recitals each semester. ([Feature on faculty in the Department of Music.](#))
- In addition to the 10-15 senior shows and master classes, the Department of Theatre Arts annually offers five main stage (examples [Rumors](#) and [A Christmas Carol](#)) and two studio productions.

Sources

- 2029 20060423 Continued Accreditation - Team Report
- 2029 20060423 Continued Accreditation - Team Report (page number 15)
- AA_CareerServices_CEIP_201314
- AA_CATL_InclusiveExcellenceWorkshops

- AA_CATL_StereotypeThreatWorkshop
- AA_CBA_BuildingBridges_Fall2015_LaborEconomics
- AA_CLS_ArtGallery_2016Schedule
- AA_CLS_Capstone_Fall2014_Printmaking
- AA_CLS_Capstone_Fall2015_CreativeImperatives2016
- AA_CLS_Capstone_Fall2015_UndergradResearch
- AA_CLS_Capstone_Spring2014_AChristmasCarol
- AA_CLS_Capstone_Spring2015_HearHere
- AA_CLS_Capstone_Spring2015_MusicFaculty
- AA_CLS_Capstone_Spring2015_Rumors
- AA_IRAP_CLAResults_201011
- AA_IRAP_GenEdSLOSummary_2010to2015
- AA_IRAP_GQA_Benchmarks_Nov2015
- AA_IRAP_GQA_Benchmarks_Nov2015 (page number 7)
- AA_IRAP_NSSE_SelectResults_2014
- AA_IRAP_NSSE_SelectResults_2014 (page number 4)
- AA_IRAP_NSSE_SelectResults_2014 (page number 15)
- AA_ORSP_FY2015GrantContractAwardSummary
- AA_Provost_SyllabiPreparation_Nov2015
- AA_Records_GenEdBrochure_May2015
- AA_Records_GraduateCatalog_201516
- AA_Records_UndergradCatalog_201516
- AA_Records_UndergradCatalog_201516 (page number 54)
- AA_Records_UndergradCatalog_201516 (page number 55)
- AA_SAC_CreativeImperativesProgram_March2015
- AA_SAH_SAHNews_MycophyteFeature_Summer2014
- AA_SAH_SAHNews_Winter201314_MercuryResearch
- AA_SAH_SAHNews_Winter201314_YerLor
- AA_SOE_EagleEdge_UndergradResearch_Fall2015
- AA_URC_EagleApprentices_Jun2014
- AA_URC_PolicyResearchNetwork_Spring2014
- AACU_CollegeLearningNewGlobalCentury_2008
- AACU_CollegeLearningNewGlobalCentury_2008 (page number 7)
- AACU_HIP_TABLES
- Chancellor_AssessmentMonitoringReport_Sept2011
- Chancellor_AssessmentMonitoringReport_Sept2011 (page number 58)
- Chancellor_GeneralEducationMonitoringReport_January2009
- Chancellor_GeneralEducationMonitoringReport_January2010
- Chancellor_UWLMissionStatements_Flowchart_Nov2015
- GG_FacultySenate_GEAC_Policies_Procedures_SLOs_May2014
- GG_FacultySenate_GEAC_Policies_Procedures_SLOs_May2014 (page number 9)
- GG_FacultySenate_GEAC_Policies_Procedures_SLOs_May2014 (page number 13)
- GG_FacultySenate_GEC_CollegeMeetingUpdate_Aug2014
- GG_FacultySenate_GEC_FinalReport_201415
- GG_FacultySenate_GEC_GEAC_bylawchanges_May72015
- GG_FacultySenate_GeneralEducationProgramORIGINAL_August1990
- GG_FacultySenate_GeneralEducationProgramORIGINAL_August1990 (page number 30)
- SA_ResidenceLife_LivingLearningCommunities_Dec2014
- UWSA_BoardofRegents_SharedLearningGoalsAdoption_Dec2008
- UWSA_BoardofRegents_SharedLearningGoalsAdoption_Dec2008 (page number 6)

- UWSA_RegentPolicyDocs_Nov13
- UWSA_RegentScholarAnnouncement_Feb2015
- UWSA_RegentScholarApplicationLetter_Oct2014

3.C - Core Component 3.C

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

1. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.
2. All instructors are appropriately qualified, including those in dual credit, contractual, and consortial programs.
3. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
4. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.
5. Instructors are accessible for student inquiry.
6. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.

Argument

1. In Fall 2015, 616 faculty and instructional academic staff were employed at UWL, and 74 percent of UWL faculty are tenured or tenure-track. 84 percent of faculty and instructional academic staff possess a terminal degree in their discipline.

The student-to-faculty ratio at UWL is 18:1, a decrease from the time of the last HLC site visit when the student-to-faculty ratio was 24:1. The UWL Growth, Quality & Access (GQ&A) program, a tuition differential program, facilitated the hiring of over 200 faculty and staff since 2008. Adding additional faculty and staff provides UWL the resources to ensure continued quality of academic offerings, and, by extension, the ability to continue with the tasks necessary to ensure faculty retain control of the curriculum and appropriate levels of participation in shared governance of the institution.

Faculty at UWL is defined to include tenure and tenure-track faculty, instructional academic staff, and academic librarians. At UWL, the typical full professor has been employed for nearly 15 years; associate professors for nearly nine years; and assistant professors for three years. Instructional academic staff (Associate Lecturer, Lecturer and Senior Lecturer) average more than four years of employment at UWL. The established teaching workload is 12 contact hours each semester for faculty members and 15-16 contact hours each semester for instructional academic staff.

Faculty at UWL are very active in shared governance. For example, in the 2013-14 academic year, 285 faculty requested placement on at least of the Faculty Senate's committees, 33 more than could be accommodated. Within UWL, the faculty directly, or indirectly through the Faculty Senate, as stated in the Faculty Senate Articles of Faculty Organization, have full and final responsibility for determination of curriculum, requirements for graduation, and the system of grading.

The Faculty Senate, either directly or through committees, is empowered to determine all

undergraduate and graduate curricula of the institution and determine academic standards and requirements for graduation.

- The Academic Policies and Standards Committee formulates and reviews policies and standards concerning the grading system, graduation honors, probation, and dismissal for undergraduate students. While individual faculty members determine the grading scale in their own classes, the grading system is posted in the catalogs for both undergraduates and graduate students.
- The Graduate Council formulates and reviews all academic policy related to graduate students.
- The Academic Planning Committee reviews proposals for all new academic programs, including emphases, concentrations, minors, majors, graduate and special programs and reviews all requests for deletion or suspension of academic programs.
- The General Education Committee reviews and approves proposals for curricular changes in general education and has oversight responsibility for the Associate Degree requirements.
- The Graduate and Undergraduate Curriculum Committees review and approve proposals for curricular and course changes from academic departments.

The faculty are responsible for developing procedures for faculty recruitment, consistent with applicable federal and state laws. An academic department is responsible for the hiring of instructional staff, and as part of the search and screen process, establishes required qualifications, including type of degree, for each position.

The involvement of faculty in the assessment of student learning is detailed in the response to CC 4.B. Faculty are expected to conduct assessment of their courses, and they participate actively in college committees and General Education Assessment.

2. Instructors who teach courses on behalf of UWL are required to be appropriately qualified, whenever or wherever the instruction is provided. Per UW System guidelines, the determination of appropriate definitions and qualifications for the faculty and instructional academic staff ranks rests with the institution's faculty and chancellor. Dual credit instructors are required to have a master's degree and are supervised by a faculty member in the discipline from which the dual credit course is offered (see CC 4.A.). The consortial programs in which UWL participates are with other UW System schools or are coordinated by UW-Extension, so the overarching personnel guidelines remain consistent between campuses.

All instructors are required to provide official transcripts at the time of appointment. Tenured and tenure-track faculty are required to possess a terminal degree in their discipline. Those who have completed the necessary coursework for the doctorate but who have not completed their dissertation (ABD) are hired as instructional academic staff until such time as the degree is conferred. Instructional academic staff must have an advanced degree, and 25 percent of UW-L's IAS possess a doctoral degree.

In some cases, the credentialing required for faculty and instructional academic staff is determined by program-specific accreditation guidelines. Furthermore, faculty who teach UWL graduate courses, chair a graduate student committee, or serve as a member of a graduate committee and/or supervise graduate student work must be granted graduate faculty status.

New faculty and instructional academic staff are invited to participate in a two-day orientation prior to the start of the fall semester. This orientation covers topics of specific interest to new instructors, including FERPA and accessing resources in the student information system; course management and syllabi construction; course management and instructional technologies; resources from the Center for

Advancing Teaching and Learning; and a "Q&A" panel with instructors who have successfully completed their first year on campus.

3./4. As noted previously, s. UWS 3.02, Wis. Adm. Code, delegates to the faculty of each campus in the UW System the responsibility for determining procedures for the recruitment of faculty members. The search and screen process ensures that when instructors begin at UWL they are current in their disciplines and adept at teaching. Faculty members are hired through a search and screen committee process that includes members of the department; the Search and Screen planning procedures outline the committee roles and responsibilities, as well as the roles and responsibilities of faculty and administrators in the process.

Processes for merit review and post-tenure review for instructors are determined at the departmental level and published in departmental bylaws. IAS are reviewed annually as a requirement for continued employment. Annual merit reviews factor into retention and promotion decisions for faculty and retention decisions for IAS.

Untenured faculty are reviewed for retention purposes annually; tenured faculty who are eligible for promotion participate in an additional peer review. Tenure-track faculty are considered probationary for the first seven years of employment and retention decisions are made at the departmental level in consultation with the Dean and the Provost.

There are processes in place for instructors and administrators to follow when an individual pursues a promotion to a higher rank within the faculty/IAS lines. Promotion guides for both faculty and IAS outline the process and criteria by which each group is evaluated for promotion. The Provost's website provides additional resources for candidates to review, including successful portfolios; the teaching effectiveness worksheet used by the committee; and a service appraisal worksheet for the candidate to use. Faculty promotion decisions are made by the Joint Promotion Committee, comprised of tenured full professors and academic administrators; instructional academic staff promotion decisions are made by the IAS Promotion committee.

Faculty members use an electronic portfolio (Digital Measures) to record their activities in teaching, scholarship, and service. Retention, tenure, promotion, and internal grants program committees collect and review documents using this electronic portfolio.

Policies outlined in departmental bylaws are another component of the personnel guidelines for instructors. The college offices review and approve departmental bylaws which are expected to be kept current. In 2012, the Academic Affairs office updated a template for departmental bylaws to provide additional guidance and structure for departments to follow to ensure that all necessary components were included in the bylaws.

As noted previously, GQ&A has facilitated a great deal of hiring at UWL since 2008, which requires additional time and resources for hiring, promotion, and retention activities by current faculty and staff in the departments and colleges.

Remaining current in the discipline and adept at teaching is a responsibility of the faculty member and the institution provides resources to support faculty in doing so. Each full-time position at the university has funds allocated to support professional development, including travel to conferences, technology needs, and book acquisitions.

Additional dollars to support professional development are available through a number of peer reviewed grant programs. For example,

- [Faculty Research Grants](#) support scholarly efforts to advance knowledge, increase skills, and improve understanding in the academic disciplines.
- [Faculty Development Grants](#) support teaching innovations, including equipment, materials, or travel to conferences.
- [Curricular Redesign Grants](#) support groups of instructors to develop or redesign and implement curricula and teaching practices in academic programs.
- The UWL Foundation provides grants to enhance instruction, research and public service through its [Small Grants Program](#).

A complete list of grants is available on the UWL website and instructors are informed of the opportunities regularly via email and a [Grants Newsletter](#), emailed to UWL personnel monthly.

In 2009, UWL officially established the Center for Advancing Teaching and Learning (CATL) to support improvement of teaching and student learning at UWL. CATL hosts the UWL Conference on Teaching and Learning each fall ([2015](#), [2014](#) abstracts) and offers approximately 30 workshops and webinars annually. Over 150 UWL instructors have participated in the Lesson Study teaching improvement activity in which instructors jointly plan, teach, observe, and refine class lessons. CATL coordinates a three-week [Online Instructor Training: Introduction to Online Learning](#) session for UWL faculty and staff members interested in learning how to design, deliver, and facilitate online courses.

UW-L instructors are eligible for [UW System grants](#), including the [Regent Scholars](#), to support their professional development, including the [Wisconsin Teaching Fellows and Scholars Program](#) which supports instructors in the the Scholarship of Teaching and Learning.

UWL also supports [sabbatical leaves](#) by faculty to pursue an intensive study or creative endeavor in order to become more effective teachers and scholars and to enhance their services to the University.

5. Instructors are accessible for student inquiry through office hours, email, the learning management system, and other electronic tools. Policies for office hours are determined by departmental bylaws. [Faculty list their office hours on their course syllabi](#), on their university webpage, and can list their office hours on their official university profile accessible through the public directory on the UWL website. Office hours may be in person or online. Each instructor has a university email account where students may contact them.

6. [Section UWS 10.02, Wis. Adm. Code, directs each campus to establish a recruitment procedure for academic staff](#). UPS policy directs recruitment procedures for university (formerly classified) staff. In all cases, recruitment procedures must adhere to Board of Regents policy and state and federal laws to ensure nondiscriminatory practices.

Staff members providing student support are also hired through a [search and screen](#) or [panel process](#) that requires input from colleagues and supervisors. Human Resource guidelines outline the expectations for inclusion in a position posting. The supervisor of the hiring unit typically develops the initial job description for the posting, and through these collaborative processes arrives at a job description that meets the needs of the unit and seeks to hire an individual who is appropriately qualified and trained for working in the student support service role. Salary ranges for positions are outlined by UW System guidelines and established prior to the start of the search process. The Affirmative Action Officer and the Human Resources offices are consulted with and participate in the hiring process for each position.

[Employee 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 and the position description. Annual employee performance reviews include plans for professional development each year agreed upon by the employee and the supervisor. Non-instructional academic staff may participate in a career progression process at specific points of their employment.

Professional staff who work with students have opportunities to pursue professional development activities. The Academic Staff Council facilitates the Professional Development Grant application process, which includes a list of activities that can and cannot be funded through this program. These Professional Development Grant funds have been maintained even with significant budget reductions. In addition, individual departments generally budget for professional development support of academic staff, which allows academic staff the opportunity to attend professional conferences, workshops, and specialized training.

University staff may have opportunities for professional development involving travel, depending on the needs of the department in which they work. The University Staff Council currently has a limited pool of one-time dollars to support travel. Human Resources sponsors an Administrative Support Workshop at the beginning of each school year for University Staff who provide clerical services to departments. Leadership from Information Technology Services, Facilities Management, Records and Registration, University Communications, Business Services, Parking Services and Human Resources provide updates and changes to policies and procedures. UWL also offers campus-wide professional development opportunities such as Employee Enrichment Day.

Administrative appointments, such as vice chancellors and other positions with wide campus visibility, utilize the open search process adopted by UWL. The chancellor determines which administrative positions will utilize this process. Shared governance groups nominate individuals to represent them in these search processes.

