

ASSURANCE SECTION

REPORT OF A COMPREHENSIVE EVALUATION VISIT

TO

University of Wisconsin-Eau Claire
Eau Claire, Wisconsin

September 14-16, 2009

FOR

The Higher Learning Commission

A Commission of the North Central Association of Colleges and Schools

EVALUATION TEAM

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I. CONTEXT AND NATURE OF VISIT

A. Purpose of Visit

The visit is to conduct a comprehensive evaluation for continued accreditation at the bachelor, master, and specialist levels; and to consider two change requests: To offer the Masters of Business Administration degree program online and to offer a Doctor of Nursing Practice Degree.

B. Organizational Context

The North Central Association has continuously accredited the University of Wisconsin-Eau Claire (UW-Eau Claire) since 1950. The last comprehensive visit was conducted in 1999, and there have been no changes in accreditation status since that visit.

C. Unique Aspects of Visit

Evaluation of UW-Eau Claire's ability to offer a Doctor of Nursing Practice Degree was a unique aspect of this visit.

C. Sites or Branch Campuses Visited

None

E. Distance Education Reviewed

Those aspects relating to the change request to offer the MBA degree program online were reviewed.

F. Interactions with Constituencies

Individuals, Offices

1. Admissions-Kris Anderson, & Heather Kretz
2. Advising-Deborah Gough
3. Affirmative Action & Diversity-Teresa O'Halloran
4. Alumni Relations-John Bachmeier, & Mike Rindo
5. American Indian Studies-Wendy Genuisz
6. Assessment-Scott Oates
7. Assoc. Dean of Nursing-Rosemary Jadack

8. Board of Regents-Mark J. Bradley, Judith V. Crain, & Aaron Wingad
9. Budget and Finance-David Gessner & Stephanie Jamelske
10. Campus Tour-Audrey Mohr
11. Career Services-Staci Heidtke, & Jeanne Skoug
12. Center for Excellence in Teaching and Learning (CETL)-Robert Eierman
13. Chancellor Brian Levin-Stankevich
14. Computer Science Department-Paul Wagner
15. Continuing Education-George Kroeninger
16. Criterion Five-Susan Turell & Gretchen Hutterli
17. Criterion Four-Karen Havholm, & Jenny Shaddock
18. Criterion One-Robert Hooper, & Sheila Smith
19. Criterion Three-Rodd Freitag, & Carmen Manning
20. Criterion Two-Michael Wick
21. Dean College of Arts & Sciences-Marty Wood
22. Dean College of Business-Tom Dock
23. Dean College of Educ & Human Sciences-Gail Scukanec
24. Dean College of Nursing and Health Sciences-Mary Zwyygart-Stauffacher
25. Dean of Graduate Studies-Michael Wick & Graduate Studies Council
26. Dean of Undergraduate Studies-Susan Turell
27. Education Support Services-Andrea Gapko, & Kathy Hurley
28. Equity, Diversity & Inclusivity Fellow - David Shih
29. Facilities Planning-Michael Rindo, Terry Classen, & Ric Gonzales
30. Financial Aid-Kathy Sahlhoff
31. General Education Reform-Susan Turell
32. HLC Steering Team & 1999 Challenges group-MJ Brukardt, Mickey Crothers, Stephen Dempsey, Scott Oates, Andy Nelson, & Michael Wick
33. Honors-Jefford Vahlbusch
34. Human Resources Director-Donna Weber
35. Institutional Research-Andy Nelson
36. Center for International Education-Karl Markgraf
37. Learning and Technology Services-Craig Mey
38. Library-Director Pollitz
39. Mathematics Department-Alex Smith
40. MBA Staff-Tom Dock, Robert Erffmeyer, Marilyn Bergmann, & Marty Wood
41. Multicultural Affairs - Jesse Dixon
42. Nursing Change Request-Mary Zwyygart-Stauffacher, Rosemary Jadack and Graduate Curriculum Committee
43. PEEQ-MJ Brukardt, Marty Wood, Beth Hellwig & Evaluation Team Members
44. Provost-Patricia Kleine
45. Registrar-Sue Moore, & Connie Russell
46. Research and Sponsored Programs-Karen Havholm
47. Service Learning-Don Mowry
48. UW-Eau Claire Foundation Director-Kim Way
49. Woman Studies-Katherine Rhoades
50. Vice Chancellor of Student Affairs & Dean of Students-Beth Hellwig, Associate Deans Marc Goulet, & Jodi Thesing-Ritter

Groups

1. Academic Instructional Staff-6 members
2. Academic Non-Instructional Staff-31 members

3. Business Advisory Board-5 members
4. Classified Staff-76 members
5. Eau Claire Community Representatives-16 members
6. Faculty Group-27 members
7. Graduate Council-19 members
8. Graduate Students-14 members
9. Student Senate Executive Committee-12 members
10. Student Senate-30 members
11. Undergraduate Students-45
12. University Planning Committee-8 members
13. University Senate Executive Committee-20 members

G. Principal Documents, Materials, and Web Pages Reviewed

1. Academic Affairs Assessment Pyramid.pdf
2. Academic Affairs-Provost - Home Page.aspx
3. Academic Integrity - Student Services and Standards Handbook - 2008-09.pdf
4. Academic Planning Questionnaire - Summary of Areas of Concern Noted by Freshmen 1998-2007.pdf
5. Academic Planning Questionnaire.pdf
6. Academic Skills Center - General Course Evaluation Form.pdf
7. Academic Skills Center - Tutee Survey Summary 2005-06.pdf
8. Academic Skills Center - Tutor Evaluation Form.pdf
9. Accrediting Notifications (Institutional, Program, and Unit)
10. Accrediting Bodies (List) and the Specific Programs they Accredit at UW-Eau Claire
11. Accrediting Bodies and Memberships - 2008.pdf
12. Achieving Excellence at UW-Eau Claire 2008-09.pdf
13. Achieving Excellence Report - 2008-09.pdf
14. Additional Community Engagement Examples.pdf
15. Advising and New Student Initiatives.pdf
16. Advising Taskforce Final Report - 2007.pdf
17. Affirmative Action Program 2006-2007.pdf
18. Age Breakdown of All Employees 2007.jpg
19. Age Breakdown of Classified and Project Employees 2007.jpg
20. Age Breakdown of Faculty and Academic Staff Employees 2007.jpg
21. Age Breakdown of Instructional Staff 2007.jpg
22. Aligning Liberal Education Goals - Biology.pdf
23. Aligning Liberal Education Goals - Communication Sciences and Disorders.pdf
24. Aligning Liberal Education Goals - Social Work.pdf
25. Aligning the Learning Goals and Outcomes of Majors and Programs with the Goals of UWEC is Liberal Education.pdf
26. Alignment of Arts and Sciences Courses with Plan 2008.pdf
27. American Indian Studies web site
28. Analysis of Alumni HLC Survey Data.pdf
29. Analysis of APAS HLC Survey Data.pdf
30. Analysis of Classified Staff HLC Survey Data.pdf
31. Analysis of Faculty and Instructional Academic Staff HLC Survey Data.pdf
32. Annual Report for UW-Eau Claire (2007-08)
33. Annual Report - Academic Skills Center 2005-06.pdf

