

SUMMARY OF FINDINGS FROM
HIGHER LEARNING COMMISSION FINAL TEAM REPORT
June 6, 2016

MONITORING REPORTS

• **INSTITUTIONAL RECORDS OF STUDENT COMPLAINTS**

- ***DUE DATE: December 16, 2016***
- The institution will develop a single clear institutional policy for student complaints along with a tracking mechanism as indicated in the Federal Compliance Report.
 - Currently there is no single student complaint policy or collection point for complaints but there are many. The institution's new policy must combine/collect student complaints (as defined in the institution's policy) such that an analysis can be made on a regular basis as to the following three items:
 - Timeliness of responses
 - Trends in types of complaints to review for patterns or important information for institutional learning
 - Trends in acceptable responses or resolutions of complaints
 - The institution indicated that it has a systematic complaint collection system in place in student affairs but that it would need to be modified to collect a broader range of complaints.
- The review in four years should include a log as well as a report of the analysis of the log as noted above.

• **STRATEGIC PLANNING**

- ***DUE DATE: December 14, 2018***
- The current strategic planning process must end with a plan that aligns with the UWL mission, vision, and value statements. The plan must anticipate emerging factors such as technology, demographics, and globalization. The plan must include metrics to measure success.
- Interim Report must include the following:
 - Final Report of the Strategic Plan
 - Clear documentation of approval of the strategic plan by all campus entities.
 - List of metrics that will be used to monitor success of the plan.
 - Timeline for monitoring metrics and successes.

RECOMMENDATIONS MADE FOR IMPROVEMENT

Recommendations are items that we do not need to address in the monitoring reports, but HLC will expect to see some progress reflected in the Year 4 Assurance Document that we submit during the 2019-20 school year.

- SYLLABI AND STUDENT LEARNING OUTCOMES
 - “[O]ne recommendation is that UWL review its current policy regarding a standardized syllabi template...”
 - “[I]t is recommended that UWL also review policies related to inclusion of student learning objectives in standardized, course-specific syllabi.”
 - “A review of course syllabi provided indicated that many course syllabi do not list the learning objectives of the course or the specific learning outcomes the course addresses.”
 - “In addition it is also not clear as to how the students are evaluated in courses that enroll both graduate and undergraduate students. It is imperative that courses that include credit for both undergraduate and graduate students have learning outcomes and assessments consistent and appropriate to the level of education.”
 - ***“In summary, it is recommended that UWL adopt a standard template for all course syllabi that will assure consistency and benefit the students. Although the institution articulates and differentiates learning goals for undergraduate, graduate programs in the catalog, the consistency at the course level is not there.”***
- POLICIES
 - ***“In forums and discussions faculty and staff suggested a policy website that could link to all policies which might make a search [for those policies] easier.*** The registrar indicated that she is already combining all academic policies into one place for ease of use. Great idea, UWL!”
 - “[I]ndividual UWL colleges and departments should review respective bylaws to determine if they effectively address tracking and the handling of individual situations of student academic misconduct.”
- PUBLICATION OF TOTAL COSTS TO STUDENTS
 - “However, it is difficult to determine exact fees as different UWL websites can give different answers and some students voiced confusion regarding course specific fees, select fees, D2L fees, and differential fee structures. As such, ***it is recommended that UWL review publication of the fee structures in light of student input from the student governing body.***”
- DIVERSITY
 - “The university should consider ways in which these offices [Student Affairs, Academic Affairs, Affirmative Action, JMAC, et al] and efforts might be able to operate in a more efficient and productive manner to meet the goals and values of the institution...***As the University launches a new process of strategic planning, it would do well to have a set of goals that examine how best to sustain, coordinate, and promote its diversity efforts.***”

- “UWL has implemented several initiatives to address the achievement and graduation gaps for underrepresented students, such as FYRE, EMP, McNair, and Lawton. These initiatives have been recently implemented, so there are limited data on program effectiveness. *It is recommended that UWL continue to monitor the effectiveness of these programs.*”

OTHER ITEMS OF NOTE

- ***They are satisfied with our progress on assessment. We need to keep up this good work!***
 - “An examination of the Student Learning Outcomes for Departments and Programs as derived from the 2014 biennial assessment reports demonstrates clearly articulated learning outcomes appropriate to the level of the degree as well as their relevancy to the specific programs.”
 - “The steps taken by the GEC and [GEAC] are in the right direction and allows for efficient management of the GE program.”
 - This line refers to the switch to the six SLOs for the GE program.
- “In many areas, UWL excels in providing needed services and required facilities to assure a good learning experience for its students.”
- “The institution...is clearly one of the most efficient (or underfunded) comprehensive institutions in the UW System as evidenced by their state appropriation per FTE which is 10/11 institutions.”
- Several comments and concerns related to Wisconsin Act 55 (the 2015-17 biennial budget that changed tenure and shared governance language):
 - “Some faculty referred to the changes as “fake tenure” because they are not sure what the new tenure policy means. ***As a result, it is recommended that extensive, ongoing dialogue continue on the UWL campus related to the future impact of Wisconsin Act 55.***”
 - “Conversations in open forums...affirm that [the budget reduction process] has been an open, although painful, process and retaining the educational mission has been the highest priority. That fact, unfortunately, means that there are support staff that have multiple roles or struggle to keep up with their workload.”
 - “The new language [in Wisconsin Act 55] modified the definition of shared governance especially with respect to faculty. ***The BOR and UW System president understand the change to be a minor modification while UWL faculty and staff understand this change in state statute to be a significant and detrimental change to shared governance. This lack of common understanding is causing significant faculty morale issues.***”