Sources

- AA_CATL_COTL_Schedule_2014
- AA_CATL_COTL_Schedule_2015
- AA_CATL_CurricularRedesignGrantApp_Dec2015
- AA_CATL_OnlineInstructorTraining_Jan2016
- AA_FacultySabbatical_PoliciesandAwards
- AA_GradStudies_GradFacStatus_June2015
- AA_IRAP_NSSE_Benchmarks_2011
- AA_IRAP_NSSE_Benchmarks_2011 (page number 5)
- AA_IRAP_NSSE_Benchmarks_2011 (page number 6)
- AA_IRAP_NSSE_EngagementInd_2014
- AA_IRAP_NSSE_EngagementInd_2014 (page number 10)
- AA_IRAP_NSSE_EngagementInd_2014 (page number 11)
- AA_IRAP_QuickFacts2015_Dec112015
- AA_JPB_ServiceAppraisal_Jan2016
- AA_JPC_TeachingWorksheet_Jan2016
- AA_NewFacultyOrientation_Agenda_August2015
- AA_ORSP_FacDevGrants_Dec2015
- AA_ORSP_FREGGuidelines_FY17
- AA_ORSP_GrantNews_Oct2015
- AA_Provost_DepartmentalBylawTemplate_2012

- AA_Provost_DepartmentalBylawTemplate_2012 (page number 3)
- AA_Provost_DigitalMeasuresInstructions
- AA_Provost_InstructorRetentionProcesses_Feb2016
- AA_SyllabusConstruction_August2015
- Adv_Foundation_SmallGrantsProgram_Dec2015
- AF_HumanResources_AdminSupportAgenda_August2015
- AF_HumanResources_EmployeePerformanceReview_Dec2015
- AF_HumanResources_NIASProgressionForm
- AF_HumanResources_NIASProgressionProcedures
- AF_HumanResources_SearchProcedures_Faculty_Nov2015
- AF_HumanResources_SearchProcedures_NIASetc_Nov2015
- AF_HumanResources_SearchProceduresPanel_Nov2015
- GG_AcademicStaffCouncil_DevelopmentGrantApp_Dec2015
- GG_FacultySenate_Articles_Aug2011
- GG_FacultySenate_Bylaws_Sept2014
- GG_FacultySenate_Bylaws_Sept2014 (page number 10)
- GG_FacultySenate_Bylaws_Sept2014 (page number 11)
- GG_FacultySenate_FacultyPromotionGuide_2013
- GG_FacultySenate_FacultyPromotionGuide_2013 (page number 16)
- GG_FacultySenate_IASPromotionGuide_2013
- GG_FacultySenate_IASPromotionGuide_2013 (page number 14)
- GG_FacultySenate_Policies_Nov2015
- GG_FacultySenate_Policies_Nov2015 (page number 7)
- GG_FacultySenate_Policies_Nov2015 (page number 9)
- GG_FacultySenate_Policies_Nov2015 (page number 12)
- GG_UniversityStaffCouncil_EmplEnrichDay_July2015
- StateofWI_ChapterUWS10_Jan2016
- StateofWI_ChapterUWS3_Dec2015
- UWSA_GrantsAwards_June2015
- UWSA_OPID_WTFS_201516
- UWSA_OPID_WTFS_June2015
- UWSA_RegentScholarProgram_2016
- UWSA_UnclassPersonnelGuide1_Nov2001
- UWSA_UnclassPersonnelGuide1_Nov2001 (page number 9)

3.D - Core Component 3.D

The institution provides support for student learning and effective teaching.

1. The institution provides student support services suited to the needs of its student populations.
2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.
3. The institution provides academic advising suited to its programs and the needs of its students.
4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the institution's offerings).
5. The institution provides to students guidance in the effective use of research and information resources.

Argument

1. As noted in CC 1.A., UWL's quality initiative for reaccreditation focused on collaborations across campus designed to support student success. Titled "Firm Footing: Foundations for Student Academic Success," the goal was to decrease barriers to academic success for all students. Many of the student support offices detailed below were significant contributors to the quality initiative and its task forces.

UWL is a residential campus with very high undergraduate enrollment, which guides the deployment of student support. In addition, UWL has two differential tuition programs (detailed in CC 5.C.). These programs contribute to UWL's ability to accomplish many aspects of its mission, including supporting students. The Academic Initiatives (AI) tuition differential, adopted in 2003-04 and reaffirmed by a student vote to double the fee in 2009, supports the areas of advising, diversity, internationalization, and research. The Student Senate Academic Initiatives Differential Allocation Committee is responsible for recommending budget allocations for programs funded through the AI tuition differential. In this way, students are directly involved in identifying and prioritizing the student support services.

Multiple programs receive some portion of funding through the AI tuition differential. In addition, the Growth, Quality, & Access (GQA) tuition differential program, implemented in fall 2008, also contributes resources to direct student support services.

The Academic Advising Center (AAC) is one important resource for students that receives support from both differential tuition programs. Most undeclared students in the Colleges of Science and Health and Liberal Studies are assigned an advisor from the AAC. The AAC is also a resource for students who are looking to change majors; who are looking to transfer to UWL; who are uncertain about their current major and seeking new options; or for students with general questions who need additional help or direction to resources. 27 percent of the AI tuition differential is used to support the AAC, and the AAC also has added positions from the GQA program. Some of these positions were general adviser positions; others were for specific populations, for example, a transfer/veterans adviser.

Regarding students who are veterans, UWL also added a Veterans' Educational Benefits Coordinator

in the Records Office. This individual assists servicemembers and their families in accessing their benefits and is also a resource for students who are transitioning from the military to school and civilian life. UWL has a Veterans Center in the Student Union, providing a space for veterans and their families to connect and build relationships.

AI differential tuition also supports a portion of the The ACCESS Center (formerly Disability Resource Services). The ACCESS Center provides support services for students with disabilities. ACCESS advisors work with each student served to develop an individualized plan of accommodations according to the student's needs. The advisors also liaise between the student and other offices on campus as the need arises. Services and academic accommodations include, but are not necessarily limited to, alternative test-taking, pre-registration opportunities, and reduced course loads.

UWL has invested resources in the Murphy Learning Center (MLC), the Writing Center, and the Public Speaking Center to provide tutoring and academic support for students. The position of Director of the Murphy Learning Center is new since 2008, and students incorporated the Murphy Learning Center into AI funding beginning in FY10. UWL invested $450,000 in FY09 to renovate 3450 square feet on the 2nd floor of Murphy Library for the MLC. This space provides open, collaborative areas, as well as rooms and technology for tutoring sessions.

The MLC, Writing Center, and Public Speaking Center are led by faculty members who work with trained peer tutors to provide support to students. Activities in the MLC go beyond tutoring resources. The Writing Center, for example, provides in-person tutoring, online tutoring, and workshops throughout the semester on focused topics related to writing. AAC provides a satellite location that is adjacent to the MLC, and AAC advisors encourage students to access the tutoring and academic support services available at the MLC. Part of the quality initiative for reaccreditation included coordination and promotion of student success resources. An outcome of this effort was a centralized web space for students to access that publicized tutoring schedules and resources on campus. This web space is kept current each semester by the MLC director.

UWL has several TRiO programs on campus; among them is Student Support Services which offers academic, personal, career, and financial advising and support services for 350 students each year from eligible low-income, first-generation, and underrepresented backgrounds. SSS employs a mathematics specialist who coordinates peer tutoring specifically for SSS students.

Orienting students to campus and providing resources to support their health and well-being is another important component of the UWL experience. Since the 2006 visit, UWL created a First Year Experience (FYE) coordinator position. The FYE programming supports all new students in their transition to UWL and acts as a resource for new students and family members. In addition to some of the changes to new student orientation described in CC 5.D., FYE has implemented the use of Eagle Guides, current students to act as resources for incoming students, Eagle Mail for parents and families to learn more about UWL, as well as leading a collaboration to change the summer registration program to better meet the needs and expectations of new students and families.

Some offices that are key partners in keeping UWL students healthy and on track to their academic and personal goals include:

- Counseling & Testing Center (C&TC): C&TC offers free and confidential counseling services to currently enrolled UWL students. The UWL C&TC is the only UW System counseling center accredited by the International Association of Counseling Services, Inc. (IACS). In 2014-15, approximately 900 students received direct counseling services; 42 percent of the

appointments were for individual therapy sessions. C&TC also employs an academic skills specialist who provides study skills, time management, and test preparation strategies and resources on both an individual and group basis. The Testing Center administered 6,181 exams in 2014-15, among them the Wisconsin Regional Placement Test, ACT, and CLEP exams.

- *Student Health Center*: In 2014-15, the Student Health Center provided medical appointments for 4,458 UWL students. The SHC also provides psychiatric, laboratory testing, and physical therapy services for students.
- *Recreational Sports*: Rec Sports provide employment and leadership opportunities for over 250 students annually in positions including planning and implementing programs, repairing equipment, and officiating for intramural activities. Graduating student employees report that working for Rec Sports helped them develop leadership, conflict resolution, self-confidence, and time management, among other skills. Over 90 percent of students utilize the Recreational Eagle Center (REC) each year. Rec Sports sponsors a pre-orientation opportunity called First Flight, designed to help students build relationships and confidence prior to the start of their first year on campus.
- *Violence Prevention*: As noted in CC 2.A., 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.
- *Wellness Resource Center (WRC):* The WRC provides culturally competent health education, health promotion programming, alcohol and other drug education, and community engagement opportunities that promote health and well-being across all dimensions of one's life experience. In 2014-15, the WRC facilitated 120 BASICS (Brief Alcohol Screening and Intervention for College Students) and 362 referrals to My Student Body. My Student Body is an online program that provides motivational feedback and wellness education about alcohol use and abuse. The Wellness Coordinator and Student Life Office facilitate Think About It, UWL's program educating new students about sexual assault, substance use/abuse, and bystander intervention. This program is required of all incoming students in the summer or fall of their first year on campus.
- *Campus Assessment and ResponsE (CARE) Team*: The CARE Team contributes to the maintenance of a safe campus environment by providing a proactive and supportive multidisciplinary team approach to the prevention, assessment and intervention of situations or individuals that may pose a physical or psychological threat to the safety and well-being of the university community. The CARE team reviewed/managed 40 cases in 2013-14 and 28 cases in 2014-15. In 2014-15, there were seven fewer cases regarding sexual assault reviewed. This is attributed to the change in federal law regarding the reporting of sexual assault and the role of confidential reporters.

Several of the offices noted above receive support from both AI differential tuition and through GQ&A allocated positions.

The contributions to student development made by Residence Life and University Centers are outlined in CC 3.E.

2. Academic preparation of incoming students is reviewed in the admission process to ensure that students are prepared for the rigors of college work at UWL. Incoming first-year students to UWL are encouraged to exceed the college preparatory recommendations set by the UW System. Transfer students must typically demonstrate a 2.5 GPA or better in their previous college courses. An exception to this statement is if the student qualifies for admission under the UW System Guaranteed Transfer Policy. Application for admission to graduate programs are reviewed by graduate faculty to ensure that students are prepared for study in the specific discipline.

Incoming first-year students participate in [Freshman Registration & Family Orientation](#) (to be renamed START in 2016) in June. This is a one day event where students and their families learn more about the campus and the support systems in place on campus to help students be successful (academically, socially, financially, and emotionally). Students meet with an adviser to discuss majors, select courses, and register for their first semester.

New first-year students are required to take the [Wisconsin Placement Test](#) in order to help determine appropriate course placements in math, English, and modern languages. Students are given a copy of their ACT or SAT and Wisconsin Placement Test scores along with a listing of courses in math, English, and modern languages the student would be eligible to enroll in based on their test scores. These documents are used in the advising sessions to determine appropriate placement in courses.

UWL also has a summer bridge program, [Academic Success Institute (ASI)](#), that serves approximately 15 students from low-income and underrepresented backgrounds each year. ASI-eligible students are identified through the admission process and are students who have high school records that indicate they can be successful in college but who may have experienced barriers in their background. ASI students complete three UWL courses as a cohort the summer before their first year and they continue as a cohort in the fall in the first-year course UWL 100.

The UWL Math department has also developed a summer math readiness program for entering freshmen called FastTrack. [FastTrack](#) is a hybrid summer mathematics enhancement program where incoming freshmen develop their mathematical skills online for six weeks before meeting on campus for a one-week campus stay. The goal of the program is for students placed into non-credit bearing mathematics courses (through the Wisconsin Placement Test) to increase their skills in order to place into a higher mathematics class in the Fall of their freshmen year that will be required for their academic program. FastTrack is designed to give incoming freshmen the opportunity to move ahead in their required mathematics coursework, providing them with a faster time to complete their mathematics sequence.

Faculty in the Department of English are also researching options for a different approach to addressing the developmental writing needs of students who place into Fundamentals of Composition (non-credit bearing English).

3. As noted above, the [quality initiative for reaccreditation, "Firm Footing"](#), recognized the major role that advising plays in helping students achieve academic success and that significant communication is necessary for successful advising in a decentralized environment like UWL. The [Advising Task Force](#) report included recommendations to formalize the linkages between the different types of advisers on campus, including assigning a liaison from the AAC to each college/school to understand the advising requirements for each college and to serve as a resource to faculty members in need of a place to refer students with more detailed advising questions. [The Provost's Office provides a set of Advisor Quick Tips prior to registration each term](#).

Every UWL student is assigned an academic adviser. Those students with a declared major are assigned a faculty adviser based on their major. Typically, students who are undeclared in the Colleges of Science and Health and Liberal Studies are assigned a staff member of the AAC as an academic adviser. Students typically consult their advisers for major and career choices, course sequencing and selection, and a variety of other issues. UWL offers pre-professional preparation for various graduate and professional career fields. Students pursuing pre-professional studies must declare an undergraduate major in one of the academic departments, and [pre-professional advisers are available to assist and advise students considering post-baccalaureate study in these areas.](#)

College deans' offices provide advising support for students. Transfer students are able to schedule an appointment with an Assistant to the Dean in their respective college/school to discuss course registration choices and how courses will transfer to UWL. Assistants to the Deans also work with students who are returning from academic probation, approve off-campus courses for transfer credit, and ensure accuracy of student's Advisement Reports (reports that show progress toward degree).

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 can assist with questions related to enrollment requirements for international students. Additional offices providing advising services include The ACCESS Center for students with documented disabilities; Student Support Services for first-generation/low-income students, and the Office of Multicultural Student Services for U.S. students of color.

In 2015-16, Faculty Senate adopted a policy of requiring students on academic probation to meet with their faculty adviser prior to registering for classes in the upcoming semester.

4. The primary campus library is Murphy Library, [which held 527,000 physical materials and 265 digital/electronic materials at the end of FY14](#). Murphy Library offers a range of individual and collaborative study spaces. The first floor is an information commons where users can collaborate. Study rooms are available for group study on the two otherwise quiet floors. Individual study rooms can be reserved on a semester basis. Murphy Library is the largest student open use computer lab on campus with a total of 101 computers accessible to students (92 PC, 9 Apple.) Users can reserve a room equipped with a SmartBoard and also check out laptops, iPads, digital video cameras, digital voice recorders and other peripherals.

The Institute for Campus Excellence space within Murphy Library provides a technology-enabled set of spaces for professional development and training. The School of Education Collaborative Learning Studio provides a modern space for UWL faculty to teach future and current preK-12 educators.

Information Technology Services (ITS) within the Division of Administration and Finance provides comprehensive information technology services to the campus community. Technology support for teaching and learning is reflected in the over 200 technology-enabled learning spaces on campus, and UWL allocates $224,000 annually to maintain existing classroom technologies. ITS is a collaborator in all renovation and construction projects where access to technology is a required component of the end product, 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 life cycle of the machine. As of 2015, UWL has a 10 gigabit network and a full on-campus internal and external wireless internet presence.

The College of Science and Heath (SAH) maintains well-equipped teaching laboratories:

- over 30 laboratories in Cowley Hall to support Biology, Chemistry, Geography/Earth Science, Mathematics, Microbiology, Physics, and Mathematics and Science Education programs;
- three laboratories in Wing Technology Center to support Computer Science programs;
- 12 laboratories in the Health Science Center to support Nuclear Medicine Technology, Occupational Therapy, Physician Assistant, Physical Therapy, Radiation Therapy, and Therapeutic Recreation programs; and,
- four laboratories along with standard facilities (e.g., gymnasiums, strength and conditioning center, field house, and pool) in Mitchell Hall to support Athletic Training, Exercise Science, and Physical Education programs as well as faculty research laboratories to enhance student

learning experiences via hands-on and undergraduate/graduate research activities.

Laboratory managers and technicians provide support for the laboratories and maintain instruments in the laboratories. Laboratories have been renovated during the past ten years and the university has made substantial investments in replacing and acquiring state-of-the-art laboratory equipment over the past six years. As noted previously, the Cowley Hall of Science is in the planning stages of a replacement to address the modern needs of the science departments.

SAH students must often participate in internships or clinical experiences. Sites include hospitals/clinics, long-term care facilities, state and federal agencies, schools, community organizations, and businesses. Graduate allied health programs have contracts with over 500 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 regularly evaluates the program's internship/clinical sites, provides feedback to the sites, 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.

The College of Liberal Studies provides specialized facilities and equipment to support the delivery of curriculum in Archaeology, Art, Communication Studies (Broadcasting), Music, and Theatre Arts.

Archaeology/Anthropology utilizes traditional classroom spaces as well as a specialized teaching space that allows students to work with artifacts collected in the field. There are two specialized instructional spaces for Archaeology that include display cabinets with life-size human and primate skeletons and drawers used to store artifacts such as ceramics and other evidence of human civilization collected through excavation. Regular archaeology courses meet in these spaces as well as groups participating in field school instruction. The University also supports space for the Mississippi Valley Archaeology Center (MVAC), highlighted in CC 1.D.

The Broadcasting area is housed in Communication Studies and has studio space for broadcast production in television and radio. The Broadcasting spaces are equipped with current media standard cameras as well as monitors. The department also supports a university-wide Public Speaking Center (housed in Murphy Library) which is equipped with cameras for recording speeches as well as space for one-on-one consultations and instruction.