34. Annual Report - Admissions Office 2007-08.pdf
35. Annual Report - Advising and New Student Initiatives 2004-05.pdf
36. Annual Report - Advising and New Student Initiatives 2005-06.pdf
37. Annual Report - Advising and New Student Initiatives 2006-07.pdf
38. Annual Report - Advising and New Student Initiatives 2007-08.pdf
39. Annual Report - Affirmative Action 2006-07.pdf
40. Annual Report - Alumni Association 2007-08.pdf
41. Annual Report - American Indian Studies 2004-05.pdf
42. Annual Report - American Indian Studies 2005-06.pdf
43. Annual Report - American Indian Studies 2007-08.pdf
44. Annual Report - Athletics Program 2007-08.pdf
45. Annual Report - Business Services 2007-08.pdf
46. Annual Report - Career Services 2006-07.pdf
47. Annual Report - Center for Alcohol Studies and Education (CASE) 2007-08.pdf
48. Annual Report - Children's Center 2006-07.pdf
49. Annual Report - College of Arts and Sciences 2004-05.pdf
50. Annual Report - College of Arts and Sciences 2005-06.pdf
51. Annual Report - College of Arts and Sciences 2006-07.pdf
52. Annual Report - College of Business 2007-08.pdf
53. Annual Report - Counseling Services 2006-07.pdf
54. Annual Report - Department of Accounting and Finance 2007-08.pdf
55. Annual Report - Department of Adult Health Nursing 2006-07.pdf
56. Annual Report - Department of Art and Design 2006-07.pdf
57. Annual Report - Department of Biology 2004-05.pdf
58. Annual Report - Department of Biology 2005-06.pdf
59. Annual Report - Department of Biology 2006-07.pdf
60. Annual Report - Department of Biology 2007-08.pdf
61. Annual Report - Department of Business Communication 2006-07.pdf
62. Annual Report - Department of Chemistry 2006-07.pdf
63. Annual Report - Department of Communication and Journalism 2004-05.pdf
64. Annual Report - Department of Communication and Journalism 2005-06.pdf
65. Annual Report - Department of Communication and Journalism 2006-07.pdf
66. Annual Report - Department of Communication and Journalism 2007-08.pdf
67. Annual Report - Department of Communication Sciences and Disorders 2006-07.pdf
68. Annual Report - Department of Computer Science 2006-07.pdf
69. Annual Report - Department of Curriculum and Instruction 2006-07.pdf
70. Annual Report - Department of Economics 2006-07.pdf
71. Annual Report - Department of English 2004-05.pdf
72. Annual Report - Department of English 2007-08.pdf
73. Annual Report - Department of Family Health Nursing 2006-07.pdf
74. Annual Report - Department of Foreign Languages 2006-07.pdf
75. Annual Report - Department of Foundations of Education 2007-08.pdf
76. Annual Report - Department of Geography and Anthropology 2006-07.pdf
77. Annual Report - Department of Geology 2006-07.pdf
78. Annual Report - Department of History 2004-05.pdf
79. Annual Report - Department of History 2005-06.pdf
80. Annual Report - Department of History 2006-07.pdf

81. Annual Report - Department of Information Systems 2007-08.pdf
82. Annual Report - Department of Kinesiology 2007-08.pdf
83. Annual Report - Department of Management and Marketing 2006-07.pdf
84. Annual Report - Department of Mathematics 2007-08.pdf
85. Annual Report - Department of Music and Theatre Arts 2004-05.pdf
86. Annual Report - Department of Music and Theatre Arts 2007-08.pdf
87. Annual Report - Department of Nursing 2007-08.pdf
88. Annual Report - Department of Nursing Systems 2006-07.pdf
89. Annual Report - Department of Philosophy and Religious Studies 2006-07.pdf
90. Annual Report - Department of Philosophy and Religious Studies 2007-08.pdf
91. Annual Report - Department of Physics and Astronomy 2007-08.pdf
92. Annual Report - Department of Political Science 2007-08.pdf
93. Annual Report - Department of Psychology 2006-07.pdf
94. Annual Report - Department of Public Health Professions 2007-08.pdf
95. Annual Report - Department of Sociology 2005-06.pdf
96. Annual Report - Department of Sociology 2006-07.pdf
97. Annual Report - First Year Experience Program 2007-08.pdf
98. Annual Report - Honors Program 2005-06.pdf
99. Annual Report - Honors Program 2006-07.pdf
100. Annual Report - Honors Program 2007-08.pdf
101. Annual Report - Housing and Residence Life 2007-08.pdf
102. Annual Report - Institutional Research 2006-07.pdf
103. Annual Report - International Education 2006-07.pdf
104. Annual Report - Learning and Technology Services 2004-05.pdf
105. Annual Report - Learning and Technology Services 2005-06.pdf
106. Annual Report - Learning and Technology Services 2006-07.pdf
107. Annual Report - Learning and Technology Services 2007-08.pdf
108. Annual Report - McIntyre Library 2006-07.pdf
109. Annual Report - Multicultural Affairs 2005-06.pdf
110. Annual Report - Multicultural Affairs 2006-07.pdf
111. Annual Report - Multicultural Affairs 2007-08.pdf
112. Annual Report - News Bureau 2007-08.pdf
113. Annual Report - Office of Research and Sponsored Programs 2007-08.pdf
114. Annual Report - Registrar's Office 2006-07.pdf
115. Annual Report - Ronald E. McNair Postbaccalaureate Achievement Program 2007-08.pdf
116. Annual Report - Service-Learning 2005-06.pdf
117. Annual Report - Service-Learning 2006-07.pdf
118. Annual Report - Service-Learning 2007-08.pdf
119. Annual Report - Services for Students with Disabilities 2005-06.pdf
120. Annual Report - Student Development and Diversity 2006-07.pdf
121. Annual Report - Student Development and Diversity 2007-08.pdf
122. Annual Report - Student Health Service 2006-07.pdf
123. Annual Report - Student Support Services 2005-06.pdf
124. Annual Report - Women's Studies 2006-07.pdf
125. Annual Report - Women's Studies 2007-08.pdf
126. Annual Report Academic Skills Center 2006-2007.pdf
127. Annual Report and Department Program Review Processes.pdf
128. Annual Report for UW-Eau Claire (2007-08)
129. Annual Reports-Academic (2007, 2006, 2005)

130. Anti-Racist Organizational Development (AROD) Workshop Invitation - 2008.pdf
131. AOS 2003 - Alumni Outcomes Survey.pdf
132. Approval Letter for New Assistant Chancellor for Budget and Finance
133. Assessed Condition of Buildings 2007.pdf
134. Assessment Plan - Department of Communication Sciences and Disorders Undergraduate Program 2007.pdf
135. Assessment Plans - Academic Departments - 2004-05 and 2005-06.pdf
136. Assessment Plans - Non-Academic Departments - 2004-05 and 2005-06.pdf
137. Assessment Snapshot Description and Worksheets.pdf
138. Assessment Snapshot FAQ's.pdf
139. Assessment Template - Philosophy and Religious Studies.pdf
140. Attendance /Absence policy
141. Attendance /Absence Policy Draft Revision
142. Attendance Reports and Surveys
143. Audited Financial Statements for Fiscal Years 2007 and 2008
144. Baccalaureate Degree Goals and Outcomes for Student Learning.pdf
145. Baccalaureate Portfolio Assessment 2005.pdf
146. Baccalaureate Portfolio Assessment 2006.pdf
147. Bachelor of Liberal Studies Community Survey Results.pdf
148. Barriers to Provision of More Community Service.pdf
149. Basic Personnel Policies and Procedures 2007.pdf
150. Biennial Report of Scholarly Contributions 1997-1999.pdf
151. Biennial Report of Scholarly Contributions 1999-2001.pdf
152. Biennial Report of Scholarly Contributions 2005-07.pdf
153. BITS Workshop Satisfaction Data.pdf
154. Board Rosters, Charters, By-Laws
155. Budget Aid Expenditures FYs 2000-2004.pdf
156. Budget Chart - 2008.pdf
157. Budget Forum 2005-04-11.ppt
158. Budget Narrative - 2008.pdf
159. Budget Presentation 2004-10-26.ppt
160. Budget Process Overview 12-11-2007.pdf
161. Budget Reduction Narrative FY2005-2006.pdf
162. Budget Reduction Summary FY00-FY09.pdf
163. Budget Talking Points 2003-05.pdf
164. Budget University Senate 2000.pdf
165. Budget Update 2003-04-23.pdf
166. Budget Update 2003-08-26.pdf
167. CAAP Assessment Report - Collegiate Assessment of Academic Proficiency 2000-01.pdf
168. CAAP Assessment Report - Collegiate Assessment of Academic Proficiency 2001-02.pdf
169. CAAP Assessment Report - Collegiate Assessment of Academic Proficiency 2002-03.pdf
170. CAAP Assessment Report - Collegiate Assessment of Academic Proficiency 2003-04.pdf
171. CAAP Assessment Report - Collegiate Assessment of Academic Proficiency 2004-05.pdf

