	Summary of Contents		
Intro	<u>duction</u>		
Overv	view of the University & Self-Study Process		
Inst	itutional Structure and Governance	1	
Sign	nificant Developments at UW-Whitewater: 1996-2006	3	
Res	ponses to the 1996 NCA Site Visit Report	8	
UW	-Whitewater Accreditation History	14	
Self	-Study Process	14	
Str	icture of the Self-Study Report	15	
Crite	ter One rion #1: Mission and Integrity		
	e Component 1a		
	Evidence 1a-1: The institution has adopted mission documents that clearly and broadly define its purposes, intentions, and commitments	18	
•	Evidence 1a-2: The mission documents underscore the institution's commitment to high academic standards that are supported by the policies and practices of the institution.	19	
•	Evidence 1a-3: The institution makes the mission documents available to the public, particularly to prospective and enrolled students.	20	
Cor	re Component 1b		
	Evidence 1b-1: The institution addresses the importance of diversity in its mission	22	
•	documents	22	
Cor	re Component 1c		
	Evidence 1c-1: The institution evaluates and, when appropriate, revises mission documents through an open, collaborative and public process	25	
	University's mission	26	
	Evidence 1c-3: The missions of the institution's academic and non-academic units are clearly articulated and congruent with the broader mission of the University	27	
•	Evidence 1c-4: The institution's internal review systems assure that academic and non-academic units function effectively in fulfilling the University's mission	29	
Core	Component 1d		
	Evidence 1d-1: The Board of Regents empowers the Chancellor with the necessary	21	
	authority to fulfill the University's mission	31	
	defined responsibilities, and work collaboratively with campus leadership to achieve the institution's mission.	32	
	Evidence 1d-3: Advisory Boards allow internal and external constituents to provide input on ways for the institution to better achieve its mission	34	
	•		

Evidence 1e-1: The State of Wisconsin and the UW System delineate standards for open and honest operation and have procedures for assuring adherence.....

Evidence 1e-2: The institution's administrative units comply with campus, UW System, state, and federal laws and regulations relevant to its Mission and operation.....

**Core Component 1e** 

35

•	for fairly, objectively, and quickly addressing complaints, grievances, and appeals in a timely manner	39
Co	onclusions Relevant to the Four Cross-Cutting Themes	
UW	I-W as a Future-Oriented Organization Strength: Revision of the Select Mission and the development of Core Values and	
•	Organizational Objectives facilitate institutional planning	41
•	Strength: Institutional decisions are mission driven.	41
UW	/-W as a Learning-Focused Organization	41
UW	Strength: Mission documents underscore the centrality of learning	71
•	Strength: Mission documents are a result of an open and collaborative process with	
	internal and external stakeholders.	42
UW	V-W as a Distinctive Organization Strongth and Challenge: The institution is fulfilling its stated commitments to greating	
•	Strength and Challenge: The institution is fulfilling its stated commitments to creating and supporting a diverse student body, but faces new challenges in doing so in the years ahead.	42
Char	oter Two	
	rion #2: Planning for the Future	
Co	re Component 2a	
•	Evidence 2a-1: The University's planning processes are responsive to a complex and dynamic operating environment.	44
•	Evidence 2a-2: University planning reflects awareness of evolving societal and economic	46
•	Evidence 2a-3: Planning occurs at multiple levels within the University, is integrative, and mission-driven.	48
•	Evidence 2a-4: Feedback from internal and external constituencies aids the University in refining its strategic planning initiatives.	50
Co	re Component 2b	
•	Evidence 2b-1: Resource allocation, reallocation, and deallocation decisions affirm UW-W's commitment to high quality academic and co-curricular programs	54
•	Evidence 2b-2: The institution has demonstrated an ability to enhance an increasingly challenged resource base.	57
Co	re Component 2c	
•	Evidence 2c-1: The institution has expanded its data collecting, data storing, data sharing skills, and capacity	60
•	Evidence 2c-2: The institution's internal review procedures keep academic and co- curricular programs accountable, oriented toward systematic, data-driven performance evaluation, and focused on improvement	64
Co	re Component 2d	
•	Evidence 2d-1: Strategic and Operational planning and budgeting processes have resulted in progress toward fulfilling the mission	66
•	Evidence 2d-2: Planning and follow-up processes are flexible, allowing focus on the	67
•	mission even when addressing shifts in internal requirements and external conditions  Evidence 3d-3: Planning processes are inclusive, creating collaborative and environmentally-focused planning	67 68
Canal:	usions Relevant to the Four Cross-Cutting Themes	00
	<u> </u>	
•	V-W as a Future-Oriented Organization  Strength: Complex and fluid environmental conditions have led to the adoption of shorter, more responsive strategic planning cycles	70