Instruction in Art, Music, and Theatre Arts occurs in the Center for the Arts (CFA) and Wing Technology Center (Broadcasting and Photography). The CFA was built in 1974. The lobby of the CFA was remodeled in summer 2015 and there are plans to renovate the Annett Recital Hall and add a passenger elevator and renovated stairs for the front of the building during the 2016-17 academic year.

Studio space for Art is provided for Blacksmithing, Ceramics (including indoor and outdoor kilns), Graphic Design (one designated 16 station computer classroom), Metalsmithing, Painting, Photography (digital lab, film and print processing lab, studio lighting space), Printmaking, and Sculpture. Each of these studios requires specialized equipment particular to the studio area and faculty are required to maintain their own studios and equipment. The department has a designated classroom for teaching art appreciation and/or art history and gallery spaces, including a university gallery, a student gallery, and an open dialogue space (for student work) outside the university

gallery.

The Department of Music has a variety of studio spaces for instruction, including a keyboard lab, a listening lab, a recital hall (approximately 200 seats), and rehearsal spaces that accommodate the large instrumental and choral ensembles.

Additional space is needed to support current teaching in Music. The accrediting body for the Music department, the National Association for Schools of Music (NASM), requires that large music ensembles perform in appropriate venues a specified number of times per year. There is currently no stage on campus that will accommodate the orchestra or concert choirs, and UWL must rent space at a local, private university for rehearsals and performances for these ensembles. This rental cost is approximately $15,000 annually.

The Department of Theatre Arts provides instruction and public performances in two theatres, namely the Toland Theatre (seats approximately 400) and the Frederick Theatre (seats 100). Instruction for scenic design takes place in Toland. Instruction for sound and lighting is facilitated through the use of a theatre sound booth and a teaching lab on the third floor of the CFA. Costume design and make-up design occur in specialized teaching spaces in the CFA.

The College of Business Administration must affirm that it is supported by continuing resources, including appropriate infrastructure, in order to maintain AACSB accreditation. The CBA is anticipating having many of its needs met in a comprehensive way with the renovation of Wittich Hall to house the college. CBA currently has specialized software and computing environments in Wimberly Hall, including the CBA Student Research Lab, and laboratory space in Wing Technology Center to support the Information Systems department.

For teacher preparation students, UWL partners each year with school districts, PK-12 schools, childcare entities, and hundreds of teachers who engage our future teachers in a variety of clinical field, internship, and student teaching experiences. UWL students assist schools in providing technology integration strategies, intervention support, classroom instruction in all content areas, tutoring, and mentoring locally (within a 50 mile radius of UWL), through the Institute for Urban Education (Milwaukee Public Schools), competitive internships (statewide), and internationally through Educators Abroad (ten-week student teaching quarter abroad). Future teachers were placed at 92 partner institutions in 2013-14.

Departments maintain specialized collections appropriate to their educational offerings; for example, insect collections for teaching entomology and bird mounts for ornithology. Additional public display space is needed to share these collections with members of the UWL community and public.

5. Murphy Library provides extensive support to students in the effective use of research and information sources. The hours and modes through which librarians at Murphy Library can be reached are described in CC 2.E. Murphy librarians are members of the UWL Faculty and all participate in the instruction program. [Murphy Library gate count for FY15 reached almost 615,000 in FY15, an increase of 8,000 from the previous year](#).

More than 350 information literacy instruction sessions are offered each year reaching more than 8,000 UWL students. There is an instructional laboratory in Murphy Library for the purpose of hosting classes.

Some librarians serve as instructors in UWL 100, an optional first-year experience course for new first-year students, and one librarian is a main point of contact for resident assistants and hall directors

in Residence Life.

As part of the curriculum for CST 110, students complete an assignment offering practical application of research methods and effective use of information resources during their section's designated Library Day. This assignment is consistent across all sections of CST 110, a required course for UWL students.

Sources

- AA_AcademicAdvising_MissionStatement_Dec2015
- AA_Admissions_FRFO_Schedule_Jun2015
- AA_Admissions_GraduateAdmGuidelines_Nov2015
- AA_Admissions_NewFYAdmGuidelines_Nov2015
- AA_Admissions_TransferAdmGuidelines_Nov2015
- AA_MurphyLearningCenter_MissionStatement_Dec2015
- AA_MurphyLibrary_FinePrint_Fall2015
- AA_MurphyLibrary_FinePrint_Fall2015 (page number 2)
- AA_MurphyLibrary_MLC_Schedule_Dec2015
- AA_PreProfessionalAdvising_02Jan2014
- AA_Provost_AdvisingTaskForceReport_April2014
- AA_Provost_AdvisorQuickTips_Nov2015
- AA_QualityInitiativeReporttoHLC_August2015
- AA_SAH_Math_FastTrack_Summer2015
- AA_SAH_Math_MathMOOC_January2013
- AF_AssistanttoVC_OpenMeetings
- AF_BudgetOffice_AcademicInitiativesBudgets_FY14FY16
- AF_BudgetOffice_GQAPositionSummary_Dec2015
- AF_CampusMasterPlan_July2005
- AF_ITS_ServicesIndex_March2015
- AF_ITS_WorkPlan_20132016_March2015
- GG_FacultySenate_CAPSFinalReport_201415
- GG_StudentAssociation_AIDAC_Bylaws_April2015
- SA_ACCESSCenter_MissionStatement_Dec2015
- SA_CounselingTesting_MissionStatement_Dec2015
- SA_D&I_OMSS_AcademicSuccessInstitute_Dec112015
- SA_D&I_OMSS_MissionStatement_Dec2015
- SA_D&I_SSS_Newsletter_Dec2015
- SA_D&I_UnitReport_20132014
- SA_FYE_StudentSuccessScreenShot_Nov2015
- SA_RecSports_AnnualReport_201415
- SA_RecSports_AnnualReport_201415 (page number 6)
- SA_RecSports_FirstFlightOverview
- USED_ IPEDSAcademicLibrariesData_April2015
- USED_ IPEDSAcademicLibrariesData_April2015 (page number 3)
- UWSA_BoardofRegents_GQA_Approval_December2007
- UWSA_CenterforPlacementTesting_ENG_MTH_Dec2015

3.E - Core Component 3.E

The institution fulfills the claims it makes for an enriched educational environment.

1. Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.
2. The institution demonstrates any claims it makes about contributions to its students' educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.

Argument

1. UWL fufills the claims it makes for an enriched educational environment for its students. On the 2014 National Survey of Student Engagement (NSSE), UWL seniors reported that the University has a highly supportive campus environment: 83 percent of UWL seniors reported that UWL provides support to help students succeed academically, 75 percent reported that UWL emphasizes using learning support services, and 84 percent reported that UWL provides support for their overall well-being. All the responses in the category resulted in a statistically significantly higher scale score for UWL on the Supportive Environment Engagement Indicator within the NSSE when compared to other similar public master's institutions.

As a predominantly undergraduate, residential institution, Residence Life (part of the Division of Student Affairs) is the typical first point of contact for students' engagement in campus and community life. 97 percent of first-year students live in a residence hall on campus; and one third of all UWL students live on campus. Students participate in residence hall governance through individual hall councils and Residence Hall Association Council (RHAC), which is comprised of members of each residence hall and a leadership team to provide programming and policies for overall residence life at UWL. Students are employed in the residence halls in various capacities, including as resident assistants, hall front desk coordinators and desk assistants, and as assistant housekeepers.

UWL provides different on-campus living options for its students within its ten residence hall buildings. Reuter Hall is an apartment-style building for upperclass, graduate, and international students. Gender inclusive housing is supported in Reuter Hall. Themed living communities have focused programming, events, and experiences centered around a common theme: Global Village, Social Justice, and First Year Experience. Students in living learning communities (Outdoor Connection and Service Learning) also have focused programming like the themed communities, but they also share a curricular experience where all students in the community enroll in a common course.

In the First Year Experience themed living communities in Coate, Laux, and White Halls, a member of the Academic Advising Center holds office hours where students can drop-in or schedule an appointment to discuss education plans. Learning Enrichment Coordinators (LEC) develop programming specifically to meet the needs of first-year students as they transition academically, socially, and personally to the college environment. From study groups to Leadership Institutes to Life Skills seminars, the LEC promotes growth opportunities to all residents throughout the year.

Residence Life uses various assessment tools to help understand the experience of students living in

the residence halls and uses these tools to implement changes and provide training for staff. The ACUHO-I/Benchworks (formerly EBI) Resident Assessment is sent to all students living in the residence halls each fall term. The Resident Assessment measures student satisfaction with various aspects of residence life, including feelings of community, contribution to academics, and satisfaction with programming in the halls.

Results from the survey are shared during professional and student staff training, as well as with the residents in each hall. Data from the previous year is used by hall directors to aid in forming their community development model for the year, and they adjust the model for spring term based on feedback from the fall term. The survey is also used to gather information about services outside Residence Life, such as Dining Services. Results specific to those areas are shared with the appropriate director. Residence Life also used the Student Developmental Life Task Assessment (SDLTA) in 2013-14 to evaluate the effect on students of living in the First Year Experience residence halls. Results from the SDLTA were evaluated in spring/summer 2014 and shared with Residence Life staff.

The Student Learning Committee in the Division of Student Affairs (SA) is charged with establishing and evaluating student learning outcomes throughout SA. Recognizing the educational opportunities for students through on-campus employment, SA has developed and adopted a division-wide set of five learning outcomes for all student employees (1000+) in SA. Annually student employees are asked to assess their personal & professional growth through their employment experience in relation to the established learning outcomes. Some of the noted areas of growth include: increased teamwork and leadership skills, ability to make decisions effectively, confidence in their interpersonal skills, and gained efficacy in the classroom.

Evidence from administration of the National Survey of Student Engagement (NSSE) indicates a rich experience for UWL students both inside and outside the classroom. For example, UWL seniors report participating in community service and volunteer work at a statistically significantly higher rate than students from other public universities.

University Centers offers a wide range of involvement and engagement opportunities for students including student organizations, Leadership & Involvement Center, Greek Life, Campus Activities Board and Student Association.

During the 2014-15 year, UWL had 196 registered student organizations. They include special interest, pre-professional, and academic student organizations and are active on campus and in the community. These student organizations reported 3,609 service hours and a total of 2,249 events held during the year. Student organizations were also active in philanthropy; for example, Fraternity & Sorority Life raised $19,300 for various charities, Colleges Against Cancer-Relay for Life raised $39,346, and Coate Hall-St. Baldrick's event raised $13,685.

UWL also has 9 spiritual organizations with approximately 360 members.

The Campus Activities Board (CAB) contributes to the educational experience of UWL students by providing on-campus cultural, educational, and entertaining events.

The Center for Leadership, Involvement & Graphics coordinates UWL's participation in offerings designed by LeaderShape® Inc., a non-profit that offers premier leadership development programs for young adults. Since the first LeaderShape® Institute™ at UWL in March of 2014, 126 UWL students have participated in this week-long program for leadership development. The vision of LeaderShape® is to create "a just, caring, thriving world where everyone leads with integrity and a healthy disregard

for the impossible." In addition, 58 UWL students have participated in Catalyst™, a one-day program that helps students discover how they can use their talents to connect with and advance the causes that resonate with them.

UWL now participates in "Ugetconnected" in partnership with the United Way of the Coulee Region, Western Technical College (local community and technical college), and Viterbo University (private university also in La Crosse). Ugetconnected connects students seeking volunteer opportunities with local agencies looking for help. In fall 2015, Ugetconnected's first semester, 87 UWL students logged 306 hours responding to 163 need requests from 11 different agencies.

UWL is an NCAA Division III institution with 19 teams and over 550 student-athletes participating each year. For sixteen years, UWL student-athletes have earned the highest GPA among Wisconsin Intercollegiate Athletic Conference (WIAC) schools (comprised of the UW System comprehensive institutions).

2. As detailed in CC 3.C., participating in research is an important component of the student experience at UWL. Community engagement is also detailed in CC 1.D. and 3.C., through the examples of community outreach made by our faculty, staff, and students.

Sources

- AA_IRAP_NSSE_EngagementInd_2014
- AA_IRAP_NSSE_EngagementInd_2014 (page number 13)
- AA_IRAP_NSSE_SelectResults_2014
- AA_IRAP_SDLTA_ItemScores_July2014
- AA_McNair_FYRE_News_02Jan2014
- AA_URC_Data_FY11FY13_19Dec2013
- AA_URC_Data_FY11FY13_19Dec2013 (page number 4)
- AA_URC_PolicyResearchNetwork_30Jan14
- SA_ACCESSCenter_MissionStatement_Dec2015
- SA_Athletics_AnnualReport_201415
- SA_Athletics_AnnualReport_201415 (page number 9)
- SA_C&T_AnnualReport_201415
- SA_ChildCenter_AnnualReport_201415
- SA_DivisionOrgChart_April2015
- SA_ResidenceLife_EBI_ResultUseExample
- SA_ResidenceLife_EBIResults_July2015
- SA_ResidenceLife_EBIResults_July2015 (page number 7)
- SA_ResidenceLife_LivingLearningCommunities_Dec2014
- SA_ResidenceLife_MissionStatement_Dec2015
- SA_ResidenceLife_ThemedLivingCommunities
- SA_Student Learning Committee Membership1516
- SA_StudentEmployeeLearningOutcomes_Feb2015
- SA_StudentEmployeesLearningOutcomesAssessment_May2015
- SA_UniversityCenters_AnnualReport_201415
- SA_UniversityCenters_AnnualReport_201415 (page number 16)
- UWSA_IDEASS_ClosingEquityGaps_Feb2013
- UWSA_IDEASS_ClosingEquityGaps_Feb2013 (page number 26)
- UWSA_UWLAC_AccountabilityReport_201213

- UWSA_UWLAC_AccountabilityReport_201213 (page number 4)
- UWSA_UWLAC_AccountabilityReport_201213 (page number 8)
- WIAC_AllAcademicAwards

3.S - Criterion 3 - Summary

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

Summary

There is no argument.

Sources

There are no sources.

4 - Teaching and Learning: Evaluation and Improvement

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

4.A - Core Component 4.A

The institution demonstrates responsibility for the quality of its educational programs.

1. The institution maintains a practice of regular program reviews.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that assure the quality of the credit it accepts in transfer.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
6. The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and Americorps).

Argument

1. The Academic Program Review (APR) committee of Faculty Senate is charged with the "audit and review" of UWL's academic programs. The APR Committee maintains and updates procedures and criteria used to review academic programs and schedules and conducts, in consultation with the Provost, the review of UWL's academic programs.

Each academic program participates in APR at regular intervals. The review process and timeline involves specific actions with defined deadlines that various units need to complete over a three-year period.

The content of a self-study varies depending on if a program is an undergraduate program, a graduate program, a free-standing minor or is a newly-implemented program. Programs without external accreditation participate in the APR process, which includes an external review, every seven years, 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 every seven years, and new programs are reviewed five

years after implementation. The APR committee may request a three-year review to address concerns if any are identified during the APR process.

External consultants for APR are selected by the Dean in consultation with the department chair. The external consultant writes a report that is provided 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 APR file that is reviewed by the APR committee.

The APR Committee reviews the full APR report, provides constructive feedback to the program, and submits a written report to the Faculty Senate which is subsequently shared with the Provost.

In 2010, the Provost's Office identified the need for a current faculty member to consult with the APR committee and provide continuity to the APR process. This individual, currently the Interim Associate Vice Chancellor for Academic Affairs, collaborates with the APR committee to help facilitate the program review process, hosts an information session annually for department chairs and program directors to learn about various aspects of the review process, and meets as needed individually with chairs/directors who are preparing for or responding to an APR report.

The Academic Program Review process has more expressly linked program assessment and program review processes since the time of the last site visit. The HLC site visit in 2006 noted concerns about the connection between program assessment reporting and program review stating "APR guidelines are not fully linked to student learning outcomes." As noted in a follow-up monitoring report, the APR guidelines were modified to include a robust section on assessment and required the biennial program assessment reports as an appendix.

The APR Committee has continued to focus on assessment of student learning within the program review. A majority of program reviews since 2010 have received comments related to program assessment, including emphasis of the improvements made by programs in their assessment efforts. The APR committee has recommended a three-year review to address program assessment in six of the reviews completed in that time frame. The committee provided specific suggestions to the programs for steps to take to improve their program assessment process. APR committee leadership actively participates in discussions related to overall university assessment activities, including potential changes to the university's overall program assessment process (see CC 4.B. for detail).

UWL submits to UW System an annual institutional program review summary for programs that underwent review in the past year. UW System uses this information in an annual report presented to the Board of Regents Education Committee.