172. CAAP Linkage Report - ACT Collegiate Assessment of Academic Proficiency 2005-06.pdf
173. CAAP Linkage Report - ACT Collegiate Assessment of Academic Proficiency 2006-07.pdf
174. Campus-Wide Conversation of Draft University Goals 2006.pdf
175. Career Services Employment Survey 2005-06.pdf
176. CE Guidelines for Determining Program Viability.pdf
177. Centennial Plan (Strategic Plans)
178. Center of Excellence for Faculty and Undergraduate Student Research Collaboration - Scholarly Contributions 2005-2007.pdf
179. CETL List of Participants 2008-09.pdf
180. Chancellor's Office - Home Page.aspx
181. Characteristics of UW-Eau Claire Freshmen 1996-2007.pdf
182. Classified Staff Handbook
183. Classroom Technology Data and Graph.pdf
184. Closing the Loop on Core Goals - Spring 2007.pdf
185. Closing the Loop Report.pdf
186. College of Arts and Sciences Strategic Plan 2006.pdf
187. College of Business - Assessment Tools and Procedures 2007.pdf
188. College of Business Curriculum Minutes
189. College of Nursing and Health Sciences
190. College Rankings-U.S. News and Kiplinger's 1998-2007.pdf
191. Comprehensive Plan to Assess and Advance Liberal Education Learning Goals.pdf
192. Concerts Recitals Special Music Events Dance Events and Theatre Events AY 2007-08.pdf
193. Congressional Document Excerpt re: Implementation of Higher Education Opportunity Act
194. Consumer Information (in "Your Right to Know" Publication and other sources)
195. Continuing Education Extension Guidelines for Program Viability.pdf
196. Continuing Education Offers Community Outreach Services From New Water Street Location.pdf
197. Continuing Education-Extension - Pilot Revenue Sharing Plan 2006-07.pdf
198. Counseling Needs Assessment 2009.pdf
199. Counseling Services - Needs Assessment 2007.pdf
200. Counseling Services - Needs Assessment User Feedback Results Spring 2006.pdf
201. Course Bulletin
202. Crime Statistics for UW-Eau Claire
203. Criterion 1 Research Questions.pdf
204. Criterion 3 - Helpful Data from NSSE 2006 and SOS 2005.pdf
205. Criterion 3 - Progress Report - September 2007.pdf
206. Criterion 3 - Research Question Data Sources.pdf
207. Curriculum Mapping.pdf
208. Demographic Summary for UW-Eau Claire - Fall 2007.pdf
209. Department and Program Accreditation List - 2008.pdf
210. Department Evaluation Plan - College of Business 2004.pdf
211. Department Evaluation Plan - Department of Adult Health Nursing 2006.pdf
212. Department Evaluation Plan - Department of Biology 2006.pdf

213. Department Evaluation Plan - Department of Family Health Nursing 2001.pdf
214. Department Evaluation Plan - Department of Family Health Nursing 2005.pdf
215. Department Evaluation Plan - Department of Foreign Languages 2005.pdf
216. Department Evaluation Plan - Department of Geography and Anthropology 2000.pdf
217. Department Evaluation Plan - Department of Geography and Anthropology 2005.pdf
218. Department Evaluation Plan - Department of Mathematics 2003.pdf
219. Department Evaluation Plan - Department of Nursing Systems 2001.pdf
220. Department Evaluation Plan - Department of Philosophy and Religious Studies 2004.pdf
221. Department Evaluation Plan - Department of Philosophy and Religious Studies 2006.pdf
222. Department Evaluation Plan - Department of Political Science 2006.pdf

223. Department Evaluation Plan - Department of Public Health Professions 1996.pdf
224. Department Evaluation Plan - Department of Public Health Professions 2005.pdf
225. Department Evaluation Plan - Department of Social Work 2003.pdf
226. Department of Biology web page
227. Department of Computer Science web Page
228. Department of Education Letter to UW System President re: No Legislative Audit Bureau Findings for 07-08
229. Department of English web page
230. Department of Mathematics web page
231. Description of the PEEQ Process.pdf
232. Differential Tuition Fact Sheet 2006.pdf
233. DIN Funding Summary 2007.pdf
234. Dismantling Racism Assessment Invitation - 2008.pdf
235. Dismantling Racism WORKS - Home Page.aspx
236. Dismantling Racism Workshop Invitation - 2008.pdf
237. Diversity Advisory Committee - Home Page.aspx
238. Diversity Grant Program Proposal 2008-09.pdf
239. Documentation of Valuing and Use of Materials Science Center.pdf
240. Does Service-Learning Add Value - Examining the Perspectives of Multiple Stakeholders.pdf
241. Draft Report on Proposed KPIs.pdf
242. Drug-Free School and Communities Reports
243. Eligibility and Certification Approval Form (Department of Education)
244. Email from Assessment Director to Chairs re Snapshot Exercise.pdf
245. Encouraging Effective Teaching and Assessing Learning Outcomes - Academic Departments 2006-07.pdf
246. Encouraging Effective Teaching and Assessing Learning Outcomes - Non-Academic Departments - 2006-07.pdf

- 247. Engagement of Faculty and Staff with Institutional-Level Learning Goals.pdf
- 248. English 110 Learning Outcomes Report.pdf
- 249. Equity Scorecard - Interim Report, Access DRAFT.pdf
- 250. Equity Scorecard-Interim Report, Excellence DRAFT.pdf
- 251. Equity Scorecard - Interim Report, Retention DRAFT.pdf
- 252. Equity Scorecard.aspx
- 253. Ethnic Minority Students Participating in Student Government.pdf
- 254. Extramural Funding Trend 1999-2007.pdf
- 255. Faculty and Academic Staff Changes 1997-2004.pdf
- 256. Faculty and Academic Staff Handbook.aspx
- 257. Faculty Bylaws
- 258. Faculty Headcount Data 1995-2004.pdf
- 259. Faculty Headcounts by Rank and Gender 1996-2006.pdf
- 260. Fall Semester Enrollment by Ethnic Category 1996-2006.pdf
- 261. Fall Semester FTE Enrollment by Student Level 1986-2005.pdf
- 262. Federal Compliance Report (Addendum to Self-Study Document)
- 263. Financial Aid web page
- 264. Financial Ratios Computations sheets and Explanatory Memo
- 265. Financial Ratios Calculations
- 266. Financial Ratios Computation Sheets and Explanatory Memo
- 267. Financial Ratios FY 2007.pdf
- 268. Financial Ratios Worksheet
- 269. Financial Statement UW System 2002.pdf
- 270. Financial Statement UW System 2003.pdf
- 271. Financial Statement UW System 2004.pdf
- 272. Financial Statement UW System 2005.pdf
- 273. Financial Statement UW System 2006.pdf
- 274. Focus Group Notes - Faculty and Instructional Academic Staff.pdf
- 275. Foundation Yearly Financial Support FYs 2000-06.pdf
- 276. FSSE 2004 - Frequency Distributions.pdf
- 277. FSSE 2004 - Respondent Characteristics.pdf
- 278. FSSE 2004 and NSSE 2004 Frequencies.pdf
- 279. FTE by Personnel Type Activity and Gender 1998-2007.pdf
- 280. Fundamental Assessment Questions.pdf
- 281. Global Curriculum and Organizations.pdf
- 282. Goals and Outcomes for Student Learning - Philosophy 2008.pdf
- 283. Goals and Outcomes for Student Learning - Religious Studies 2008.pdf
- 284. Goals and Outcomes for Student Learning at the University Centers.pdf
- 285. Gold Arrow Priorities - 2008.pdf
- 286. Graduate Catalogue
- 287. Graduate Council Minutes - April 26, 2006.pdf
- 288. Graduate Council Minutes - October 24, 2007.pdf
- 289. Graduate Council Strategic Planning Notes - 2008.pdf
- 290. Graduate Programs 2007.pdf
- 291. Graduate Programs Mission and Objectives.pdf
- 292. Graduate Studies Exit Survey - Survey Results Overview 2007.pdf
- 293. Graduate Studies Exit Survey - Survey Results Overview 2008.pdf
- 294. Graduate Studies Exit Survey Summary 2006-2008.pdf
- 295. Higher Learning Commission (HLC) - Home Page.aspx
- 296. HLC - Handbook of Accreditation (Third Edition).pdf