•	Challenge: State-mandated budget reductions and internal budgeting practices hinder the
	perception of an integrated campus planning process
	/-W as a Learning-Focused Organization
•	Challenge: Continued reductions in operating budgets threaten instructional quality and student learning
111/4	student learning  I-W as a Connected Organization
•	Strength: Strategic decisions relevant to the implementation of technology have improved
•	access to critical information and data
UW	/-W as a Distinctive Organization
•	Strength: Internal quality assurance processes lead academic and non-instructional
	programs to be reflective, accountable, and focused on improvement
Chai	otor Throp
	oter Three
Crite	erion #3: Student Learning and Effective Teaching
Co	ore Component 3a
_	Enidemen 2 of 1. The Community description Programme and descriptions and minimum and
•	Evidence 3a-1: The General Education Program, undergraduate majors and minors, and graduate programs have clearly stated learning outcomes
•	Evidence 3a-2: Data assessing student achievement of learning outcomes are gathered in
•	direct and indirect ways from internal and external stakeholders
•	Evidence 3a-3: Data gathered to assess student learning outcomes are used for
	improvement at institutional, college, department/program and course levels
•	Evidence 3a-4: The institution provides resources to support academic assessment
	initiatives
•	Evidence 3a-5: Efforts to articulate and assess student learning outcomes occur in non-
	instructional and co-curricular units.
•	Evidence 3a-6: Academic assessment processes undergo systematic review from internal
	and external mechanisms in ways that strengthen and improve learning assurance
	initiatives
Co	ore Component 3b
•	Evidence 3b-1: Instructional excellence is rewarded and widely recognized through the
	institution's promotional mechanisms and rituals.
•	Evidence 3b-2: Evaluation of instruction is conducted in multiple ways and effectively
	fulfills summative and formative purposes.
•	Evidence 3b-3: Programming to improve instruction is oriented toward keeping faculty
	and instructional staff current with research-based principles, best practices, and
	innovative application.
•	Evidence 3b-4: Instructional development programming is varied in purpose, garners high levels of participation, and meets the needs of faculty and instructional staff
~	inglification of purceipurous, und move the frequency und movement countries.
Co	ore Component 3c
•	Evidence 3c-1: The institution actively promotes learning through student experiences in
	non-classroom and co-curricular opportunities.
•	Evidence 3c-2: Non-instructional units, individually and as effective collaborators with
	deddenie programs, create new and improve existing contexts for learning
•	Evidence 3c-3: The institution uses technology to support and deliver instruction in ways that expand student access and facilitate student learning.
_	
•	Evidence 3c-4: The institution articulates distinctions in learning expectations and processes for graduate and undergraduate students.
-	
Co	ore Component 3d
•	Evidence 3d-1: Facilities designed to support student learning are continuously expanded
	and improved.
•	Evidence 3d-2: The institution provides services and resources that effectively support
	learning for a diverse student population.