Faculty Senate and the Provost's Office assembled an Academic Program Review task force in spring 2015 to review UWL's program review process for both accredited and graduate programs. This task force assessed the current academic program review guidelines to determine if the guidelines met the needs for all programs, including graduate and externally accredited programs. The task force identified where the program review process could be improved for both externally accredited and graduate programs; specifically, implementing some new areas for feedback in graduate programs and providing a framework for externally accredited programs to use their required materials to meet academic program review requirements. The recommendations of the task force were adopted by Faculty Senate and changes implemented in 2015-16.

2./3. UWL evaluates all credit it transcripts and has policies in place for assuring the quality of the credit it accepts in transfer.

Undergraduate and graduate curriculum committees review all proposals for new courses for credit and significant revisions of courses already available at UWL.

UWL follows UW System undergraduate transfer policies in determining how undergraduate credit will transfer to UWL from other post-secondary institutions, and UW System policies expressly endorse the Joint Statement on the Transfer and Award of Credit. The transfer student website provides information to prospective students about the types of credit that are generally considered transferrable to UWL. Most transfer credit is evaluated by the Admissions Office, but credit for re-entry students is evaluated in the Records Office. Department chairs and Deans' offices are consulted for review of course materials when an appropriate equivalent does not already exist for the course.

UWL follows the UW System principle of accommodations, whereby institutions recognize general education/liberal arts requirements in terms of broad academic areas, as well as specific courses. Credits that satisfy general education requirements at the sending institutions are generally applied in the same category at UWL but are reviewed for departmental/dean level approval when appropriate.

UWL participates in the UW System's Transfer Information System, an online tool to search course equivalencies between UW System and Wisconsin Technical College System (WTCS) institutions. The UWL admissions office provides transfer guides for institutions outside the UW System and WTCS from which UWL often receives requests for transfer credit.

International applicants or those with credit from international universities must submit official transcripts and a course-by-course evaluation from an international credentialing service. This is disclosed on the Admissions website.

UWL grants college credit for appropriate Advanced Placement, International Baccalaureate, and CLEP scores in accordance with the UW System transfer policy and American Council on Education (ACE) guidance where appropriate. UWL departments determine the courses within their departments that will be equivalent for credit. Military credit is considered in accordance with ACE guidelines.

The UWL undergraduate catalog outlines local transfer credit policies, including how transfer credit is reflected on a student's transcript; the transfer of "D" credits; the availability of department credit by examination; and the process by which students can earn retroactive credit for foreign language(s) and/or mathematics.

Transfer policies for graduate credit are published in the graduate catalog. Graduate program directors have discretion in evaluating proposed transfer credits and determining if graduate courses taken at other institutions may apply to a student's program of study at UWL.

4. Standing committees of the faculty evaluate proposals for new courses and programs with respect to rigor, content, and available support. "Available support" includes the availability of qualified staff, learning resources and facilities, and necessary financial commitments from the appropriate administrative departments. Committees that are involved in the evaluation of new 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 courses that are proposed to become part of the General Education Program. Each of these four committees has nine faculty members, includes the Registrar as an administrative consultant, and often appoints a recorder from the Records Office. The faculty members are chosen carefully so that, as a cohort, they represent the breadth of curricular offerings on campus.

These committees maintain approval authority on a continuing basis, requiring reconsideration in the case of significant changes in programs, or in assigned credit or instructional patterns for courses in all categories, including dual credit courses. There are not formal requirements for departments to bring existing courses back for individual review on a regular basis, as all primary program elements, including individual courses, are expected to be part of the regular program review process described above.

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 Faculty Senate Office, and are available for a decade or more on the Faculty Senate webpages.

Prerequisites for courses

Prerequisites for courses are determined by each individual department based on course content knowledge, a student's major or minor and/or department admission requirements. Typically, a department has a curriculum committee introduce and review the prerequisite and then the entire department approves the prerequisite. Once a department determines prerequisites for a course, it must obtain the college Dean's approval and then the university Undergraduate or Graduate Curriculum committee's approval. Upon approval, the prerequisite is explicitly stated and included in the undergraduate or graduate course catalogs. Prerequisites are also included in the course description in the online registration system, WINGS.

All prerequisites are enforced electronically through the Student Information System (WINGS). WINGS ensures that students will not be able to register for a course in which they do not meet the prerequisite. WINGS assumes successful completion of in-progress courses when checking prerequisite compliance. At the end of each term, after grades have been processed, the Records Office manually removes students from courses for which they have registered in the upcoming term in which they do not meet prerequisites and notifies the department and the student of this action.

Rigor of courses and expectations for student learning

The institution maintains authority over the expectations for student learning in courses. It is Faculty Senate policy that an academic department's primary function is to teach its discipline(s) and the members of the department are responsible for delivering relevant content and assessing student learning. Instructors are expected to provide student learning outcomes on their syllabi. The Faculty Senate provides a template for course syllabi construction so that expectations are consistent across campus. Student learning outcomes are regularly assessed at the course, major, and program levels (see CC 4.B.).

The retention standards for undergraduate and graduate students are published in the respective catalogs.

Academic departments are responsible for continuous review of courses and curriculum to develop and implement changes. The rigor of new courses is examined by the department, college dean's office, and the university's Undergraduate or Graduate Curriculum committees. Prior to 2015, proposal and adoption of new courses and changes to existing courses were carried out through a series of PDF forms called LX Forms. The University has subsequently adopted an electronic curriculum inventory management system, called CIM, which provides an easier method for tracking documentation and workflow of curriculum changes. Under both systems, all

new courses are developed by faculty members who are experts in the particular discipline. Course documentation is completed and reviewed by the department chair and college dean prior to review by the curriculum committee(s). Course proposals must include the course description and prerequisites, learning objectives, 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.

The Undergraduate Curriculum Committee has established policies to guide curriculum decisions. Courses with numbers in the 100 and 200 series are primarily for freshmen and sophomores; those in the 300 and 400 series, which should normally carry a prerequisite, are primarily for juniors and seniors. Courses numbered 500 through 699 are open to upper division undergraduates (juniors and seniors) and graduate students. Courses numbered 700 and above are open to graduate students only. Only juniors (who have earned 60 credits or more), seniors, and graduate students are permitted to enter "slash" (undergraduate/graduate enrollment) courses. New slash courses are approved as 400/500 courses. Course prerequisite policies are also listed in the undergraduate and graduate catalogs. Undergraduate curriculum committee policies detail the expectations of course time for credit.

The Undergraduate Catalog details the requirements for earning a baccalaureate degree at UWL, and the Graduate Catalog includes the requirements for earning a graduate degree.

Access to learning resources

Learning resources that are available to UWL students take many forms. The accessibility of faculty as a learning resource includes their availability for office hours (see CC 3.C.5) and their willingness to serve as mentors; in particular, for undergraduate research (see CC 3.B.5).

Murphy Library is the primary campus library and source of physical and electronic learning resources. The Director of Murphy Library reports to the Provost. In response to the 2014 LibQUAL+ survey, 60 percent of undergraduates reported using resources on library premises at least weekly. The library is open 107 hours in a typical week, seven hours more than the libraries in the UWL peer performance group.

Murphy Library houses the Murphy Learning Center, which provides free tutoring services to UWL students, and The ACCESS Center for students with disabilities (see CC 3.D.).

UWL undergraduate students typically rent their textbooks for courses and they pay a segregated fee each semester for this service.

Information Technology Services (ITS) is the support center for all technology on campus. ITS provides access to numerous learning resources. For example, Desire2Learn, or D2L, is an online course management system used by UWL faculty and instructional staff to enhance face-to-face instruction or teach courses totally online. D2L allows "anytime, anywhere" access to course-related files, electronic dropboxes for assignments, online quizzes and tests, e-mail, and grades.

The quality of learning resources is overseen by standing committees of the faculty, or by university joint committees that include faculty, students, and administrators. Murphy Library has an independent director and academic librarians who are members of the faculty, and they work in consultation with the Library Committee of the faculty. The Access Center staff work in consultation with the Individuals with Disabilities Advocacy Committee (IDAC). IDAC is

formally a committee that serves the University Chancellor, and is a joint committee of faculty, students, and staff. Oversight of textbook rental operations is handled by the Textbook Rental Services Policy Oversight Committee, a ten-member committee that includes three faculty members and three student members in addition to staff, administrative consultants, and a company representative. Oversight of ITS operations that support academic and educational activities now comes from the Academic Technology Committee (ATC). The ATC has only existed as a faculty committee for several years, and is now a collaborative committee that is led by faculty and has a formal consultative relationship with the Chief Information Officer for the university, who is also the director of ITS.

Faculty qualifications for all programs

As discussed in Criterion 3, all instructors at UWL are appropriately qualified, including those in dual credit and consortial programs. UWL does not have contractual programs in which the partner delivers 25 percent or more of the curriculum. UWL recently reviewed the faculty qualifications and guidelines in accordance with the Commission's Faculty Qualifications Expectations document. It was determined that practices for hiring instructors in UWL's programs met the expecations, and the Faculty Senate adopted the proposed policy. Dual credit courses are also included in this faculty qualifications document, and dual credit courses are expected to follow UW System policy and procedure on this matter.

5. Fifteen UWL programs maintain external accreditation and these accreditations are reflected in the undergraduate and graduate catalogs: Athletic Training, Business Administration (Masters and Undergraduate), Chemistry, Community Health Education (BS and MPH), Music, Occupational Therapy, Physician Assistant, Radiation Therapy, Recreation Management and Therapeutic Recreation, School Psychology, Student Affairs Administration, and Teacher Education. All teacher education programs are certified by the Wisconsin Department of Public Instruction. The accreditations list is reviewed annually by the Provost's Staff and members of the Deans' Council.

6. UWL publishes an annual first destination report that provides insight on the employment and continuing education activities of graduates in their first year after graduation. In 2014, the Career Services office adopted the National Association of Colleges and Employers (NACE) guidelines for collecting first-destination information for undergraduates, and responsibility for administering the survey is transitioning to Institutional Research, Assessment, and Planning in 2015-16. Information is gathered through a variety of resources including directly surveying graduating seniors at pre-commencement events and in individual appointments with Career Services staff members. 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 the graduates' social media sites, such as LinkedIn. For the 2013-14 graduating class, the survey garnered a knowledge rate of 56% and show that just over 99% of our undergraduate degree recipients are either employed (75%) or continuing their education (23%).

Sources

- 2029 20060423 Continued Accreditation - Team Report
- 2029 20060423 Continued Accreditation - Team Report (page number 15)
- AA_Admissions_InternationalTransferProcess_Jan2016
- AA_CareerServices_FirstDestinationReport_201314
- AA_MurphyLibrary_LibQUAL_Overview_2014Findings

- AA_MurphyLibrary_LibQUAL_Overview_2014Findings (page number 13)
- AA_ProgramReviewSummarytoUWSA_201314
- AA_Records_CourseApprovalFlowChart_Dec2015
- AA_Records_GraduateCatalog_201516
- AA_Records_GraduateCatalog_201516 (page number 8)
- AA_Records_GraduateCatalog_201516 (page number 18)
- AA_Records_GraduateCatalog_201516 (page number 20)
- AA_Records_GraduateCatalog_201516 (page number 25)
- AA_Records_GraduateCatalog_201516 (page number 28)
- AA_Records_UndergradCatalog_201516
- AA_Records_UndergradCatalog_201516 (page number 13)
- AA_Records_UndergradCatalog_201516 (page number 19)
- AA_Records_UndergradCatalog_201516 (page number 29)
- AA_Records_UndergradCatalog_201516 (page number 32)
- AA_Records_UndergradCatalog_201516 (page number 58)
- ACE_GuidetoMilitaryCredit
- ACE_JointStatementTransferCredit_2001
- Chancellor_AssessmentMonitoringReport_January2009
- Chancellor_AssessmentMonitoringReport_January2009 (page number 4)
- GG_FacultySenate_APR_InfoFlowChart_Jan2016
- GG_FacultySenate_APR_ReviewProcessTimeline
- GG_FacultySenate_APR_SelfStudyFormat
- GG_FacultySenate_APR_SelfStudyFormat (page number 5)
- GG_FacultySenate_APR_SelfStudyFormat (page number 7)
- GG_FacultySenate_APR_SummaryofRecommendations_thru2014-15
- GG_FacultySenate_APRCalendar_June2014
- GG_FacultySenate_APRTaskForceReport_Spring2015
- GG_FacultySenate_Articles_Aug2011
- GG_FacultySenate_Bylaws_Sept2014
- GG_FacultySenate_Bylaws_Sept2014 (page number 2)
- GG_FacultySenate_Bylaws_Sept2014 (page number 4)
- GG_FacultySenate_Policies_Nov2015
- GG_FacultySenate_Policies_Nov2015 (page number 2)
- GG_FacultySenate_Policies_Nov2015 (page number 12)
- GG_FacultySenate_SyllabiConstruction
- GG_FacultySenate_TextbookRentalOversight_201415
- GG_FacultySenate_UCC_Policies_2008
- GG_FacultySenate_UCC_Policies_2008 (page number 5)
- NACE_FirstDestinationSurvey_StandardsProtocols
- UWSA_ACIS_TransferPolicies_June2015
- UWSA_ACIS_TransferPolicies_June2015 (page number 5)
- UWSA_RegentPolicyDocs_Nov13
- UWSA_RegentPolicyDocs_Nov13 (page number 24)

4.B - Core Component 4.B

The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.
2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.
3. The institution uses the information gained from assessment to improve student learning.
4. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

Argument

1./2./3. Learning goals for UWL students are guided by the learning outcomes articulated in the General Education (GE) program and the specific learning goals for each program (articulated on the university assessment website).

Overview of Assessment Activities at UWL

Faculty are directly involved in assessment of student learning within the curriculum. Assessment of learning within the GE program is conducted by the Faculty Senate's General Education Assessment committee (GEAC), which reports to the General Education Committee (GEC). UWL submitted a monitoring report to the Commission in August 2011 that documented the University's establishment of the GEAC with specific responsibility for assessing student learning within the GE program. In 2013-14, learning outcomes for the GE program were revised to align with UWS's Shared Learning Goals and the Essential Learning Outcomes of the AAC&U LEAP program. Detail on the revision process can be found in the response to CC 3.B.

Assessment of learning within each academic program is conducted by the faculty who teach within those programs. 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. Programs complete biennial assessment reports that are reviewed by college committees, the Dean's office for the program, and the Provost's office. The individual program progress on assessment of student learning is integrated in the seven-year cycle of Academic Program Review, also a committee of the Faculty Senate.

UWL participates every three years in the National Survey of Student Engagement (NSSE), most recently in the spring semester of 2014. First-year and senior students are invited to participate in both the NSSE and the CLA. UWL participates in NSSE (2011, 2014) as part of the UW System and as a member of the AAC&U Voluntary System of Accountability. UWL results are compared to other UW System schools in accountability reports to the Board of Regents and the Legislature.

VSA participation also requires demonstrating measurement of student learning, and the UWL Faculty Senate adopted the Collegiate Learning Assessment (CLA, or CLA+) as the instrument for this purpose, as well as for use in the General Education assessment process. The CLA is administered every four to five years, with the most recent administration in the 2015-16 school year.

Results from this administration will not be available until summer 2016. Results from the 2010-11 administration indicated a value added score of 1.59 for UWL seniors, placing the University at a level above 96 percent of other schools that administered the CLA, demonstrating substantial learning gains for students earning a degree from the institution. Summaries and results from these assessment tools are posted on the university website.

The Assessment Coordinator disseminates the results to Faculty Senate, the University Joint Planning & Budget Committee, and other shared governance groups on campus, and through news announcements to the larger campus community.

The results are also leveraged to support specific assessment questions within GE and academic programs. Data from both the NSSE and CLA are analyzed as it relates to the learning outcomes of the GE program and is reported to the GEC. Programs also request and utilize NSSE data in their programmatic assessment and review; for example, the Department of Psychology.

Assessment activities within the Division of Student Affairs are included in the response to CC 3.E.

General Education Assessment Process

The GEC and GEAC work together to improve the overall GE program as well as assessment of student learning in the program. The *Policies and Procedures for Assessment of the General Education* program are linked here and were updated in March 2014 and reflect the new GE SLOs.

As noted in the September 2011 monitoring report, after requiring annual assessment of student learning in general education courses, GEC established a three-year rotating schedule for GE course-embedded assessment. The three-year cycle was intended to facilitate the identification of gaps and to allow time for departments to more fully utilize their data. GEC and GEAC jointly discussed in 2013-14 the participation levels during three year cycle (2011-2014) and adopted a two year assessment cycle to begin fall 2014 with the goal of promoting more consistent engagement in the assessment process. Faculty teaching GE courses administer an assessment in alternating years, and reflect on and implement changes in the following year. Assessment plans are due in the spring before the start of a new assessment cycle; Forms A and B are submitted in the year of the assessment, and Form C is due one year after the submission of Form B.