297. HLC - Institutional Accreditation - An Overview.pdf
298. HLC - The Criteria for Accreditation and Operational Indicators.pdf
299. HLC National Meeting Summary.pdf
300. HLC Peer Reviewers' Report for 1999 Comprehensive Visit
301. HLC Self-Study Surveys
302. HLC Summary of Focus Group from May 15 2007.pdf
303. HLC Summary of Focus Group from May 3 2007.pdf
304. HLC Survey - Alumni - Data Charts 2007.pdf
305. HLC Survey - Alumni - Data Charts 2007.xlsx
306. HLC Survey - Alumni - Frequency Tables 2007.pdf
307. HLC Survey - APAS - Data Charts 2007.pdf
308. HLC Survey - APAS - Data Charts 2007.xlsx
309. HLC Survey - APAS - Frequency Tables 2007.pdf
310. HLC Survey - APAS - Open-ended Responses 2007.pdf
311. HLC Survey - Classified and LTE Staff - Data Charts 2007.pdf
312. HLC Survey - Classified and LTE Staff - Data Charts 2007.xlsx
313. HLC Survey - Classified and LTE Staff - Frequency Tables
2007.pdf
314. HLC Survey - Classified and LTE Staff - Open-ended Responses
2007.pdf
315. HLC Survey - Faculty and Instructional Academic Staff - Data
Charts 2007.pdf
316. HLC Survey - Faculty and Instructional Academic Staff - Data
Charts 2007.xlsx
317. HLC Survey - Faculty and Instructional Academic Staff - Frequency
Tables 2007.pdf
318. HLC Survey - Faculty and Instructional Academic Staff - Open-
ended Responses 2007.pdf
319. HLC Survey - Students (All) - Data Charts 2007.pdf
320. HLC Survey - Students (All) - Data Charts 2007.xlsx
321. HLC Survey - Students (All) - Frequency Tables 2007.pdf
322. HLC Survey - Students (All) - Open-ended Responses 2007.pdf
323. HLC Survey - Students (Freshmen and Sophomores Excluded) -
Data Charts 2007.pdf
324. HLC Survey - Students (Freshmen and Sophomores Excluded) -
Data Charts 2007.xlsx
325. HLC Survey - Students (Freshmen and Sophomores Excluded) -
Frequency Tables 2007.pdf
326. HLC Survey Results - All.pdf
327. HLC Survey-Alumni-Open-ended Responses 2007.pdf
328. Key Performance Indicators - 2008.pdf
329. Letter Indicating 2006-07 Finding by Legislative Audit Bureau
330. Letter Indicating No Findings by Legislative Audit Bureau 2007-08
331. Liberal Education Learning Goals and Outcomes.pdf
332. Life of Learning and Diversity - Academic Departments - 2006-
07.pdf
333. Life of Learning and Diversity - Non-Academic Departments - 2006-
07.pdf
334. List of Department and Program Reviews Analyzed for HLC Self-
Study.pdf
335. LTS Handbook
336. LTS Assessment Strategy.pdf
337. LTS Satisfaction Data 2009.xlsx

338. LTS Strategic Plan.pdf
339. McIntyre Library Strategic Plan 2005-2007.pdf
340. McNair Program Evaluation Data.pdf
341. Minutes of HLC Steering Team and Study Groups
342. Mission Statement of UW-Eau Claire.aspx
343. Mission Statements of UW System Campuses and Institutions.aspx
344. Missions and Strategic Plan Summaries - Colleges and Departments 2007.pdf
345. NCA Self-Study Report - Evaluation Team - 1999.pdf
346. NCA Self-Study Report - UW-Eau Claire - 1999.pdf
347. New and Eliminated Programs-Comparison of 1998-1999 and 2008-2009 Catalogues.pdf
348. Notes from Follow-up with Deans re Graduate Studies.pdf
349. Notes from Graduate Council Meeting - October 24, 2007.pdf
350. Notes from Interviews with College Deans.pdf
351. Notes from Visit to Graduate Council and Follow-Up Conversations.pdf
352. NSSE - National Survey of Student Engagement - Home Page.aspx
353. NSSE 2001 - Appendix B - Respondent Characteristics.pdf
354. NSSE 2001 - Appendix C - Means Summary Report.pdf
355. NSSE 2001 - Appendix D - Frequency Distributions.pdf
356. NSSE 2001 - Appendix E - Institutional Benchmark Report.pdf
357. NSSE 2006 - Executive Summary.pdf
358. Opportunities to Offer a Bachelor's Degree in Leadership Development.pdf
359. PEEQ Academic Program Self-Study and Evaluation Criteria.pdf
360. PEEQ Academic Self-Study Appendix A Program Array Chart Template.pdf
361. PEEQ Academic Self-Study Appendix A Sample.pdf
362. PEEQ Academic Self-Study Template.pdf
363. PEEQ Administrative and Support Service Self-Study and Evaluation Criteria.pdf
364. PEEQ Administrative and Support Service Self-Study Template.pdf
365. PEEQ Charrettes.pdf
366. PEEQ Color Wheel Rubric.pdf
367. PEEQ Evaluation Team.pdf
368. PEEQ Important Dates.pdf
369. PEEQ Information Packet.pdf
370. PEEQ Process Narrative.pdf
371. PEEQ Report Guidelines.pdf
372. PEEQ Sample Organization Chart Data.xlsx
373. PEEQ Sample Organization Chart.pdf
374. PEEQ Self-Study Using the Delaware Data.pdf
375. PEEQ Units of Review - Academic.pdf
376. PEEQ Units of Review - Administrative and Support Service.pdf
377. Physical Plant Expenditures 2007-09.pdf
378. Plan 2008 Educational Quality Through Racial and Ethnic Diversity - Biannual System Report.pdf
379. Plan 2008 Educational Quality Through Racial and Ethnic Diversity - Phase II.pdf
380. Plan 2008 Educational Quality Through Racial and Ethnic Diversity.pdf

381. Proceedings of the 16th Annual Student Research Day - 2008.pdf
382. Professional Counseling Staff FTE 2008-09.pdf
383. Program and Unit Accreditations – 2008.pdf
384. Program Participation Agreement (Department of Education)
385. Program-Specific Differential Tuitions Notice for Online MBA (COB Web page)
386. Proposal to Increase Writing Across the Curriculum at UW-Eau Claire 2006.pdf
387. Proposed General Education Revisions (Draft) - 2008.pdf
388. Public Notices of HLC Evaluation Visit and Invitation for Third-Party Comment
389. Registrar's Office Web page
390. Report on Publications and other Scholarly Achievements 1998-99.pdf
391. Report on Publications and other Scholarly Achievements 1999-2000.pdf
392. Report on Publications and other Scholarly Achievements 2000-01.pdf
393. Report on Publications and other Scholarly Achievements 2001-02.pdf
394. Report on Publications and other Scholarly Achievements 2002-03.pdf
395. Report on Publications and other Scholarly Achievements 2003-04.pdf
396. Report on Publications and other Scholarly Achievements 2004-05.pdf
397. Report on Publications and other Scholarly Achievements 2005-06.pdf
398. Report on Publications and other Scholarly Achievements 2006-07.pdf
399. Research and Sponsored Programs, Office of-Home Page.aspx
400. Residence Life Satisfaction Survey.pdf
401. Revision of the Baccalaureate Goals Report 2007.pdf
402. Sabbatical Leaves Granted from 2000 through 2008.pdf
403. Self-Study Plan - Criterion 1.pdf
404. Space Management Plan - Departmental Space Listing 2007-09.pdf
405. Space Management Plan - Origin-Destination 2007-09.pdf
406. State of Wisconsin Biennium Budget Postcard.pdf
407. Strategic Initiatives - Communication Sciences and Disorders.pdf
408. Strategic Planning Process - Interviews Report Brief - 2007.pdf
409. Strategic Planning Process - Interviews Report Individual Recommendations - 2007.pdf
410. Strategic Planning Process - Interviews Report Summary - 2007.pdf
411. Strategic Planning Process CE - Core Values, Mission and Vision.pdf
412. Strategic Planning Project - Meeting With UW-Extension Leadership.pdf
413. Strategic Planning Work Group 3 Final Report.pdf
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415. Student Grievance Log
416. Student Grievance Procedures