processes that evaluate performance and lead to continuous improvement	
Conclusions Relevant to the Four Cross-Cutting Themes	
<ul> <li>UW-W as a Future-Oriented Organization</li> <li>Strength: Strategic decisions relative to technology have positioned the institution reach, instruct, and support current and future students more effectively</li> <li>Strength: Effective planning has ensured that facilities to support student learning</li> </ul>	114 g are
continuously updated and improved	114
<ul> <li>UW-W as a Learning-Focused Organization</li> <li>Strength and Challenge: Academic assessment initiatives continue to expand and but will require continued attention and resources.</li> <li>Strength: The institution values and supports effective instruction.</li> <li>UW-W as a Connected Organization</li> <li>Strength: Collaborations between non-instructional and academic programs have expanded and improved learning opportunities for students.</li> <li>Challenge: General Education assessment efforts would benefit from improved collaboration among internal constituencies.</li> <li>UW-W as a Distinctive Organization</li> <li>Strength: The institution's provision of support services underscores its appreciate the needs of diverse learners.</li> </ul>	115 115 116 116
Chapter Four Criterion #4: Acquisition, Discovery, & Application of Core Component 4a	<u>Knowledge</u>
• Evidence 4a-1: The UW System and University clearly articulate and endorse the	
of freedom of inquiry for students, faculty, and staff  • Evidence 4a-2: The UW System and University support ongoing professional	118
development of administrators, faculty, and staff	
• Evidence 4a-3: The institution effectively supports the development of research a scholarly activity skills in faculty and students	
Evidence 4a-4: The institution recognizes research and scholarly/creative achieve students, faculty and staff	ement of
Core Component 4b	
Evidence 4b-1: The goals of the General Education program align with the institution Mission Statement.	105
• Evidence 4b-2: The General Education program provides educational coherence University's varied baccalaureate degrees	for the 126
<ul> <li>Evidence 4b-3: The institution has aligned resources, administrative oversight, ar review mechanisms to ensure that General Education remains vital, aligns with the mission, is interdisciplinary in nature, and plays a preeminent role in the University</li> </ul>	e
curriculum.	128
<ul> <li>Evidence 4b-4: Undergraduate majors and minors refine universally-relevant skill through application to their discipline-specific needs.</li> <li>Evidence 4b-5: Graduate programs, while oriented toward professional specialized develop universally-relevant skills, including intellectual inquiry, applied learning</li> </ul>	
communication.	<i>&gt;</i> /
Core Component 4c	
<ul> <li>Evidence 4c-1: Institutional policies and quality assurance processes provide syst reviews by multiple stakeholders that ensure curricular relevance and currency</li> <li>Evidence 4c-2: Through an integrated baccalaureate curriculum and supporting curricular programs, the institution ensures that students acquire skills and perspe</li> </ul>	
necessary for success in a global, diverse, and technologically-oriented world	

	responsible behavior
Coi	re Component 4d
•	Evidence 4d-1: The institution's academic and non-instructional programs develop student understanding of issues and policies relevant to academic integrity, and work collaboratively to effectively assure compliance
•	Evidence 4d-2: The institution provides multiple support and oversight mechanisms to assure integrity in research efforts conducted by faculty, staff, and students
•	Evidence 4d-3: The UW System and the institution have developed and make widely available policies and guidelines relevant to intellectual property rights
Coı	nclusions Relevant to the Four Cross-Cutting Themes
UW-	W as a Future-Oriented Organization
•	Strength: The University's General Education (GE) program signals the institution's commitment to reflect the society in which graduates will be expected to live—diverse, global, and techno-centric.
UW-	W as a Learning-Focused Organization
•	Strength & Challenge: Planning decisions reflect the institution's commitment to the professional development of faculty and staff, a commitment that may be difficult to sustain in periods of declining resources.
•	Strength: Faculty and students are actively involved in the creation, discovery and sharing of new knowledge, creating new learning opportunities for students
•	Strength: Curricula are oriented toward developing universally-relevant skills, and are designed to progressively develop student skills in acquiring, discovering, and applying
I I\A/	knowledge
•	Strength: Connections with external constituencies ensure that curricula are current and
•	focused on developing relevant knowledge and skills
1 IVA7	students and faculty
U VV-	W as a Distinctive Organization Strength: Research protocol processes ensure that research is conducted in ethically and
•	socially responsible ways by faculty, staff, and students
an	ter Five
	rion #5: Engagement and Service
	re Component 5a
•	Evidence 5a-1: The institution fulfills its publicly declared commitments to service and regional engagement in multiple ways.
•	Evidence 5a-2: The University serves diverse audiences through a variety of outreach and service initiatives.
•	Evidence 5a-3: Consistent with its mission, the institution serves as regional center for cultural and economic activity
Coı	re Component 5b
•	Evidence 5b-1: Faculty and staff readily share their expertise with regional stakeholders
•	Evidence 5b-2: Faculty and staff readily share their expertise with their professional
•	organizations
_	external stakeholders in ways that both value.
•	Evidence 5b-4: UW-W extends it capacity to engage in the region through the development of collaborative partnerships