Faculty teaching each course in the GE program write a course-specific learning outcome and develop an assessment task to assess the course-specific learning outcome (FORM A). Multiple sections of the same course use a common assessment task to address the outcome, and faculty develop a five point rubric to evaluate the resulting student work. The course tasks and rubrics are submitted to GEAC for review and feedback to ensure that the task is aligned with the learning outcome and can be reliably evaluated by the committee members. Once GEAC approves the course assessments and rubric, the assessment tasks are administered to students and the faculty evaluate student performance on the task (FORM B). Instructors report the results to GEAC, along with any changes planned as a result of performance on the assessed tasks. GEAC reviews the assessment results and categorizes the conclusions made and changes proposed by the instructors. After one year, the faculty report the resulting pedagogical or assessment changes to GEAC (FORM C) and the Form C results (examples) are summarized for GEC. In this manner GEAC and GEC jointly monitor which learning outcomes are being measured and the ways in which courses are using assessment to improve student learning at the course level.

GEAC has provided significant feedback to instructors to improve both their tasks and rubrics. In the three year cycle (11-12, 12-13, 13-14 academic years), 126 assessment tasks, each specific to a GE

course, were reviewed and passed by the committee. Many of these tasks were reviewed more than once because they were sent back to departments for revision before their approval. GEAC assessed 80 Form As in 2014-15, with nine courses requiring revision. Departments received feedback through written reviewer comments, and occasionally by GEAC members meeting with departments to improve the integrity and usability of the assessment activities.

GEAC synthesizes and evaluates the results of the Form A/B/C submissions and provides the results to GEC. In 2013-14, Faculty Senate charged GEC/GEAC with bringing GE courses into compliance as the program approached the end of the three-year assessment cycle. Of the 128 active GE courses listed in the GEAC database in 2013-14, 126 had taken action on assessment by the time GEAC wrote the 2013-14 final report. GEC has the ability to remove courses from the GE completion if the course fails to make adequate progress on assessment of student learning outcomes. In 2015-16, GEC undertook a survey and data analysis to begin the process of understanding how the GE SLOs are delivered across the curriculum.

(Note: UWL adopted TaskStream in early 2015 to replace the homegrown data system used for GE Assessment and to facilitate teacher candidate portfolio submissions to edTPA. The process of migrating GE assessment activities into TaskStream began with submission of the data required on Form As in October 2015. The information gathered for Forms A, B, and C remains the same but the naming conventions have been modified to adapt to TaskStream.)

Program Assessment Process

The biennial assessment reports completed by programs other than General Education are reviewed at the college level and the Provost's Office.

The reports ask programs to provide the following information:

- a list of all student learning outcomes identified for the program/department;
- identification of the specific SLOs measured in the biennium;
- description of the direct and indirector measures used to evaluate the SLOs;
- description of the process used to collect, analyze, and share assessment results;
- a summary of the major findings and results of assessment of SLOs over the biennium;
- explanation of specific actions taken to improve student learning/program quality as a result of assessment of SLOs; and,
- outline of the general direction of the assessment process for the program over the next biennium.

Programs also have the opportunity to share examples of good practice in the biennial assessment reports.

The biennial assessment reports are reviewed by college committees typically comprised of faculty members and the Associate Dean of the college. The college committee writes a report summarizing assessment of student learning within the programs/departments of its college in that biennium, and the report is forwarded to the Dean for a response.

Each college establishes its own process by which departments/programs collect data to feed into the biennial assessment reports.

CBA: CBA is externally accredited by the Association to Advance Collegiate Schools of Business (AACSB). The Assurance of Learning Task Force (AOLTF), comprised of faculty and administrators

within CBA, guides the assessment of CBA outcomes. CBA differs from the UW-L biennial assessment timeline in that they complete an assessment report on an annual basis (2012-13, 2013-14 and 2014-15). AOLTF ensures that each outcome is assessed regularly in the core curriculum, compiles and disseminates data from assessment efforts, hosts college-wide annual retreats for the review of data, and facilitates 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). MBA program assessment occurs in the one-credit capstone course for the program (BUS 790). Students in even-numbered years also complete the ETS Field Test in Business.

Each program in CBA must meet the learning outcomes adopted by the college for both undergraduate and graduate programs. *Competency in the major* is also a college outcome, making the program learning outcomes important in both external and internal review processes. Departmental assessment committees assess competency in the major in a two year cycle, with the AOLTF providing oversight and feedback on the department plans and results.

CBA demonstrates its commitment to a culture of assessment in some of the following ways:

- Publishing the overall undergraduate curriculum map and detailed curriculum maps for the college learning outcomes on the website. Course-specific data that feeds into the outcomes is available in a password-protected format for instructors and administrators within the college.
- Use of common rubrics for evaluating course-embedded assessments to facilitate common learning experiences for students.
- Establishing goals that at least 70 percent of undergraduates and 80 percent of graduate students should *meet expectations* for all learning outcomes
- Facilitating an annual college-wide retreat to address curricular changes and assessment results.
- Continuing to build assessment processes for the MBA program.

In January 2013, the Council for Higher Education Accreditation (CHEA) awarded the CBA the 2013 CHEA Award for Outstanding Institutional Practice in Student Learning Outcomes. CBA was reaccredited by AACSB in Spring 2013 and was commended for its culture of assessment, reliance on both direct and indirect measures, and use of a process of triangulation.

CLS: Departments/programs submit annual program assessment plans and annual/biennial reports that are reviewed by the college assessment committee and Associate Dean of the college (see assessment timeline and college feedback forms).

Programs that have evidence of a solid assessment process are exempted from the annual requirement, but still must complete the biennial assessment report. The CLS Assessment Committee has an established process for reviewing program assessment and providing feedback to departments on assessment plans and reports. After reviewing program assessment plans or reports, the committee sends academic programs feedback on their fall assessment plans and annual/biennial assessment reports.

CLS has been responsive to needs within the college in regards to assessment. CLS has a D2L site that documents assessment practices in the college. Assessment plans and reports from departments are posted in the D2L site, and sharing such information helps to maintain an assessment culture in the college. Based on 2012-2014 Biennial Assessment Reports, several departments were interested in developing curriculum maps to enhance their assessment efforts. In response, CLS invited a specialist in curriculum maps to give a workshop at the January 2015 College meeting. The feedback from the workshop was very positive.

SAH: At the beginning of a biennial assessment cycle, departments/programs submit biennial assessment plans and assessment implementations that are reviewed by the college assessment committee. (see assessment timeline and assessment committee feedback form provided to departments). At the end of the biennial assessment cycle, biennial assessment reports are reviewed by the Associate Dean of the college with comments provided back to each department/program. Completed assessment plan and implementation forms are linked here from the Department of Biology.

SOE: The School of Education has designed a Comprehensive Assessment System (CAS) in order to meet licensing standards established by the Wisconsin Department of Public Instruction (DPI). The CAS monitors: field and student teaching evaluations (based on Interstate Teacher Assessment and Support Consortium [*InTASC*] Teaching Standards); Praxis I and II scores; GPA; student perception surveys (e.g., Program Evaluation Survey, Student Teaching and Field Experience Survey); edTPA summary reports; and annual reports prepared by the chair/program director for each program housed in the SOE. These evaluations and assessments are compiled in the Continous Review Annaul Report.

Each component of the CAS is assessed and reviewed by the Dean of the SOE, as well as the SOE's 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 (contains assessment data from the CAS). This report is submitted one month prior to the scheduled visit. The Continuous Review Annual Report meets SOE's requirement for biennial assessment.

Library: The Library adopted the information literacy standards developed by the Association of College & Research Libraries as its student learning outcomes for graduates of UWL. The Library's core activities of information literacy instruction, supplemented by on-demand reference and consultation services, form the foundation of its teaching and learning program. The Library measures student learning both directly and indirectly. Routine indirect measures include faculty evaluation of each information literacy instruction session for its effectiveness in teaching students the information literacy skills they need for the course. Select direct measures of student learning are periodically employed in the classroom as well, notably in the CST 110 courses, where students take a pre- and post-test associated with library instruction.

The Library Department has created a standing committee on assessment that will come into effect in the 2015-16 academic year. Its membership includes faculty, the Director, and university personnel. In order to plan for assessment activities in an orderly and scheduled manner, and to inform the University's biannual assessment exercise, the Assessment Committee will focus on two topics each year: the first being instruction and information literacy activities, and the other to be determined each year. The student learning outcomes and other methods of assessment, including results of the LibQUAL+ 2014 survey are included here.

Quantitative and qualitative regular, standalone assessment of spaces, resources, and services are also taking place. Additionally, the Murphy Library Director and Chair of the Library Department work with the Faculty Senate Library Committee on assessment and review of library programs.

The most recently completed biennial assessment reports (CBA, CLS, SAH, SOE, Library) are from the 2012-2014 school year. UWL is currently considering how best to implement program assessment in TaskStream.

4. UWL's assessment process follows best practices outlined in the Guidelines for Assessment and Accountability in Higher Education. The best practices state that institutions should engage in:

1. Setting ambitious goals
2. Gathering evidence of student learning
3. Using evidence to improve student learning
4. Reporting evidence and results

As evidenced in APR Committee and College-level review of program assessment, the majority of UWL programs are proficient in setting ambitious goals for student learning, gathering evidence of student learning, and reporting evidence and results. Demonstrating how assessment evidence has been used to improve student learning is challenging, though programs such as Biology (mentioned previously), Physics, Sociology, and Information Systems have excelled in this practice.

In following good practice, UWL routinely evaluates its overall assessment structure. Assessment of student learning has become more embedded in institutional practice in the last ten years, as demonstrated by more formalized processes of General Education assessment, program assessment within the individual colleges, and the integration of assessment feedback in Academic Program Review (see CC 4.A.). In spring 2015, the Provost convened a working group to consider if improvements were needed to the university's program assessment processes. The working group made several recommendations, and the Provost's Office has collaborated with faculty and staff to take the following steps based on those recommendations:

- *Encourage increased communication and knowledge about program assessment at all levels*
  - Action: UWL sponsored an assessment event (Assessment Commons) for faculty and staff in January 2016. The Commons provided a forum for faculty to share and collaborate on methods to measure and improve student learning and provided an opportunity to improve understanding of assessment efforts within the context of the university, including shared language, expectations, and vision. A series of interviews in summer 2015 helped shaped the topics presented at the event, which was organized by a committee of six faculty members from across the university and supported by the Provost's Office.
- *Improve consistency of feedback regarding program assessment*
  - Action: Work is ongoing to consolidate review of program assessment to a university-wide, faculty-based program to improve consistency of feedback regarding program assessment. Starting in Summer 2016, reporting and review of program assessment will occur through TaskStream.
- *Establish a reward and accountability structure; provide resources to support assessment*
  - Action: In Spring 2016 the Provost's Office implemented a grant program to support program assessment activities. (Awards will have been made by the time of the team's visit to campus.) These program assessment awards are intended to support evidence-informed improvement of teaching and learning in majors and concentrations. This grant program is planned to continue annually for at least the next five years.

UWL is also utilizing the NILOA Transparency Framework as a guide for developing a webpage in which to synthesize the currently available assessment activities and to identify gaps in assessment data gathering, student learning outcomes, and other matters.

Sources

- AA_CBA_AOLTF_Report_201213
- AA_CBA_AOLTF_Report_201213 (page number 8)

- AA_CBA_AssessMajorCompetence_2010
- AA_CBA_AssessMajorCompetence_2010 (page number 3)
- AA_CBA_BAR_2012-14
- AA_CBA_BAR_2012-14 (page number 25)
- AA_CBA_CHEAAward_2013
- AA_CBA_CommonUgrdRubrics_May2015
- AA_CBA_CurriculumMaps_May2015
- AA_CBA_CurriculumMaps_May2015 (page number 2)
- AA_CBA_LearningOutcomesProcess_2014
- AA_CBA_MBAAssessmentReport_2012
- AA_CBA_MBALearningOutcomes_2010
- AA_CBA_UgrdMasterAssessmentPlan_2012
- AA_CBA_UndergradCurriculumOutcomes_January2010
- AA_CLS_AnnualAssessmentPlanForm_20142015
- AA_CLS_AssessmentFeedbackMemos_201415
- AA_CLS_AssessmentFlowChart_2014
- AA_CLS_BAR_2012-14
- AA_CLS_BAR_2012-14 (page number 95)
- AA_CLS_MeetingAgenda_Spring2015
- AA_CLS_POLPlan_201415
- AA_IRAP_CLAResults_201011
- AA_IRAP_NSSE Report to Fac Senate_Nov2014
- AA_IRAP_NSSE Report to GEAC_April 2012
- AA_IRAP_NSSE_Benchmarks_2011
- AA_IRAP_NSSE_EngagementInd_2014
- AA_IRAP_NSSE_ReporttoPsych_Jan2015
- AA_IRAP_NSSEarticle_Dec2014
- AA_IRAP_SLOsByProgram_Sept2015
- AA_MurphyLibrary_ALAStandards
- AA_MurphyLibrary_ALAStandards (page number 10)
- AA_MurphyLibrary_AssessmentInfoLiteracy
- AA_MurphyLibrary_BiennialAssessment_2012to2014
- AA_MurphyLibrary_LibQUAL_Overview_2014Findings
- AA_MurphyLibrary_LibQUAL_Overview_2014Findings (page number 4)
- AA_Provost_AssessmentCommonsSchedule_Jan2016
- AA_Provost_AssessmentDataFlowChart_Jan2016
- AA_Provost_AssessmentMiniGrantApp_Jan2016
- AA_Provost_BiennialAssessmentWorkingGroupReport_May2015
- AA_SAH_AssessChecklist
- AA_SAH_AssessCmteOverview
- AA_SAH_AssessExamples
- AA_SAH_AssessImplement
- AA_SAH_AssessPlan
- AA_SAH_AssessTimeline
- AA_SAH_BAR_2012-14
- AA_SAH_BAR_2012-14 (page number 2)
- AA_SAH_BAR_2012-14 (page number 143)
- AA_SOE_DPI_FinalReport_Fall2014
- AA_SOE_Field Experience Survey
- AA_SOE_InTasc SIPs Evaluation Rubric

- AA_SOE_Program Evaluation Survey
- GG_FacultySenate_Bylaws_Sept2014
- GG_FacultySenate_Bylaws_Sept2014 (page number 6)
- GG_FacultySenate_Bylaws_Sept2014 (page number 7)
- GG_FacultySenate_GEAC_FormA
- GG_FacultySenate_GEAC_FormB
- GG_FacultySenate_GEAC_FormC
- GG_FacultySenate_GEAC_FormCExamples
- GG_FacultySenate_GEAC_Policies_Procedures_SLOs_May2014
- GG_FacultySenate_GEAC_Policies_Procedures_SLOs_May2014 (page number 2)
- GG_FacultySenate_GEACFinalReport_201314
- GG_FacultySenate_GEACFinalReport_201314 (page number 5)
- GG_FacultySenate_GEACFinalReport_201314 (page number 6)
- GG_FacultySenate_GEACFinalReport_201415
- GG_FacultySenate_GEACFinalReport_201415 (page number 6)
- GG_FacultySenate_GEC_CollegeMeetingUpdate_Aug2014
- GG_FacultySenate_GECChargeLetter_201314
- GG_FacultySenate_GECFinalReport_201314
- GuidelinesforAssessmentandAccountability
- NILOA_TransparencyFramework_Jan2016
- SA_RecSports_AnnualReport_201415
- SA_StudentEmployeeLearningOutcomes_Feb2015
- SA_StudentEmployeesLearningOutcomesAssessment_May2015
- SA_UniversityCenters_AnnualReport_201415
- UWSA_GrowthAgenda_January2009updates
- UWSA_GrowthAgenda_January2009updates (page number 8)
- UWSA_UWLAC_AccountabilityReport_201314

4.C - Core Component 4.C

The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.

1. The institution has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.
2. The institution collects and analyzes information on student retention, persistence, and completion of its programs.
3. The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.
4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

Argument

1. The goals enumerated as part of the Growth, Quality, & Access Plan included increasing the undergraduate enrollment of the institution by at least 500 students from 2008-09 through 2012-13 while maintaining the retention rate for first-time, full-time students. These goals have been achieved. UWL posts strong retention, persistence, and completion rates for its students. Among UW System Comprehensive institutions, UWL demonstrates the highest first-to-second year retention rate for first-time, full-time students and the highest four-year and six-year graduation rate for first-time, full-time students.