- 417. Study Abroad Program Report 2006.pdf
- 418. Summary Report - ACT Student Opinion Survey Spring 2005.pdf
- 419. Summary Report - Characteristics of the Freshmen Class 2008.pdf
- 420. Summary Report - Exit Interviews Spring 2006.pdf
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- 422. Symposium for Undergraduate Research and Creative Activity -
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- 423. Teaching and Learning in a Diverse Classroom.pdf
- 424. Third Party Comment Notices
- 425. Top Ten Reasons To Do Service-Learning.pdf
- 426. Transfer Credit Policy
- 427. Transfer Credit Policy-Revised
- 428. Transfer Policies
- 429. University Assessment - Home Page.aspx
- 430. University Catalogue
- 431. University of Wisconsin System - Home Page.aspx
- 432. Update on University Assessment Committee Activities and
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- 433. UW System Transfer Information System
- 434. UW Systemwide Policies, Procedures, and Legal Resources
- 435. UW-Eau Claire Accreditation Self-Study
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- 437. UW-Eau Claire Budgeting Process Overview, University Senate -
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- 438. UW-Eau Claire Federal Compliance Report.pdf
- 439. UW-Eau Claire HLC Self-Study Report 2009.pdf
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- 442. UWEC Academic Affairs Assessment Pyramid.pdf
- 443. UWS Mission and Institutional Select Missions.pdf
- 444. UWS Mission and UWEC Select Mission.pdf
- 445. View books
- 446. Women's Studies Curriculum Committee Work--Overview for HLC
Report.pdf
- 447. Your Right to Know Publication (Consumer Information)

II. COMMITMENT TO PEER REVIEW

A. Comprehensiveness of the Self-Study Process

The UW-Eau Claire is to be commended on its Self-Study Report, process and commitment to provide evidence that it clearly satisfies the criteria for accreditation.

The process was extremely open, candid, and thorough; and included a wide cross-section of the campus community and its stakeholders.

A Chair of the Self-Study was appointed in spring of 2006 along with an Assembly of the Self-Study Steering Team, and a Lead Writer was identified.

Nine Study Groups were formed and they began their work immediately with the goal of assuring the process was as inclusive as possible. The Study Group's membership included representatives from all constituencies within the UW-Eau Claire community. Interviews with all involved parties indicated that the process was indeed open, extensive, thorough, collaborative, and conducted in a professional manner at all times

B. Integrity of the Self-Study Report

The self-study report addressed the challenges and recommendations identified during the 1999 comprehensive visit, and the Criteria for Accreditation. The HLC Data Repository supported by an institution web site dedicated to the self-study process, provided a full range of materials that supported the evidence contained in the self-study report. Moreover, the self-study report clearly identified institutional strengths, challenges, and strategic planning initiatives related to the criteria.

C. Adequacy of Progress in Addressing Previously Identified Challenges

The team considers the response of the UW-Eau Claire to the previously identified challenge to be adequate.

D. Notification of Evaluation Visit and Solicitation of Third-Party Comment

Requirements were fulfilled.

III. COMPLIANCE WITH FEDERAL REQUIREMENTS

The team reviewed the required Title IV compliance areas and the student complaint information. Please refer to the Appendix (page 67) to the Team Report for particulars.

IV. FULFILLMENT OF THE CRITERIA

CRITERION ONE: MISSION AND INTEGRITY. The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.

1. Evidence that Core Components are met.

Core Component - 1a: The organization's mission documents are clear and articulate publicly the organization's commitments.

UW-Eau Claire has statements of mission, vision, values, goals, and organizational priorities that together clearly and broadly define the organization's mission. UW-Eau Claire operates according to three mission statements: 1) The University of Wisconsin (UW System) Mission, 2) The Core Mission for all regional comprehensive colleges and universities within the System, and 3) The Select (unique) Mission of UW-Eau Claire. The first two are set by the System Office and the third is proposed by UW-Eau Claire and approved by the Regents with goals to: foster purposeful learning, promote connected learning, accelerate global learning, nurture human resources, amplify financial resources, focus programmatic resources, and steward physical resources. These goals are supported by specific implementation priorities identified in UW-Eau Claire's Strategic Plan and help to advance the core values of diversity and inclusiveness, stewardship and sustainability, innovation and continuous improvement, and leadership.

The mission, vision, values, and goals documents define the varied internal and external constituencies the organization intends to serve. The UW System and Core Mission define the specific constituencies defined by UW-Eau Claire and regional comprehensive universities within that system. UW-Eau Claire's Strategic Plan identifies that UW-Eau Claire will become "the upper Midwest's premier undergraduate learning community," and that the institution serves its host region of the Chippewa Valley, the State of Wisconsin, and beyond.

The mission documents include a strong commitment to high academic standards that sustain and advance excellence in higher learning. UW-Eau Claire has identified five liberal education learning goals that will be the basis for a new structure and revised general education curriculum. Students will be expected to demonstrate knowledge of human culture and the natural world, creative and critical thinking, effective communication, individual and social responsibility, and respect for diversity among people. Stated learning outcomes for each of these goals and General Education program outcomes are available from the assessment website.

UW-Eau Claire regularly evaluates and, when appropriate, revises the mission documents. At the time of the on-site visit, UW-Eau Claire was finalizing an update to its Unique Mission, with first reading at UW-Eau Claire Senate complete and reading by the Student Senate and second reading to occur at UW-Eau Claire Senate after the on-site visit. If approved by campus governance, the new UW-Eau Claire Mission is divided into two parts: The boxed component

sent to the System Office for approval by the Board of Regents, and the bullet points signifying UW-Eau Claire's implementation of the mission.

UW-Eau Claire makes the mission documents available to the public, particularly to prospective and enrolled students. The Select Mission of UW-Eau Claire is displayed in UW-Eau Claire Catalog, the institutional strategic plan is available on the Web and in hard copy, and banners across campus display the values of the institution.

Core Component - 1b: In its mission documents, the organization recognizes the diversity of its learners, other constituencies, and the greater society it serves.

The mission documents present the organization's function in a multicultural society. Diversity and inclusiveness is a core value of UW-Eau Claire, and UW-Eau Claire's Strategic Plan (called the Centennial Plan) includes priorities to: "recruit and retain diverse students, faculty, and staff; diversify and internationalize the campus; and expand international student enrollment." Additionally, page one of UW-Eau Claire Catalogue included its Affirmative Action/Equal Opportunity Policy. UW-Eau Claire's Select Mission Statement also includes commitments to a "Multicultural and international learning experiences for a diverse world" and "An inclusive campus community."

The mission documents provide a basis for UW-Eau Claire to address diversity. UW-Eau Claire made several diversity-related accomplishments since the last on-site visitation, including the establishment of new majors and minors in American Indian Studies, Women's Studies, and Latin American Studies; implementation of a peer diversity educators program; the appointment of a Equity, Diversity, and Inclusivity Fellow; and supporting growth of the Center for International Education and Study Abroad Programs. Furthermore, implementation of UW-Eau Claire's new strategic plan has several additional diversity priorities. Academic Year 2008-2009 implementation priorities for UW-Eau Claire's strategic plan include: "evaluating and enhancing cultural diversity in the curricula, recruiting diverse students, faculty, and staff; and fostering student and campus dialogue in equity, diversity, and inclusiveness (EDI)." Building on these priorities, Academic Year 2009-2010 implementation priorities include "Integrate EDI broadly into the curriculum, increase accessible global and intercultural immersion experiences for all students, and create an environment that supports recruitment and retention of diverse students and employees." Additionally, the Eau Claire Advantage also cites 20 University accomplishments as UW-Eau Claire enhances global awareness, diversity, and cultural understanding.

The proposed DNP program is consistent with and supports the Graduate Studies mission and the Centennial Plan of UW-Eau Claire – "To provide graduate education at the master's and specialist levels, in select programs that grow clearly from undergraduate strengths and meet identifiable regional and state needs." The DNP program will build on the existing undergraduate and graduate curricula. Without the implementation of the DNP, UW-Eau Claire would not meet the needs of the region for advanced practice nurses who meet the qualifications set forth by the American Association of Colleges of Nursing.

Core Component - 1c: Understanding of and support for the mission pervade the organization.

The board, administration, faculty, staff, and students understand and support UW-Eau Claire's mission. As a result of the institutional self-study for re-accreditation, UW-Eau Claire is currently in process of revising its Select Mission Statement to reflect the distinctiveness of UW-Eau Claire in the Wisconsin System. At the time of this on-site visit, the revised Mission Statement had first reading at University Senate, still required Student Senate input, and approval from University Senate at the second reading.