Co	ore Component 5c
•	Evidence 5c-1: The institution's decentralized, stakeholder-centered approach to outreach positions it to deliver programs and services that are responsive to the needs of the
•	region.  Evidence 5c-2: Outreach programming is responsive to changes in public policy and societal and economic trends.
Coı	re Component 5d
•	Evidence 5d-1: Reciprocal engagement between the University and the community promotes mutually beneficial influences and increased operating efficiencies
Co	onclusions Relevant to the Four Cross-Cutting Themes
	/-W as a Future-Oriented Organization
•	Strength: The institution, consistent with its Select Mission, effectively serves as a
	regional cultural and economic center.
U۷	/-W as a Learning-Focused Organization
•	Challenge: The institution would enhance student learning by moving more fully from a "culture of service" toward a "culture of engagement."/-W as a Connected Organization
•	Strength: Consistent with its Core Value "Commitment to Serve," the institution has
	developed a culture of service to the region
UV	/-W as a Distinctive Organization
•	Strength: Outreach programming is responsive, based on what it learns from those it serves.
•	Strength: The institution uses it resources and expertise to serve diverse populations in the region and promote awareness about diversity
าลเ	oter Six
าลเ	nge Request
	hat change is proposed?
	~ · ·
W	hat factors led the organization to undertake the proposed change?
	hat necessary approvals have been obtained to implement the proposed ange?
	hat impact might the proposed change have on challenges identified by the ommission as part of or subsequent to the last comprehensive visit?
	hat are the organization's plans to implement and sustain the proposed ange?
W	hat are the organization's strategies to evaluate the proposed change?
Co	onclusions Relevant to the Four Cross-Cutting Themes
	/-W as a Future-Oriented Organization
•	Strength: The change request is consistent with the institution's mission documents and
	strategic planning initiatives.
•	Strength: Approval of the change request would better equip the institution to meet the
] ]\A	needs of a growing constituency of non-traditional learners  I-W as a Learning-Focused Organization
•	Strength: The institution has extensive experience in providing online education and
-	services in place that ensure effective pedagogy, student learning, and support for student learning.
•	Challenge: The proposal will require the development of new and additional skills in
	faculty teaching in online programs