UW System and the campuses set specific retention and graduation goals in the mid-2000s under the More Graduates for Wisconsin plan, part of the UW System Growth Agenda. UWL's progress on these goals was reported through the UW System Accountability Report through the 2013-14 school year. For the interactive dashboard adopted by UW System in September 2015, individual campuses provided a list of peer institutions to UW System to use for benchmarking purposes. UWL had revised its list of peer and aspirant institutions in Fall 2013 and provided the list of 15 peer institutions for comparative use on the interactive dashboard. UWL's overall retention and graduation rates are above those of its peer institutions.

In 2014-15, the Office of Graduate Studies and the Office of Institutional Research collaborated to begin tracking completion rates for UWL graduate programs. Each program director was consulted to help determine the length of time in which a student entering the graduate program would be expected to complete their degree. Each graduate program at UWL has different standards of time within which a student is expected to complete their degree. 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. The Institutional Research Office then calculated completion rates at 100 percent and 150 percent time from program entrance. The resulting information is posted in the UWL Fact Book and on a Tableau dashboard that is accessible to UWL staff, faculty, and students.

2./4. UWL is still, by most metrics, a traditionally-aged, primarily residential campus. The IPEDS definitions calculating retention and graduation rates based on first-time, full-time students are still appropriate for use at UWL. The UW System provides annual retention and graduation reports to the institution that compare these benchmarks at UWL to those at other UW System institutions.

These reports have been utilized at the institutional level to drive more in-depth analyses of retention, persistence, and graduation rates for identified subpopulations of students, including students of color, international students, and students who transfer to the institution. In addition, UWL participates in both the Voluntary System of Accountability College Portrait and the Student Achievement Measure. These programs require UWL to submit its transfer-in and new first-year student cohorts to the National Student Clearinghouse, which provides the institution additional information about persistence and completion even when students leave UWL.

While the University posts a strong overall retention rate for its first to second year students, the needs of specific subpopulations within the student population continue to be assessed in order to ensure each student has the opportunity to persist and graduate. The UWL quality initiative for reaccreditation, Firm Footing, reflects the university's focus on student success. Retention, persistence, and graduation rates are the observable metrics we have identified as part of the data collection for the quality initiative.

For example, enrollment targets for transfer students were increased as part of the University's overall growth strategy in the late 2000s. In fall 2005, 392 transfer students entered UWL. By fall 2013, that number increased to 516. Spring transfer targets were also increased. Recognizing that the needs of students transferring to an institution will be different from those students entering the institution as first-time students, a position in the Academic Advising Center was created to serve as an advisor for transfer students and for those students who are veterans. The Admissions Office added an admissions counselor focusing on recruitment and admission of transfer students, allowing for more personalized campus visits for this student population. Transfer students entering in fall 2013 had a 78.5 percent retention rate, above the UW System overall rate of 76.5 percent.

As noted in CC 1.C., UWL's Equity Scorecard detailing pass rates for GE courses is updated annually and shared on campus. The Provost used components of the Equity Scorecard in her fall 2015 update to campus regarding priorities for the 2015-16 school year and reminded instructors of the resources for inclusive teaching practices at the start of spring 2016.

UWL and UW System monitor the retention and graduation gap in the annual Accountability Report, in addition to the Info Memos from UW System. The University's graduation gap between White students and students of Color was 18.9 percent when averaged across the first-time, full-time cohorts entering the University in fall 2007, 2008, and 2009. Several programs have been adopted to address achievement and graduation gaps for underrepresented students:

- First Year Research Exposure (FYRE), which prepares underrepresented students for success in the gateway courses required for entrance into STEM majors at UW-La Crosse. Twelve students participate as a cohort in these introductory courses and are mentored by faculty, senior STEM students, and a graduate assistant.
- Eagle Mentoring Program (EMP) for sophomores. In EMP, 10 to 12 high-achieving students are paired with peer and faculty mentors to develop greater familiarity with their programs of study, prepare to participate in advanced undergraduate research, acquire important professional skills, and prepare to explore graduate and professional study. Eagle Mentoring Program was recognized at the February 2013 Board of Regents meeting as a program proven to advance the aims of Inclusive Excellence. In Spring of 2014, the program received the Ann Lydecker

Educational Diversity Award from the Wisconsin State Council on Affirmative Action. Dr. Victor Macías-González, Professor of History and Director of the Eagle Mentoring Program, received the 2015 Board of Regents Diversity Award - Individual and was named the 2013 Wisconsin Professor of the Year from the Carnegie Foundation for the Advancement of Teaching.

- McNair Scholars, a federal TRiO program for juniors and seniors designed to increase the number of underrepresented students pursuing graduate degrees. Each year, the McNair Scholars program provides 28 participants with opportunities to engage in undergraduate research and graduate school preparation. McNair has maintained a 100 percent graduation rate for program participants since its inception in 2009, and typically 60 percent or more of the McNair students enroll in graduate school immediately after completing their undergraduate degree. Dr. Roger Haro, Professor of Biology and Director of McNair Scholars, received the 2014 Board of Regents Diversity Award - Individual and was named the 2015 Wisconsin Professor of the Year from the Carnegie Foundation.
- The Lawton Minority Undergraduate Grant Program (s.36.34, Wis. Stats.) provides grants for eligible students within the UW System. The intent of the program is to increase the retention and degree attainment of underrepresented students within the UW System. Each UW institution, including UWL, designs its own implementation of the Lawton Grant program within eligibility guidelines.
- UWL applied for a U.S. Department of Education Title III grant in May 2015. The campus used evidence of retention and graduation gaps for low-income students in order to inform the application. While not selected for the grant, the campus intends to apply again in order to continue progress on college completion for low-income students.
- Each academic year approximately 350 high school students from urban areas in Wisconsin and Minnesota participate in 10 multicultural visit days at UWL. UWL provides transportation and meals for these students who may not have the opportunity otherwise to visit campus.

In addition to local data collection through the student information system (WINGS), UWL data is provided to UW System through the Central Data Request (CDR) (see CC 2.A.). 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 UW System. UW System 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, institutional research, and by UW System staff. At the local level, only individuals with specific functional need are able to enter and modify data in the student information system.

Sources

- AA_IRAP_AspirantandPeerGroup_Dec2013
- AA_IRAP_EquityScorecardexample_Nov2015
- AA_IRAP_FactBook_201415
- AA_IRAP_FactBook_201415 (page number 25)
- AA_IRAP_GraduationRetentionRates_WhiteSOC_10yrs_Dec112015
- AA_IRAP_LowIncomeData_NF10NF13
- AA_Provost_CourseContentandClimate_Jan2016
- AA_QualityInitiativeReporttoHLC_August2015
- AA_Records_GraduateCatalog_201516

- AA_Records_GraduateCatalog_201516 (page number 44)
- AA_SAH_McNairFYRE_Newsletter_201415
- AA_SAH_SAHNews_Summer2015_FYREoverview
- APLU_StudentAchievementMeasure_UWL_Jan2016
- GG_JPB_GQADashboard_April2013
- SA_D&I_InclusiveExcellenceStatusReport_August2014
- SA_D&I_InclusiveExcellenceStatusReport_August2014 (page number 12)
- SA_D&I_OMSS_LawtonGrantGuidelines_Jan2016
- StateofWI_Chapter36WisStats_Nov192015
- StateofWI_Chapter36WisStats_Nov192015 (page number 22)
- USDeptofEd_IPEDS_DataFeedbackReports_2013
- UWSA_2015AccountabilityReport_TransmittalLetter_Sept2015
- UWSA_AccountabilityDashboard_RetainGradCharts_Dec112015
- UWSA_BoardofRegents_2014DiversityProfile_RH
- UWSA_BoardofRegents_2015DiversityProfile_VMG
- UWSA_EDI_LawtonGrantGuidelines_March2013
- UWSA_EDI_LawtonGrantGuidelines_March2013 (page number 2)
- UWSA_IDEASS_ClosingEquityGaps_Feb2013
- UWSA_IDEASS_ClosingEquityGaps_Feb2013 (page number 26)
- UWSA_OPAR_CDRManualIntro_Nov2015
- UWSA_OPAR_RetentionandGraduation_201415_July2015
- UWSA_OPAR_RetentionandGraduation_201415_July2015 (page number 5)
- UWSA_OPAR_RetentionandGraduation_201415_July2015 (page number 7)
- UWSA_OPAR_RetentionandGraduation_201415_July2015 (page number 8)
- UWSA_OPAR_RetentionandGraduation_201415_July2015 (page number 13)
- UWSA_OPAR_RetentionandGraduation_201415_July2015 (page number 21)
- UWSA_OPAR_RetentionandGraduation_201415_July2015 (page number 30)
- UWSA_OPAR_RetentionandGraduation_201415_July2015 (page number 33)
- UWSA_UWLAC_AccountabilityReport_201314
- UWSA_UWLAC_AccountabilityReport_201314 (page number 4)
- UWSA_UWLAC_AccountabilityReport_201314 (page number 5)

4.S - Criterion 4 - Summary

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

Summary

There is no argument.

Sources

There are no sources.

5 - Resources, Planning, and Institutional Effectiveness

The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

5.A - Core Component 5.A

The institution's resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future.

1. The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The institution's resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.
3. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution's organization, resources, and opportunities.
4. The institution's staff in all areas are appropriately qualified and trained.
5. The institution has a well-developed process in place for budgeting and for monitoring expense.

Argument

1. Despite significant challenges posed to the institution by the State of Wisconsin's funding for higher education, UWL continues to evaluate its priorities to ensure that it meets its fiscal and human resources needs and maintains appropriate physical and technological infrastructure to deliver quality education to its students.

Fiscal and Human Resources

As a public institution, UWL receives a portion of its funding from the State of Wisconsin's allocation to the UW System (UWS). The primary source of funding from the state is referred to as General Purpose Revenue (GPR), which reflects the legislative appropriation from state tax dollars. The GPR appropriation and tuition collected from all UWS campuses are reallocated to the UW institutions by an established formula.

The state appropriates GPR to the UWS Board of Regents (BOR); the BOR through the UWS 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 4.23 percent of the appropriation. UWL ranks 10th out of 11 comprehensive institutions for allocations distributed from GPR to the UWS institutions on a per FTE basis.

In keeping with trends for state-supported higher education across the country, direct state support has continued to decline since the last HLC site visit in April 2006. In 2002, state resources comprised 35

percent of UWL's overall budget. By 2016, 12 percent of UWL's overall budget was funded from state sources. From FY15 to FY16 the portion of UWL's budget from state sources declined 35.2 percent resulting from the largest cut in support imposed on UWS from the State of Wisconsin.

The state froze undergraduate resident tuition beginning in the 2013-14 school year, and the tuition freeze has been extended to the 2016-17 school year. The university is adopting other strategies, including increasing undergraduate nonresident tuition, increasing graduate student tuition, and increasing enrollment in the first-year class to generate revenue to meet the operational needs of the institution.

The all funds budget for UWL in FY16 is $226 million, and 54 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. FY15 expenditures compared to the FY15 budget are included here.

UWS Administration produces the Annual Financial Report (2013, 2014) that outlines the financial standing of all campuses. Campus level detail for UWL is included here.

In fall 2015, UWL employed 1,309 people, including 616 full and part-time faculty and instructional academic staff; 522 of them are full-time.

In July 2015, the University Personnel System (UPS) took effect for all UWS employees, including those at UWL. Prior to this change, the personnel system for unclassified employees was administered by UWS, while the personnel system for classified employees, such as custodians, maintenance workers, and information technology staff, was administered by the State of Wisconsin's Office of State Employment Relations. UWS now has administrative purview over all UW employees.

Physical and Technological Infrastructure

The UWL Master Plan, adopted in July 2005, has guided the physical infrastructure development on campus in the last ten years. This plan establishes a framework to prepare for future needs of the physical campus setting in order to meet the institution's goals. This plan was based on a collaborative process that involved campus administration, faculty, staff, students and community members.

Building projects completed or initiated since the 2005-06 reaccreditation include:

- Centennial Hall, a 189,000 square foot academic building at the center of campus, opened in fall 2011.
- Roger Harring Stadium at Veterans' Memorial Field Sport Complex, opened in 2009.
- Eagle Hall, a 220,000 square foot 750-bed residence hall, also opened in fall 2011. Eagle Hall was initially designed as a 500-bed hall to replace residence halls demolished for Centennial Hall construction, but campus demand for housing continually exceeds supply, resulting in the decision to convert all rooms in Eagle Hall to triples.
- Construction of a parking ramp with 1,000 spaces and a police services building. This facility provides replacement as well as new parking capacity for the campus and replaces office space that must be relocated for additional building projects.
- Construction of a 205,000 square foot student center to replace Cartwright Center, opened in 1958. The new student center is scheduled for completion in 2016.
- Construction of the first phase of a new science building to replace Cowley Hall. Phase 1 is planned at 190,000 square feet with completion estimated in 2018.
- Complete renovation of the interior of Wittich Hall to accommodate the College of Business

Administration. Completed square footage is estimated at 52,000 square feet and completion is estimated in 2018.

UWL completed and planned capital projects from 2007 to 2024 are listed here.

UWS building projects are not funded through the same process as the university's operating budget; they are recommended through the Governor's biennial state building program. In the case of projects funded by student fees (such as the new Student Union), those are first voted on by students at the campus level. This ultimately means that in a year when UWL may be allocated dollars for construction it may also need to eliminate positions or supplies/expenses because of the separate nature of the funding process.

Technology has transformed higher education in the ten years since the last comprehensive review. Information Technology Services (ITS) within the Division of Administration and Finance provides campus-wide leadership and service for comprehensive information technology services. ITS is led by the Chief Information Officer/Assistant Vice Chancellor, who reports directly to the Vice Chancellor for Administration and Finance. The ITS work plan for 2013-2016 outlines many of the goals for the unit.

In addition to the services detailed in CC 3.D.4., ITS provides virtual desktop access and virtual private network access that improves security of university data and access to campus resources for faculty, staff, and students. UWL uses the learning management system Desire2Learn (D2L) for both on-campus and online courses. Since June 2011 there have been nearly 50 D2L workshops with almost 200 attendees, and 90 percent of UWL faculty now use D2L to manage their courses.

ITS manages 62 software applications deployed across campus to meet University needs. These include the campus Oracle student information system; TaskStream for assessment; Qualtrics survey software; and Google Apps for education. Data on servers managed by ITS are archived daily, and archived data is stored off site.

The primary point of contact with ITS for faculty, staff, and students is through the Eagle Help Desk, which answers basic questions including password resets, responses to "how to" questions, and hardware diagnostics, or they will route callers with more complex requests to the appropriate ITS division through the Help Desk ticketing system. Approximately 94 percent of problem tickets are responded to within one hour of initial contact.

The UWS's Common Systems Review Group (CSRG) oversees information technology systems and/or software used by all or most of the fifteen institutions in the UWS. Each UW institution has a representative on CSRG: Chief Academic Officer, Chief Business Officer or Chief Information Officer. The CSRG has a portfolio of seven major common systems. Common Systems includes the Oracle Human Resources software; the shared financial system; and the learning management system Desire2Learn (D2L), among other products/activities. CSRG evaluates how ongoing applications fit together to offer the best value for the investment and how large cross-institutional IT projects might enable the UWS to achieve its goals.

UWL's web presence is coordinated by the Web and Interactive Communications team (iComm), within the Division of Advancement. Prior to 2010, the university's public web presence was the work of nearly 800 web content contributors throughout campus.

UWL has implemented enterprise Web content management software to coordinate the University's web presence. Generation of university web content is still decentralized, and the iComm team, made

up of three full-time professionals, develops and implements the overarching Web and social media strategy. These efforts are supported by representatives of the campus community through the Web Advisory Committee. The iComm team also offers internal customer service to campus Web editors, now numbering approximately 250, by way of a client-liaison model. "Customer service" in this context refers generally to training, consultation, and troubleshooting. The UWL website receives approximately 19.8 million annual pageviews.

2. As a public institution within a state system there are several levels of review of resource allocation to ensure that resources are focused to the core mission of the institution: educating students. The UWL Budget Office follows guidelines from the UWS in assigning program costs to ensure that resources are allocated in compliance with UWS policies, IPEDS definitions, and NACUBO guidelines.

UWL has maintained its focus on instruction even with declining resources. UWL has received budget cuts from the state from the 2009-11 biennial budget through the 2015-17 biennial budget and managed the loss of resources without reducing funding for instruction. According to IPEDS data, 52 percent of UWL's core expenses were for instruction, equivalent to the peer performance median, and 7 percent were for institutional support, well below the peer performance median of 15 percent. The "institutional support" category is used by UWS on the Accountability Dashboard to measure how much institutions are spending on administrative expenses.