UW-Eau Claire's strategic decisions are mission-driven. UW-Eau Claire has implemented a "Gold Arrow" planning process whereby annual plans for each of the seven goals in UW-Eau Claire's are developed, fiscally supported, implemented, and progress is reported.

The organization's planning and budgeting priorities flow from and support the mission. UW-Eau Claire's Self-Study documents a decade characterized by budgetary reductions, "give-backs" to the state, and the development and implementation of a strategic planning process to focus resource allocation, as explained in the UW-Eau Claire Budget Reduction Phase I, Personal Communication from the Provost, and use of a newly implemented and institutionally developed Program to Evaluate and Enhance Quality (PEEQ).

The goals of the administrative and academic subunits are congruent with UW-Eau Claire's mission. Both the annual Gold Arrow planning process and the PEEQ process are used to ensure that goals of administrative and academic units are congruent with UW-Eau Claire's mission and Strategic Plan. In nearly every interview or group meeting, participants articulated knowledge of the campus mission and the process by which it was developed and reviewed.

Core Component - 1d: The organization's governance and administrative structures promote effective leadership and support collaborative processes that enable the organization to fulfill its mission.

Board policies and practices document the board's focus on UW-Eau Claire's mission. The Board defines the System Mission for all University of Wisconsin institutions and the Core Mission for all comprehensive universities within the system. The Board allows local development of a Select (unique) mission for each campus, and makes final approvals. UW-Eau Claire of Wisconsin-Eau Claire has developed and implemented a mission-driven, empirically based planning process that links planning, resource allocation, evaluation, and accountability reporting at the institutional level.

The board enables UW-Eau Claire's chief administrative personnel to exercise effective leadership. The Chancellor of UW-Eau Claire reports directly to the UW System President. The President's adherence to Wisconsin Statutes 36.09 (3) enables the Chancellor and his administrative staff in consultation with faculty design the curricula and set degree requirements; determine academic standards and set degree requirements; define and administer institutional standards for faculty peer evaluation and screening for appointment, promotion, and tenure decisions; and administering institutional budgets. Faculty and other academic

leaders share responsibility for the coherence of the curriculum and the integrity of academic processes.

The distribution of responsibilities as defined in governance structures, processes, and activities is understood and is implemented through delegated authority. UW-Eau Claire has two governance groups: A University Senate and a Student Senate. Data from UW-Eau Claire's Self-Study Survey shows that 72% of the students, 74% of the faculty and instructional academic staff members, and 75% of the administrative and professional academic staff members somewhat agree, agree, or strongly agree that they have adequate opportunity to participate in institutional shared governance processes.

People within the governance and administrative structures are committed to the mission and appropriately qualified to carry out their defined responsibilities. The two defined governance groups for the campus community, UW-Eau Claire Senate and Student Senate, were extensively involved in the revision of UW-Eau Claire's Select Mission Statement. These governance groups and campus administrators also committed to both long-term and annual strategic planning and budgeting process. Furthermore, to ensure that all employees have a voice in the institutional planning processes, members of classified staff, who do not have a UW system-approved governance group, were invited to participate on the Chancellor's Cabinet, Chancellor's Strategic Budgeting Task Force, the strategic planning initiative, and the PEEQ evaluation teams.

UW-Eau Claire evaluates its structures and processes regularly and strengthens them as needed. In addition to annual reviews as part of the new strategic planning process, UW-Eau Claire is participating in the HLC assessment academy to review and enhance assessment of student-learning in General Education, in the major, and in co-curricular programs and services.

The Chancellor has recently developed an additional advisory body to facilitate collaborative leadership. This group consists of 24 individuals who represent various campus constituencies. The cabinet has considered such issues as the state budget impact, pay plan and furloughs, and PEEQ evaluations [Information provided included a list of all participants, four meeting agendas, and all documents distributed at each meeting].

The on-line MBA is a collaborative endeavor between four UW institutions (Eau Claire, La Crosse, Oshkosh and Parkside), with Eau Claire serving as the managing partner, as outlined in discussions with College leadership. The financial model for the consortium returns revenue to each of the members and supports the infrastructure necessary in Eau Claire to manage the program. Faculty from all campuses participate in the program.

The administrative structure of the College of Business supports the effective delivery of the on-line MBA program, integrating it into the decision-making progress of the College, as demonstrated by the College's organizational charts and discussions with key leaders.

There was broad grassroots engagement in the strategic planning, PEEQ, and Self Study processes. Further, faculty and staff claimed to have an understanding of how resources "flowed" to the campus and how the budgeting process had changed.

Core Component - 1e: The organization upholds and protects its integrity.

The Board and UW-Eau Claire operate legally, responsibly, and with fiscal honesty. As demonstrated in the section on Federal Compliance, UW-Eau Claire understands and abides by local, state, and federal laws and regulations applicable to it (or bylaws and regulations established by federally recognized sovereign entities). Upholding of UW-Eau Claire's legal and fiduciary responsibilities was also demonstrated in UW-Eau Claire's participation in all audits of institutions within the University of Wisconsin system, continued certification with the National Collegiate Athletic Association, and the internal audits of remedial education, use of cellular phones, audit of the Spectator (student newspaper), library holdings, event services, and the Children's Center that were randomly selected and reviewed as part of the on-site visit.

UW-Eau Claire has policies regarding the rights and responsibilities of each of its internal constituencies. UW-Eau Claire has published handbooks for students and all classifications of employees with the most recent also available online. The institutional Self-Study shows that UW-Eau Claire consistently implements clear and fair policies regarding the rights and responsibilities of each of its internal constituencies.

UW-Eau Claire is modifying structures and processes ensure the integrity of its co-curricular and auxiliary activities. Through the newly developing PEEQ process (see Core Component 1C), UW-Eau Claire is designing structures and processes that allow it to annually evaluate and ensure the integrity of its co-curricular and auxiliary activities. This is in addition to continued participation in all annual internal and external audits, and maintaining certification with the National Collegiate Athletic Association.

UW-Eau Claire deals fairly with its external constituents. UW-Eau Claire presents itself accurately and honestly to the public and it maintains timely response to complaints and grievances. UW-Eau Claire demonstrates transparency by participating in the College Student Portrait, publishing "key performance indicator data" for UW-Eau Claire's Strategic Plan, and displaying campus crime (Clearly Act) statistics in print and electronic resources. The Your Right to Know publication also details campus crime statistics, provides consumer information, and clearly explains UW-Eau Claire policies and procedures.

UW-Eau Claire documents timely response to complaints and grievances, particularly those of students. As part of the resource room materials, UW-Eau Claire provided Student Academic and Grievance Records from 1998 to present. These materials document individual complaints, parties involved, action, final decision, and other actions taken by students. A review of these complaints showed UW-Eau Claire officially responds to student complaints and grievances in a timely manner.

2. Evidence that one or more specified Core Components need organizational attention.

Core Component - 1b: In its mission documents, the organization recognizes the diversity of its learners, other constituencies, and the greater society it serves.

The issue of racial and ethnic diversity was raised in the 1999 accreditation report; however, the identification of diversity as an institutional priority has not occurred.

3. Evidence that one or more specified Core Components require Commission follow-up.

None found.

4. Evidence that one or more specified Core Components are not met and require Commission follow-up. (Sanction or adverse action may be warranted.)

None found.

Recommendation of the Team

Criterion met; no Commission follow-up recommended.

CRITERION TWO: PREPARING FOR THE FUTURE. The organization's allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill its mission, improve the quality of its education, and respond to future challenges and opportunities.

1. Evidence that Core Components are met.

Core Component - 2a: The organization realistically prepares for a future shaped by multiple societal and economic trends.

The Centennial Plan has a focus on Transforming Learning. This is core to the plan and aligns with the lived mission of UW-Eau Claire.

The PEEQ process is a transparent process for review of all academic departments and administrative and service units on campus. Because departments were given specific direction on the topics to be addressed and the evidence required to support department claims, the process also supports units being more accountable for their performance.

In the 1999 Team Report, the Team recommended that faculty and staff needed to understand the finance and budget processes. Faculty and staff articulated an understanding of the resource allocation processes; however, there have been no significant reallocations of resources so the understanding remains untested.