UW-W as a Connected Organization	
Strength: A collaborative relationship with UW System Two Year Colleges will create a	
seamless pathway for interested students	183
• Challenge: Online baccalaureate programs stand to influence the institution's relationship	
with residential students in ways yet to be determined.	183
UW-W as a Distinctive Organization	
• Strength: Approval of the change request will further distinguish the institution as a	
premier provider of online learning.	184
• Strength: All online programs will be included in traditional internal review processes,	104
ensuring that they are self-reflective, accountable, and focused on improvement	184
Chanter Seven	
Chapter Seven	
Summary of Findings & Request for Continued Accreditation	<u>n</u>
Summary of Findings	
UW-Whitewater as a Future-Oriented Organization	
<ul> <li>Strength: UW-W is mission-driven in its planning, policies, procedures, and</li> </ul>	107
organizational actions	187
• Strength: UW-W has embraced and implemented technology in ways that improve its	107
operation, enhance student access, and position it for future success.	187
• Challenge: Developing student appreciation of diversity- and globalization-related issues	188
<ul> <li>will require continued attention.</li> <li>Challenge: UW-W must become more entrepreneurial in its thinking and</li> </ul>	100
programming	188
UW-Whitewater as Learning-Centered	
• Strength: UW-W has expanded its array of learning opportunities for students in ways	
that have strengthened its capacity to serve as a regional comprehensive university	189
• Challenge: UW-W must find new ways to support faculty in fulfilling evolving roles and	
completing additional responsibilities.	189
UW-Whitewater as a Connected Organization	
• Strength: UW-W has strong, wide-ranging, mutually beneficial connections with	100
constituents in the region.	190
Challenge: UW-W must continue to help faculty connect and collaborate in meaningful and profitable ways.	190
UW-Whitewater as a Distinctive Organization	170
• Strength and Challenge: UW-W demonstrates a strong commitment to matriculating and	
graduating a diverse student body, but faces a number of challenges in sustaining these	
efforts in the years ahead.	191
Strength: UW-W is responsive to problems and oriented toward continuous	
improvement	191
Request for Re-Accreditation	192
•	
Appendices	
Appendix A: Profile of the University	
Appendix B: Organizational Chart	
Appendix C: Committee Assignments for Self-Study Process	
Appendix C: Committee Assignments for Sen-Study Process  Appendix D: Advisory Boards in Academic Units	
ADDERGIX D: AGVISORY DOAFGS IN ACAGEMIC UNITS	

# **Notes to Readers**

## Hyperlinks to Evidence Documents

Throughout this document, the reader will find references to various programs and supporting documents. Many of these will be underlined, indicating that the reader can access a website or digital version of supporting evidence through a hyperlink. These hyperlinks are accessible through:

- the CD version of the UW-W 2006 Self-Study; and
- the web-based version of the Self-Study at <uww.edu/hlcselfstudy/2006reports.php>.

Clicking on the hyperlink will provide direct access to the website or a digital version supporting document.

#### Example:

The <u>2005 Information Technology Strategic Plan</u> outlines the University's strategic priorities for funding and implementing technology across the campus.

## List of Common Abbreviations

- AACSB (Association to Advance Collegiate Schools of Business)
- AAEC (Academic Advising and Exploration Center)
- A&R (Audit and Review, internal review process for academic programs)
- ASA (Academic Staff Assembly)
- BOS (Business Outreach Services)
- CESA #2( Cooperative Educational Service Agency, second district)
- CIRP (Cooperative Institutional Research Program)
- CSD (Center for Students with Disabilities)
- D2L (Desire to Learn, course management system)
- FERPA (Family Educational Rights and Privacy Act)
- FTE (Full-Time Equivalent)
- GC (Graduate Council)
- GE (General Education)
- GERC (General Education Review Committee, reviews GE Core Courses)
- GPR (General Purpose Revenue, funding allocations from the State of Wisconsin)
- IACUC (Institutional Animal Care and Use Committee
- iCIT (Instructional, Communication, and Information Technology)
- LEARN Center (Learning Enhancement, Assessment, and Research Network)
- LDC (Leadership Development Center)
- LTC (Learning Technology Center)
- NCATE (National Council for the Accreditation for Teacher Education)
- NSSE (National Survey of Student Engagement)
- OPR (Office Performance Review, internal review process for non-instructional programs)
- ORSP (Office of Research and Sponsored Programs)
- Regents (UW System Board of Regents)
- SEAL (Student Entertainment & Awareness League)
- SEVIS (Student Exchange and Visitor Information System)
- SPBC (Strategic Planning & Budget Committee)
- SUFAC (Segregated University Fee Allocation Committee)
- UCC (University Curriculum Committee)
- URP (Undergraduate Research Program)
- WSG (Whitewater Student Government)