As noted above, institutions within the UWS are allocated funding based on an established percentage. UWS has the discretion to alter this allocation; for example, when the proposed cut to the UWS 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.

3. As noted in CC 1.A., UWL is guided by the mission statement of the UWS, the Core Mission Statement of the University Cluster, and the Select Mission Statement of the institution. Goals within these statements 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. As noted in CC 3.D., AI directly supports resources in advising, student life, diversity, internationalization, and undergraduate and graduate research opportunities. GQ&A differential tuition directly supports 170 faculty and 36 staff positions. Only undergraduate students pay GQ&A tuition and all students pay AI tuition. 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.

4. The response to CC 3.C. details the recruitment, retention, and promotion processes for faculty and staff and also discusses some of the training and professional development opportunities available to UWL employees.

Training for new employees on their specific job responsibilities is conducted within the unit and typically directed by the supervisor. Many university-wide training opportunities are now conducted electronically; for example, FERPA training and sexual harassment training. New faculty and IAS participate in a two-day orientation. Human Resources sponsors trainings and seminars of interest to the campus community; for example, when significant benefit changes were made to State of Wisconsin employee health insurance in 2016. ITS also consults with faculty and staff to assist with questions about campus technology resources. Training is available for new supervisors, including on

how to conduct performance appraisals.

5. UWL budgeting procedures are completed in accordance with UWS policies and requirements. The UWS budget is commonly referred to as the "Redbook." UWL is required to submit its official Redbook budget to UWS annually and UWS reviews the submission to ensure that it is aligned with the budget allocated to the institution by fund type and category. UWS then officially publishes the approved Redbook budget each year for public record. The Redbook is published on the University of Wisconsin System Budget & Planning website.

Each unit on campus is assigned a budget planner to review the upcoming year's budget and help the unit director allocate and manage resources to budget categories. The budget timeline is available on the Budget Office website.

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 (2014, 2015). 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 the 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.

Department/program budget documentation is included in Academic Program Review documentation (see CC 4.A).

Sources

- 2029 20150403 Institutional Update - Survey
- 2029 20150403 Institutional Update - Survey (page number 14)
- AA_IRAP_CustomDFRwExpenses_Jan2016
- AA_IRAP_IPEDS_DFR_UWLAspirantInstitutions_Nov2014
- AA_IRAP_IPEDS_DFR_UWLPeerInstitutions_Nov2014
- AA_IRAP_IPEDS_DFR_UWLPeerInstitutions_Nov2014 (page number 6)
- AA_IRAP_QuickFacts2015_Dec112015
- AF_BudgetOffice_AcademicInitiativesBudgets_FY14FY16
- AF_BudgetOffice_AllFundsBudgetbyFunction_FY15
- AF_BudgetOffice_BudgetReviewFY16_Jan2016
- AF_BudgetOffice_BudgetReviewFY16_Jan2016 (page number 4)
- AF_BudgetOffice_BudgetTimeline_Jan2016
- AF_BudgetOffice_BudgettoExpenditures_FY15
- AF_BudgetOffice_DeficitAccountPolicy_June2015
- AF_BudgetOffice_FeeAllocationPercentages
- AF_BudgetOffice_FundReserves_June2014
- AF_BudgetOffice_FY15FY16_UWLAllocation_Feb2016
- AF_BudgetOffice_FY15PerFTEtoUWSinstitutions_Jan2016
- AF_BudgetOffice_GQAPositionSummary_Dec2015
- AF_BudgetOffice_PoliciesProcedures_Jan2016

- AF_BudgetOffice_StatetoAcademicFeesSupport_FY16
- AF_BudgetOffice_StatetoNonStateSupport_FY16
- AF_CampusMasterPlan_July2005
- AF_Facilities_CapitalProjectSummary_2007to2024_Jan2016
- AF_HumanResources_EmployeePerformanceReview_Dec2015
- AF_HumanResources_PerformanceAppraisalHandbook_May2013
- AF_ITS_WorkPlan_20132016_March2015
- AF_SpacePlanningFindings_Jan2015
- Chancellor_UWLMissionStatements_Flowchart_Nov2015
- GG_JPB_MissionVisionValues_March2015
- StateofWI_ChapterUWS10_Jan2016
- UWSA_AnnualFinancialReport_FY13
- UWSA_AnnualFinancialReport_FY14
- UWSA_AnnualFinancialReport_FY14 (page number 59)
- UWSA_BoardofRegents_FundBalanceReport_FY14
- UWSA_BoardofRegents_FundBalanceReport_FY15
- UWSA_BoardofRegents_InclusiveExcellence_Oct2014
- UWSA_BudgetandPlanning_Redbook_AccessPage_Jan2016
- UWSA_FinancialAdmin_ProgramCodesDefinitions_Jan2016
- UWSA_HumanResources_UPS_KeyChanges_July2015
- UWSA_UnclassPersonnelGuide1_Nov2001
- UWSA_UWL_FinancialStatement_FY13
- UWSA_UWL_FinancialStatement_FY14

5.B - Core Component 5.B

The institution's governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.

1. The governing board is knowledgeable about the institution; it provides oversight of the institution's financial and academic policies and practices and meets its legal and fiduciary responsibilities.
2. The institution has and employs policies and procedures to engage its internal constituencies— including its governing board, administration, faculty, staff, and students—in the institution's governance.
3. Administration, faculty, staff, and students are involved in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

Argument

1. As noted in CC 2.C., the governing board for UWL is the University of Wisconsin System (UWS) Board of Regents (BOR).

The BOR has standing committees with specific charges as outlined in the BOR bylaws. The list of standing committees for 2015-16 includes the membership of each committee, and the Board Bylaws establish the duties and responsibilities for each committee.

The standing committees review and deliberate specific agendas at each BOR meeting and bring matters before the full BOR for consideration and adoption when necessary or as matters of consent from the full BOR.

Each UWS institution hosts a BOR meeting every three to four years. The host campus provides a longer update to the BOR on current successes and opportunities. UWL last hosted the BOR in April 2013. BOR meetings are webstreamed live and the proceedings (outside closed session) are archived on the website. BOR meeting materials and minutes are also posted on the website.

Individual institutions are invited to present on initiatives or issues of interest to the BOR. In 2014, UWL presented updates at the August meeting on efforts made to reduce remediation in mathematics through the FastTrack program and at the October meeting on progress made on Inclusive Excellence goals.

UWL provides annual accountability reports to the BOR and Legislature as described in CC 2.B.

2. The University is led by Chancellor Joe Gow, and the Chancellor's Cabinet is comprised of the Vice Chancellors for Academic Affairs (Provost), Administration and Finance, Student Affairs, and Advancement; and the Director of Affirmative Action. Chancellor Gow began his role at UWL in February 2007 and is currently the longest-serving chancellor in the UWS.

UWL faculty, staff, and students participate in institutional governance through the Academic Staff Council, Classified Staff Council, Faculty Senate, and Student Association.

Members of the UWL community are apprised in various ways of their ability to participate in shared

governance processes. As noted in CC 3.C., more faculty volunteer to participate on faculty committees than spaces are available for members. The "Organization and Operations" section of the departmental bylaws template refers members to the UWL shared governance bylaws and policies related to faculty and staff. Bylaws may also give examples of service activities in which department members participate, and participating in shared governance is one type of service activity. Individuals represented by the Classified Staff Council, Academic Staff Council, and Student Association receive email invitations to participate in elections, to nominate themselves or colleagues for committees (including University Joint Committees), to participate in search-and-screen committees and open forums for administrative candidates, as well as notifications of committee activities through printed newsletters, video updates, and regularly scheduled meetings.

Academic Staff Council: The 11-member Academic Staff Council represents general academic support professional staff, and does not include faculty, university (formerly classified) staff, limited term employees, employees-in-training, or student assistants.

University Staff Council: The 13 member University Staff Council represents members of the university staff. University Staff Council is the newest shared governance organization, started in 2009 as the Classified Staff Advisory Council.

Faculty Senate: The Faculty Senate is comprised of 24 members with specific representation from the colleges and schools outlined in the Articles of Faculty Organization. The Faculty Senate represents the tenured and tenure track faculty, instructional academic staff, and academic librarians.

Student Association: The 35 member Student Senate is the representative body for the Student Association, which includes all students enrolled at UWL and represents the student perspective in the shared governance structure.

Joint Committees provide an additional venue for shared governance and collaborative effort. UWL Joint Committees were first organized in spring 1996. UWL currently has four joint committees: Environmental Sustainability, Legislative & Regents' Committee, Multicultural Affairs, and Planning & Budget. Joint committees typically have representatives from each of the four governance groups, as well as administrators and staff as ex-officio members where appropriate.

The Chancellor addresses the UWL community prior to the beginning of the fall and spring semesters. There are opportunities for question and answer sessions at these events. He also holds two open forums each semester and more if they are requested; for example, when UWL was working through the details of the 2015-17 biennial budget reduction. Faculty, staff, and students can make appointments to meet with members of the Academic Affairs leadership, and the Academic Affairs office also holds office hours at least twice each semester. The colleges/schools host meetings or professional development events ahead of the start of the fall and spring semesters.

2015 Wisconsin Act 55, signed into law in July 2015, made changes to shared governance on UW System campuses. The new language transitions the faculty, academic staff, and students to having primary responsibility for advising the chancellor regarding matters related to academic and personnel matters. New language also states that faculty in STEM fields should be "adequately represented" in the shared governance structure. (University staff were not enumerated in prior or current statute.) This is a contrast to previous language that delegated responsibility for many of these functions to the faculty/staff in those roles. UWL faculty and the AAUP expressed concerns about the proposals in February 2015; however, the proposals were adopted largely as written.

3. Through the university's shared governance structure, administration, faculty, staff and students

participate in setting academic requirements, policies, and processes. There are six Faculty Senate 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). Each of these committees elects a chair and recorder. Each committee has representation from the faculty, staff, students, and administration as outlined in the bylaws of the committee, and each committee meets on a regular basis during the academic year while class is in session.

In 2015, UWL implemented curriculum inventory management (CIM) software to better manage changes in curriculum and academic policy and to help ensure accuracy of academic program, course, and policy information in the university catalogs. Any faculty, administrator or staff member can propose a change to curriculum or academic policy through CIM. CIM's workflow sends the proposal through the appropriate governance approval process, ensuring widespread review and transparency to curriculum and academic policy changes.

Sources

- AA_Provost_AAOrgChart_Nov2015
- AA_Provost_DepartmentalBylawTemplate_2012
- AA_Records_CIMPage_Jan2016
- AAUP_WisconsinStatement_March2015
- ADV_OrgChart_Jan2016
- AF_OrgChart_Jan2016
- Chancellor_UniversityOrgChart_December2015
- GG_AcademicStaffCouncil_Bylaws_2014
- GG_FacultySenate_Articles_Aug2011
- GG_FacultySenate_BudgetResponse_Adopted_Feb12
- GG_FacultySenate_Bylaws_Sept2014
- GG_StudentAssociation_Constitution_April2015
- GG_StudentAssociation_StudentSenateBylaws_May2014
- GG_UniversityStaffCouncil_Bylaws_October2015
- SA_OrgChart_Jan2016
- StateofWI_Chapter36_PRIORTOACT55
- StateofWI_Chapter36_PRIORTOACT55 (page number 4)
- StateofWI_Chapter36WisStats_Nov192015
- StateofWI_Chapter36WisStats_Nov192015 (page number 3)
- UWSA_BoardofRegents_April2013Meeting
- UWSA_BoardofRegents_Bylaws_Sept2013
- UWSA_BoardofRegents_Bylaws_Sept2013 (page number 7)
- UWSA_BoardofRegents_CommitteeList_201516
- UWSA_BoardofRegents_InclusiveExcellence_Oct2014
- UWSA_BoardofRegents_MOOCUpdate_Aug2014

5.C - Core Component 5.C

The institution engages in systematic and integrated planning.

1. The institution allocates its resources in alignment with its mission and priorities.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
4. The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution's sources of revenue, such as enrollment, the economy, and state support.
5. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

Argument

1. Despite significant and continued declines in contributions to the UW System (UWS) in the state budget, UWL invests its resources in teaching, learning, and student success. 54 percent of UWL's budget is dedicated to the Division of Academic Affairs.

UWL last adopted a comprehensive strategic plan - Building Our Academic Community of Learning and Inquiry - in 2004. The strategic plan identified seven areas of focus for the institution: academics, student development, diversity, community, globalization, quality of life, and resources.

The timing of the adoption of the strategic plan coincided with accelerating reductions in financial resources to UWL from the state budget. By fall 2006, UWL had lost 70 faculty positions and had a student-to-faculty ratio of 24:1, which the administration believed to be a cause for concern regarding the University's ability to provide a high-quality educational experience for its students without a systematic way to address the needs for more faculty in the classroom.

The last HLC site visit team noted in April 2006, "furthermore, there is concern about the number and type of faculty appointments; faculty, of course, serves as the foundation of excellence in education, particularly at the undergraduate level." The outgoing Chancellor and other members of the leadership team described to the HLC site visit team a plan to address this issue by growing the resources needed to add new faculty and support staff lines. Resources were raised by increasing undergraduate tuition at UWL and growing the enrollment of the institution to 10,000 students. Such an enrollment would still allow UWL to retain the small and personalized environment from which it creates a strong educational experience for its students.

The plan to increase undergraduate tuition at UWL – eventually named Growth, Quality, and Access (GQ&A) - was first introduced through the legislative process for the 2007-2009 biennium. It was eventually successful when approved by the UWS Board of Regents (BOR) in December 2007.

The GQ&A plan had three primary goals:

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].
2. Hiring at least 75 additional faculty and 20 additional staff over the next five years [2008-2013].
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.

The GQ&A plan generates financial resources to allow the institution to focus on the core of its mission: educating undergraduate students. Although, the bulk of tuition dollars collected at UWS institutions are returned to UWS for collection and 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 state reduced its support of the UWS by $225 million in FY16; UWL's budget was reduced by $6.85 million annually and 81 FTE positions were eliminated. The recommendations forwarded to the Joint Planning & Budget Committee (JP&B) by the University Budget Council did not include reductions in instructional positions; the goal was to maintain UWL's progress on decreasing its student-to-faculty ratio as one component of GQ&A. By fall 2014, the student-to-faculty ratio at UWL had been reduced to 19:1 (18:1 in fall 2015), even though the university's overall enrollment grew eight percent from fall 2008, and undergraduate enrollment grew 14 percent.

2. The governing body at UWL with primary responsibility for review and approval of budget and planning decisions is the JP&B Committee. JP&B bylaws outline the composition of the committee and the duties of the committee. Over the past ten years, the activities of JP&B have centered extensively on approving resource allocations for the GQ&A program and addressing budget reductions applied to UWL from the state.

In the case of resource allocations, GQ&A revenue is annually reviewed to determine if there is enough revenue to support additional positions. GQ&A budget and expenditure guidelines outline the policies that apply to GQ&A positions. Campus units are notified of the capacity for additional positions, and the units put forward proposals to secure new instructor or staff positions. Proposals are reviewed by department heads, college deans, Deans' Council, and the Chancellor's Cabinet. Each Vice Chancellor has their own procedure and process for assessing if a GQ&A position proposal will be supported and brought forward for consideration at JP&B. The proposal approved by the Chancellor's Cabinet is then brought to JP&B for review and approval.

JP&B established a set of GQ&A metrics that is reviewed each fall to monitor progress in the program. Under the GQ&A program, UWL has met its enrollment goals and quality goal as it relates to student-to-faculty ratio. UWL continues to monitor progress on access for students from low-income and underrepresented backgrounds. There are examples throughout this argument for specific actions the university has taken to support low-income, underrepresented students (see CC 1.C. and CC 4.C.).

UWL is currently engaged in a $15 million *Share the La Crosse Experience* campaign for scholarships. The goal is to increase the endowment to $25 million (from $15 million at the outset) and award one million dollars annually in scholarships (up from $500,000). Scholarship campaign priorities include scholarships that are flexible, less restrictive and open to all levels to provide additional tools in the recruitment and retention of students. Unrestricted need-based and merit-based scholarships are the primary goal, and some donors have given for field-specific scholarships. The campaign has raised $6.7 million in its first three years.

In years when there are not budget reductions that require attention from the committee, JP&B has undertaken review and revision of elements of the strategic plan. In spring 2012, JP&B reaffirmed the pillars of the 2004 strategic plan, and units with operational responsibilities for the goals were asked to provide updated priorities and resources available to achieve those goals. JP&B ultimately endorsed a set of modified vision statements and goals for elements of the strategic plan.