UW-Eau Claire has been planning for implementation of the DNP since 2006. Graduate Council minutes, Department of Nursing meeting minutes and Graduate Curriculum Committee minutes describe a systematic process for discussion of the proposed program, dialogue with stakeholders and plans for implementation. Adequate resources were used in the planning process as indicated by meeting minutes and in discussion with graduate faculty.

UW-Eau Claire's planning documents reflect a sound understanding of the organization's current capacity. UW-Eau Claire's new strategic plan provides annual Gold Arrow planning priorities with 32 performance indicators to measure progress on the seven goals of the strategic plan. As described in Integrated Planning and Budget Process, UW-Eau Claire has implemented an integrated planning process that links priorities to resource allocation and annual evaluation processes.

UW-Eau Claire's planning documents demonstrate that careful attention is being paid to technological factors. The Learning and Technology Services Strategic Plan includes, but is not limited to, institutional plans for providing comprehensive and integrated data, video, and voice networks; hardware and software rotations and specifications; and data from annual customer service and technology surveys to demonstrate that UW-Eau Claire is paying attention to technology needs in supporting end-users as they advance the academic mission and service operations of UW-Eau Claire.

UW-Eau Claire's planning documents show careful attention to the organization's function in a multicultural society. Through its Strategic Plan and supporting

diversity priorities (see Criterion 1), UW-Eau Claire supports diversity through its Equity, Diversity and Inclusiveness initiatives; establishing new majors and minors; and supporting international experiences. Approximately one-quarter of all graduating students experience a study abroad experience. UW-Eau Claire ranks 14th nationally among all master's-level schools in the number of students who study abroad, according to the 2007 Open Doors Report of the Institute for International Education. The 2007 Open Doors Report indicates that 484 UW-Eau Claire students studied abroad during the 2005-06 academic year, up from the previous year when 440 students participated in a study abroad program. UW-Eau Claire's long-standing commitment to placing students in countries for months rather than weeks also sets it apart, according to the Open Doors Report. The report's duration of study abroad survey ranks UW-Eau Claire seventh nationally,

UW-Eau Claire's planning processes include effective environmental scanning. During the on-site visit, several members of the campus community expressed the need for the institution to expand recruitment efforts beyond the immediate western Wisconsin service region, as the state is projected to have an eight percent decline in the number of high school graduates by 2015. UW-Eau Claire has also implemented new degree programs to be responsive to current and expanded regional need, including a new bachelor of liberal studies degree, masters in social work, on-line masters of business administration, and doctoral degree in nursing practice.

UW-Eau Claire incorporates in its planning those aspects of its history and heritage that it wishes to preserve and continue. Through an inclusive and iterative strategic planning process, UW-Eau Claire articulated its four core values as fundamental components guiding the development of the Strategic Plan and representing those aspects of UW-Eau Claire's history and heritage that it wishes to preserve and continue.

UW-Eau Claire clearly identifies authority for decision making about organizational goals. UW-Eau Claire's organizational chart clearly defines reporting relations. The role of shared governance via the Faculty Senate and Student Senate was well understood and articulated by members of the campus community during on-campus interviews. As more than one UW-Eau Claire employee remarked, "You would have to duck if you did not want to be involved in UW-Eau Claire's planning processes."

The planning process for the on-line MBA Consortium program includes representatives from all members of the consortium and is on-going to reflect changes in the discipline.

Core Component – 2b: The organization's resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.

UW-Eau Claire has adequate faculty resources to implement the DNP, with 17 tenured/tenure track faculty (14 doctoral prepared and three faculty at the Ph.D. candidate stage.) In addition, three clinical instructors are in doctoral programs – two in DNP programs.

The financial statements examined for the on-line MBA Consortium program clearly indicate that all associated costs of delivery are covered, and that excess revenues are in fact, shared by consortium partners.

Recognizing the difficult economic climate, UW-Eau Claire implemented a Strategic Plan to guide resource allocation and the organizational commitment to supporting and strengthening the quality of the education it provides. Through the PEEQ process, UW-Eau Claire conducted a comprehensive review of program and services to “review and strengthen liberal education and concentrate resources on our priorities.” That plan requires all academic departments and administrative units to “conduct a transparent, collaborative, comprehensive review of all campus programs and services, based on national and local standards, to inform the development of divisional plans.”

UW-Eau Claire demonstrates a forward-looking concern for ensuring educational quality through investment in facilities. UW-Eau Claire is in the process of developing/implementing a comprehensive master plan for facilities, grounds, and infrastructure. UW-Eau Claire is also seeking state funds to support implementation of a facilities condition assessment to help inform space planning and deferred maintenance planning. UW-Eau Claire is also investing in new facilities by generating funding for a new student center and a new academic building.

UW-Eau Claire’s planning processes are flexible enough to respond to unanticipated needs for program reallocation, downsizing, or growth. While data in the Self-Study demonstrates that the relative purchasing power of the institution remained relatively constant since 1999, there has been a 30-35% increase in the Higher Education Price Index. This results in a decrease in discretionary resources available to the institution. Despite this decrease in resources, UW-Eau Claire has sustained its educational quality. Among its many national accomplishments, U.S. News and World Report, a best value designation by the Kiplinger’s Personal Finance and Money Magazine, recognize UW-Eau Claire as a top-tier institution and National Survey of Student Engagement data surpass the norms of peer institutions.

The institution has developed a strategic plan that focuses on Transformation of Learning and Transformation of UW-Eau Claire. The strategic planning process was inclusive and transparent. Annual Gold Arrow Priorities are identified in order to operationalize the strategic plan.

Core Component – 2c: The organization’s ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.

UW-Eau Claire demonstrates that its evaluation processes provide evidence that its performance meets its stated expectations for institutional effectiveness. Internally, UW-Eau Claire tracks its institutional effectiveness on monitoring and addressing strategies, where appropriate, on UW-Eau Claire’s status to 32 “key performance indicators.” A second measure of institutional effectiveness is meeting external requirements. UW-Eau Claire has maintained continuing accreditation by the Commission, is certified by the National Collegiate Athletic Association, and maintains 19 discipline-based accreditations from external

organizations and statewide agencies. UW-Eau Claire also participates in the Voluntary System of Accountability to provide students and their families with nationally comparable information about the undergraduate experience at UW-Eau Claire.

The organization maintains effective systems for collecting, analyzing, and using organizational information. In addition to its empirically based planning process, many academic departments use advisory boards to collect and analyze current and future directions. Additionally, many faculty members are engaged in service learning, community projects and/or internship and clinical settings and receive considerable employer input for updating the curriculum.

Appropriate data and feedback loops are available and used throughout UW-Eau Claire to support continuous improvement. The PEEQ evaluation process, work of the Council for Assessing and Advancing Student Learning, Institutional Research Reports on key performance indicators, retention and graduation rates, the Equity Scorecard, and many other measures were intentionally designed to inform strategic plan implementation and enhancement.

Periodic reviews of academic departments and administrative units contribute to improvement of the organization. Data from the List of Department and Program Reviews Analyzed for HLC Self-Study show that approximately 30 academic entities had undergone their seven-year review cycles just prior to the self-study data collection phase. UW-Eau Claire is also in process of reviewing all academic departments and administrative units as part of its new PEEQ evaluation process.

The Assessment Committee for the online MBA Consortium program includes representatives from each university (the MBA director and a faculty member.) The PEEQ Process to review departments and programs involved all academic and administrative units on campus. Members of the UW-Eau Claire community reported the reports were data driven.

Core Component – 2d: All levels of planning align with the organization’s mission, thereby enhancing its capacity to fulfill that mission.

Through implementation of the Gold Arrow planning process and the PEEQ evaluation process, it is evident that coordinated planning processes center on the mission documents that define vision, values, goals, and strategic priorities of UW-Eau Claire, and that planning processes link with budgeting processes, both in strategic planning and daily operations.

Long-range strategic planning processes allow for reprioritization of goals when necessary because of changing environments. UW-Eau Claire uses the PEEQ evaluation process in decision-making and for reprioritization of goals when necessary because of changing environments. UW-Eau Claire has also designed a system that allows for a more formal update to UW-Eau Claire’s Strategic Plan in ten years.