Compensation of faculty and staff was specifically addressed in the 2012 update. GQ&A revenue is designated for hiring new faculty and staff but it is not used for providing compensation adjustments for current faculty and staff. Compensation increases for State of Wisconsin employees have been minimal, and furloughs and increased benefit contributions have resulted in decreases in take-home pay. The 2015-17 state budget also included significant out of pocket cost increases for State of Wisconsin employees; these increases were not known to campuses during budget deliberations in spring 2015. As a result, in some cases, junior faculty in departments earn more than senior faculty.

UWL has invested nearly $4 million in faculty and staff compensation from FY12-FY16, and progress has been made in moving the average faculty and staff member to their appropriate CUPA median salary. The compensation adjustments can be made when UWL has strong enrollment and generates tuition revenue beyond the UWS tuition pool requirement. Faculty Senate and the administration work together to determine the appropriate approach to compensation adjustments for faculty; CUPA data and consultation with Academic Staff Council determine compensation approaches for NIAS; and adjustments for classified staff were determined by personnel policies for the State of Wisconsin. The policy for future adjustments for classified (now university) staff has yet to be determined.

As noted in CC 1.B., JP&B adopted a vision and values statement for UWL that complements the Select Mission statement. The four values are focused versions of the original seven areas of focus for the institution. JP&B also planned to address the list of goals set out in spring 2012 by soliciting feedback on progress toward the goals. However, deliberations for the required reductions for the 2015-17 biennium usurped this discussion.

UWL began the process of planning for its next strategic plan in the 2015-16 school year. The JP&B Executive Committee selected a consultant during the fall 2015 semester and a Strategic Planning Steering Committee was selected to include four faculty members, four academic staff members, and two students. The strategic planning kick-off event is planned for May 17, 2016, and will include approximately 50 individuals invited to participate in the initial discussions about the new strategic plan.

Assessment of student learning and evaluation of operations at the program level are specifically linked in the Academic Program Review process and explained in CC 4.A. and CC 4.B. Additional work is needed to ensure that assessment of student learning is linked through the evaluation, planning, and budgeting processes.

3. In addition to the on-campus committees that participate in shared governance at UWL, UWL has committees that include external audiences. The Chancellor's Community Council 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. The Chancellor invites legislators, BOR members, and identified community members to attend the All-University Address in both fall and spring semesters. The CBA has a formal Board of Visitors, and other programs with external accreditation include practitioners in formal and informal feedback where necessary and appropriate.

Students are consulted on decisions made at UWL; in particular those with effects on tuition and fee levels. For example, when GQ&A was under consideration, students participated in a referendum to determine if the program would be adopted, as the students were going to pay the additional tuition for the program. 81 percent of the students voted affirmatively for the program. 81 percent of students also voted affirmatively to increase the academic initiatives differential tuition.

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.

UWL assembles the University Budget Council to consider resource allocations – cuts and restorations - related to the state budget. The University Budget Council is comprised of the Chancellor, the Vice Chancellors, the Deans of the three colleges and the School of Education, the chair of JP&B, the UWL Budget Director, and representatives from the four shared governance groups. The Budget Council reviews options for meeting the budget reduction target or plan for restoration, and the options are presented to the full JP&B for discussion and eventual approval.

4. UWL has become increasingly reliant on tuition revenue and enrollment since the HLC site team's last visit in 2005-06, 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 larger. UWL has generated adequate reserves to support these personnel commitments if enrollment declines or other unforeseen circumstances arise.

Concerns expressed by members of the Wisconsin Legislature about the size of the reserve balances held by UWS administration and UWS institutions resulted in passage of a state law requiring UWS 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 (FY14, FY15 report). UWL has created its own reserve policy to guide the institution's compliance with the BOR policy.

5. As noted in CC 3.D., UWL supports investment in technological infrastructure and integration of new technologies in teaching and learning. UWL collaborated with UWS to offer the first massive open online course (MOOC) in the UWS. The College Readiness Math MOOC evolved from the summer FastTrack program, and students who successfully complete the MOOC are ready for credit-bearing mathematics courses in college.

UWL offers online degree programs, several of which are in partnership with other institutions in the UWS. These collaborative degree programs allow individual UWS campuses to contribute courses in which they have expertise, while benefiting from expertise available at other UWS campuses.

UWL remains a traditional, undergraduate campus; therefore, enrollment growth affects campus physical spaces. In addition to those listed in CC 5.A., UWL students approved a referendum to add space to the current Recreational Eagle Center (REC). In fall 2014, students also approved a referendum to build a new multipurpose fieldhouse. The project was approved by the BOR but the State Building Commission deferred the request to a future biennium. The fieldhouse project provides additional classrooms, recreation space, and an updated space for the UWL gymnastics program that must be relocated from Wittich Hall for the CBA renovation.

UWL has experienced a decline in graduate enrollment (see CC 1.A.). In 2014-15, the Office of Graduate Studies undertook a strategic planning process, including completion of a self-study and external review (report here) funded by the Council of Graduate Schools. The planning process at UWL continues in the 2015-16 school year.

Sources

- 2029 20060423 Continued Accreditation - Team Report
- 2029 20060423 Continued Accreditation - Team Report (page number 28)
- AA_GradStudies_ReportfromCGSReviewers
- AA_IRAP_GQA_Benchmarks_Nov2015
- AA_IRAP_QuickFacts2015_Dec112015
- AA_OnlineDegreePrograms_Jan2016
- AA_SAH_Math_FastTrack_Summer2015
- AA_SAH_Math_MathMOOC_January2013
- ADV_ScholarshipCampaignUpdate_Feb2016
- AF_BudgetOffice_AllFundsBudgetbyFunction_FY15
- AF_BudgetOffice_BudgetReviewFY16_Jan2016
- AF_BudgetOffice_CUPASalaryReview_Nov2015
- AF_BudgetOffice_FiscalImpactSummary_BiennialReductions_FY01FY17
- AF_BudgetOffice_FundReserves_June2014
- AF_BudgetOffice_GQA_BudgetExpenGuidelines_Sept2015
- AF_BudgetOffice_GQAPositionSummary_Dec2015
- AF_BudgetOffice_UniversityBudgetCouncil_20152017
- AF_BudgetOffice_UniversityBudgetCouncil_20152017 (page number 3)
- AF_BudgetOffice_UniversityBudgetCouncil_20152017 (page number 24)
- AF_BudgetOffice_UWSA_PayPlanSummary_FY10FY19pdf
- Chancellor_CCCInvite_2015
- Chancellor_StrategicPlanningUpdate_Dec2015
- Chancellor_StudentReferendaSlides_BORPresentation_April2013
- GG_FacultySenate_Articles_Aug2011
- GG_JPB_Bylaws_Oct2015
- GG_JPB_MissionVisionValues_March2015
- GG_JPB_StrategicPlan_2004
- GG_JPB_StrategicPlanReview_2012
- GG_StudentAssociation_AIDAC_Bylaws_April2015
- GG_StudentAssociation_SUFAC_Overview
- UWSA_BoardofRegents_FundBalanceReport_FY14
- UWSA_BoardofRegents_FundBalanceReport_FY14 (page number 4)
- UWSA_BoardofRegents_FundBalanceReport_FY14 (page number 77)
- UWSA_BoardofRegents_FundBalanceReport_FY15
- UWSA_BoardofRegents_FundBalanceReport_FY15 (page number 63)
- UWSA_BoardofRegents_GQA_Approval_December2007
- UWSA_SummaryofBudgetProvisions_July2015

5.D - Core Component 5.D

The institution works systematically to improve its performance.

1. The institution develops and documents evidence of performance in its operations.
2. The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.

Argument

1. Each vice chancellor requests year-end reports from the directors within their divisions (for example, academic affairs instructional and noninstructional templates). The year-end reports are used to evaluate operations within the division and consider resource adjustments or unit alignments as necessary. Unit reports are asked to describe their contributions to the areas of importance for UWL, in particular, Inclusive Excellence. Report summaries or the reports are published on the divisional websites.

The committees of the Faculty Senate file reports at the end of the school year. The content of these reports are used to develop charges for the following year's Faculty Senate committees in order to continue momentum on making changes to improve the University.

UWL reports annually to UW System (UWS) and the Wisconsin Legislature through its Accountability Report. UWS coordinates the data elements that are required to have uniform reporting standards and each UWS institution chooses its campus-level framework for reporting, a change that started with the 2014-15 school year. UWL reports outcomes related to the four guiding values adopted by the UWL Joint Planning & Budget (JP&B) committee in March 2015. As noted in CC 5.C., JP&B also evaluates progress of the Growth, Quality, and Access (GQ&A) program through the annual dashboard update.

UWL has also expanded its institutional research capacity since the last site visit, when the institutional research office had one full-time staff member. The office now consists of four staff members who respond to data requests, create ad hoc reports, serve as University committee consultants, support enrollment management and planning efforts, facilitate accreditation reporting, and provide support for assessment of student learning and academic planning at UWL.

2. The environment in which UWL operates has changed significantly in the past ten years, requiring the institution to learn from operational experience and apply those lessons for continuous improvement. Managing the continued decline in state support to the UWS and the effects of GQ&A across the UWL campus are two major challenges UWL faces in the coming years.

The share of state support compared to tuition revenue for UWL has continued to decline since the last site visit during the 2005-06 school year. In FY06, state support contributed 27 percent to UWL's budget, and by FY16, state support contributed 12 percent to UWL's budget. The composition of state support for operating versus capital budgets also presents challenges, as we are able to effectively advocate for new construction and capital improvements (see CC 5.A.) but receive less support to improve pay and benefits for our faculty and staff.

GQ&A has had very positive effects for UWL in the additional talent it has brought to the campus and

the area. UWL has created over 200 professional jobs on campus as a result of the program. It has allowed us to expand high-impact practices; in particular, undergraduate research and creativity (see CC 3.B.). The Division of Academic Affairs created the Institute for Campus Excellence, which creates a physical space to host professional development and collaboration for faculty and staff.

The influx of new professors since GQ&A hiring began in fall 2009 means some departments are predominantly junior faculty, with 40 percent of tenure-track faculty not yet tenured. This requires additional investment of time and resources across all levels of the organization in the recruitment, retention, and promotion processes for faculty and instructional academic staff (see CC 3.C.).

This also creates the need for leadership development opportunities for junior and mid-career faculty and staff. Academic Affairs assembled a task force in the 2014-15 school year to review the needs for leadership development programming at UWL. The task force presented its recommendations to the Provost in summer 2015, and the task force's work will continue with development of a handbook for new department chairs and the Provost providing financial resources for a grant to participate in leadership development opportunities. Human Resources has also hired a new position to focus on employee relations and leadership development for supervisors, department chairs, and others in leadership roles on campus.

Changes to tenure and shared governance described in CC 2.C., 2.D., and 5.B. as a result of the passage of 2015 Wisconsin Act 55 (the 2015-17 biennial budget) have increased the need for UWL to find ways to recognize faculty and staff excellence and reiterate the value and importance of the work of educating students. This presents a challenge given the declining resources made available at the state level.

In addition to the resources the institution has directed toward compensation (see CC 5.C.), UWL is recognizing faculty and staff excellence locally. The Teaching Excellence Awards (2013, 2014, 2015), implemented in 2013, are one way that UWL has looked for internal ways to recognize faculty who inspire students in the classroom. Staff members at UWL can also be recognized with the Academic Staff Excellence Award and the University Staff Excellence Award.

The enrollment growth that has allowed UWL to invest in additional faculty and staff and compensation has also created challenges that continue to be addressed. Housing students, orienting students, and managing growth and enrollment in majors are among the challenges that UWL faces.

Growth in the undergraduate population as part of the GQ&A program included both first-year and transfer students. Adding additional students to this process created the need to revamp the registration and orientation process for these students, and the increased involvement of families in the college selection process has changed the dynamic of the registration and orientation process, in particular for first-year students. UWL designated one of the GQ&A positions as a First Year Experience coordinator, who reports to the Vice Chancellor for Student Affairs (see CC 3.D.). UWL also formed a task force for Freshman Registration & Family Orientation to review the purpose and execution of the program. That task force worked from 2012 to 2014 on review and observation of the program, and changes to the program were implemented in summer 2015. The most significant change resulted in students creating their own schedule using the student information system, better preparing them for the registration process in future terms.

Task forces have also focused on creating more comprehensive services for veteran students and transfer students. UWL has added two positions to coordinate veterans' services and two positions directly related to transfer students; one in Admissions and one in the Academic Advising Center. UWL continues to explore ways to integrate advising and orientation processes for all new students.

In particular, the quality initiative for reaccreditation, Firm Footing, focused on student success and academic advising.

The University Enrollment Management Committee is reviewing campus-wide efforts to retain students, and the committee plans to conduct an environmental scan for enrollment management in spring 2016. While enrollment at UWL steadily increased from fall 2008 to fall 2014, there was a decline in enrollment by 150 students in fall 2015 compared to the previous year. This decline was because of an increased four-year graduation rate for the first-year students who entered in fall 2011, and a decrease in international enrollment.

International enrollments at UWL peaked at 381 students in fall 2010 and declined in subsequent fall terms to 245 students in fall 2015. Admissions and recruitment responsibilities for international students are now part of the Admissions Office, which hired two recruiters for international students in January 2016. During this same time frame, UWL also reviewed and implemented new operational and fiscal policies within the Office of International Education (now International Education and Engagement).

UWL has a strong demand for housing. While living in campus housing for the first two years on campus (with special exceptions) is a BOR policy, UWL has exempted sophomores from the requirement because of the significant demand for housing. Even with this exemption, UWL still places students into extended housing, which may include study lounges or "doubles-turned-triples" (traditional double rooms with three lofted beds that are charged a reduced rate). An intermediate solution was developed for the 2013-14 school year whereby the rooms in Eagle Hall were designated as triples, which increased the capacity of that hall from 500 to 750 students. Even with this designation, demand for housing still exceeds supply and UWL has developed a proposal to build an additional residence hall. The BOR approved the proposal but the State of Wisconsin declined to enumerate the project in the 2015-17 biennial budget. UWL will continue to advocate for this building as discussions begin on the 2017-19 biennial budget.

The growth in undergraduate enrollment has amplified the need for teaching staff and learning space. One example is the demand for instruction in Biology, both for majors and for pre-health students. 52 percent of UWL students in fall 2015 were enrolled in the College of Science and Health, and Biology is the largest undergraduate major on campus, with over 1,000 students in the major. Construction is scheduled to begin in spring 2016 on an $82 million science building. An annex building for housing the UWL cadaver lab and supporting instruction in Anatomy and Physiology opened in fall 2015. A second phase of the science building is planned for the 21-23 biennium.

UWL began a comprehensive strategic planning process in the 2015-16 academic year as described in CC 5.C. The goal of this strategic planning process is to develop a discrete set of prioritized goals to guide the direction of UWL over the next 3-5 years.

Sources

- AA_IRAP_Enrollment_FY11FY16
- AA_IRAP_Fall2015_DayofRecordTables_Sept2015
- AA_IRAP_GQA_Benchmarks_Nov2015
- AA_IRAP_HCbyMajor_Fall2015
- AA_IRAP_InternationalEnrollment_FY12FY16
- AA_IRAP_UWSystemAccountabilityBrief_Summer2015
- AA_Provost_AnnualReportTemplate_Instructional

- AA_Provost_AnnualReportTemplate_NonInstructional
- AA_Provost_FRFO_TaskForceReport_July2013
- AA_Provost_MissionStatement_28Oct13
- AA_Provost_TeachingExcellenceAwards_May2013
- AA_Provost_TeachingExcellenceAwards_May2014
- AA_Provost_TeachingExcellenceAwards_May2015
- AA_QualityInitiativeReporttoHLC_August2015
- AF_BudgetOffice_CUPASalaryReview_Nov2015
- AF_BudgetOffice_GQAPositionSummary_Dec2015
- AF_BudgetOffice_StatetoAcademicFeesSupport_FY16
- AF_BudgetOffice_StatetoNonStateSupport_FY16
- AF_Facilities_CowleyCFA_SBCApproval_August2015
- AF_Facilities_CowleyPhase1_Nov2015
- GG_AcademicStaffCouncil_ExcellenceWinners_2006to2015
- GG_FacultySenate_CommitteesPage_June2015
- GG_JPB_MissionVisionValues_March2015
- GG_UniversityStaffCouncil_ExcellenceAwardWinner_July2015
- UWSA_2015AccountabilityReport_TransmittalLetter_Sept2015
- UWSA_BoardofRegents_Policy24-2_HousingPolicy

5.S - Criterion 5 - Summary

The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

Summary

There is no argument.

Sources

There are no sources.