Planning processes involve internal constituents and, where appropriate, external constituents. UW-Eau Claire’s self-study indicates that 14 of 27 academic

departments use external advisory boards. All departments that do not have formal advisory boards (and many that do) have faculty members who are engaged in community projects or internship/clinical settings through which they receive considerable employer input. Additionally, UW-Eau Claire maintains 19 discipline-based accreditations to help inform about future academic trends.

2. Evidence that one or more specified Core Components need organizational attention.

Core Component - 2a: The organization realistically prepares for a future shaped by multiple societal and economic trends.

Academic instructional staff include non-tenure track faculty and less than full-time faculty including adjuncts. The role of instructional academic staff is limited by the conditions of appointment and may not have voice in departmental decisions. Tenured and tenure track faculty clearly communicate that instructional academic staff fill a marginal role in some departments.

Core Component – 2b: The organization’s resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.

UW-Eau Claire has developed the Centennial Plan, a new budget process, the PEEQ process, and a number of other planning initiatives. At this time, there is no history of decision making to demonstrate that the systems are working effectively.

PEEQ has exposed the need for better data, better processes to collect data, and the need for professional development on qualitative research methods.

Core Component – 2c: The organization’s ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.

UW-Eau Claire is developing a Facilities Master Plan and has a Technology Master Plan and Enrollment Management Master Plan; however, there is no Academic Master Plan. Since resources should be in support of the strategic plan and the core business plan, it is imperative that UW-Eau Claire develop an Academic Master Plan that guides the Facilities Master Plan, Technology Master Plan, the Enrollment Management Master Plan and other planning initiatives for resources. Campus leaders indicated that an Academic Master Plan is being developed.

There is a need to push the planning, budgeting, KPIs, assessment, program review, resource reallocation, and data driven decision-making “down the organization.” At this time most of the planning processes and evaluation systems are institutional.

UW-Eau Claire is developing an Enrollment Management Plan without having an Academic Master Plan. Critical information that should guide the Enrollment Management Plan is missing if there is no Academic Master Plan.

Core Component – 2d: All levels of planning align with the organization’s mission, thereby enhancing its capacity to fulfill that mission.

In the 2009-2010 Gold Arrows, Goal 6 is key to fulfilling Core Component 2c. Departments and programs need to believe that UW-Eau Claire Program Review processes will lead to institutional decisions and action.

A new budget process has been developed with intent to have the budget allocation and reallocation support the strategic plan. The budget process is accepted and its purpose is understood; however, the campus does not have substantive experience with using the new budget process. Implementation of the budget process is critical and the campus community and the leadership team are aware of it.

3. Evidence that one or more specified Core Components require Commission follow-up.

None found.

4. Evidence that one or more specified Core Components are not met and require Commission follow-up. (Sanction or adverse action may be warranted.)

None found.

Recommendation of the Team

Criterion met; no Commission follow-up recommended.

CRITERION THREE: STUDENT LEARNING AND EFFECTIVE TEACHING.

The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.

1. Evidence that Core Components are met.**Core Component - 3a: The organization's goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.**

All departments, programs, and units at UW-Eau Claire are required to complete annual Reports and are expected to outline specific assessment plans. In addition to the annual report process, each academic department and program undergoes an extensive formal review every seven years. Approximately nineteen units also undergo external accreditation (e.g., chemistry, computer science, and athletic training). The program review process operates effectively to advance program quality.

As evidenced in the Progress Report: Assessment of Student Academic Achievement UW-Eau Claire Spring 2005, the 2005 goals and outcomes for the Baccalaureate Degree at UW-Eau Claire were clearly stated. This document also evidences that a variety of assessment procedures were employed including exit interviews, NSSE, student opinion surveys, alumni surveys, portfolios, standardized tests (CAAP): reading sub-test, math sub-test, writing skills and essay sub-test, in the assessment of these goals.

A revised set of learning goals for liberal education was implemented in 2007, with a set of learning outcomes approved in 2009. UW-Eau Claire is moving in the direction of embedded assessment with a focus on classroom level assessment. In 2007, the UW-Eau Claire Assessment Committee issued a report to academic departments in response to the 2005 Progress Report to the effect that it was now "time to use these data to discuss with our colleagues ways to improve our students' learning of these goals." One example of a direct result of this focus on assessment is evident in a communication (Fall 2008) from the Writing Program Director to the English Department recommending specific changes in English 110. More evidence of feed back from assessment data can be found in the Women's Studies Program that is aptly portrayed as an example of a highly sophisticated and effective assessment strategy that ensures a complete feedback loop.

Although the Academic Department Assessment Plans (2004-2005, 2005-2006 Annual Reports), show that departments are at different levels of engagement with regard to assessment efforts, it is clear that faculty members are involved in identifying expected student learning outcomes and creating strategies to help ensure that those outcomes are achieved. Non-Academic Department Assessment Plans (2004-2005, 2005-2006 Annual Reports) show similar results in terms of engagement. Noteworthy, however, is the degree of integration of goals and outcomes throughout the non-academic units that are focused on advancing student learning.

The new Council for the Assessment and Advancement of Student Learning

(formed fall 2008) is beginning to be viewed as a resource rather than a threat. In April of 2009, the Director of UW-Eau Claire Assessment asked Chairs and Directors to respond to a set of questions “to determine how far along each department or program has come in assessing student learning outcomes.” While analysis of the extant assessment data from recent years has not supplied information sufficient for an overall institutional assessment, the clearly stated goals and learning outcomes mentioned above have been created to help remedy this difficulty and show evidence that assessment efforts are well underway. But there does not appear to be uniformity of assessment efforts across all departments and programs. UW-Eau Claire recognizes the need to strengthen the assessment of student learning more broadly. To this end, in consultation with the HLC Assessment Academy, UW-Eau Claire is developing and beginning to implement new plans and procedures for assessing student learning in the majors, in general education, and in co-curricular programs.

The UW-Eau Claire self-study, interviews with faculty and professional staff, and students, plus assessment reports, evidence that differentiated learning goals for undergraduate and graduate programs clearly identify expected learning outcomes so that effective assessment is possible. Assessment of student learning includes examples of direct and indirect measures of student learning. Furthermore program curricula provides students a rigorous education recognized in the local and wider community and beyond for its usefulness and quality. Assessment improvements may result due to UW-Eau Claire’s admission into the HLC Assessment Academy. Effective student learning is expressed as a priority at UW-Eau Claire.

During the three years of planning for the DNP, the Department of Nursing has developed clear program objectives that are consistent with the AACN recommendations as found in the Essentials of Doctoral Education for Advanced Practice. The self-study provides DNP course objectives that align proposed courses with program objectives in a way that will facilitate student learning and its assessment.

The self-study describes a comprehensive assessment plan for the DNP that includes a number of direct and indirect measures. Data from ongoing assessment methods currently in place for the Master’s programs will be integrated with assessment data collected in the course of DNP implementation.

UW-Eau Claire’s commitment to comprehensive, systematic and intentional assessment of student learning is evidenced by its admission to the Higher Learning Commission’s Assessment Academy. Consultation with the Academy led to the development of a comprehensive new assessment plan that includes course embedded assessment processes as well as UW-Eau Claire level data collection.

UW-Eau Claire’s understanding of student learning assessment can be seen by the institution’s recognition that broad institutional goals were not sufficient to make the curricular adjustments necessary to improve student learning. The Self-Study, interviews with staff and faculty, and college/department reports show that UW-Eau Claire has shifted its focus to program level curriculum mapping and course embedded assessment. Departmental reports show that a key component in the institution’s assessment plan is the establishment of course instructional objectives.

Purposeful learning goals based on a continuous improvement model are integral to the Centennial Plan strategic planning process. Next steps in this process will focus on learning goals for co-curricular activities. Many co-curricular programs and support units have already established such goals and begun their implementation. Although there is still uneven development in this area, the McIntyre Library, the Center for International Education and the Academic Skills Center are among the units, which have advanced their student learning assessment agendas.

UW-Eau Claire is revising its General Education Program to align with its Liberal Education Learning Goals. The General Education proposal is ready for review by administration and the campus community. Once a new program has been approved, assessment of its learning outcomes will be critical. The program proposal requires higher levels of coordination among departments. Should the program be approved, scheduling and staffing issues will be key considerations in the implementation of the revised program (see 4b).

Core Component – 3b: The organization values and supports effective teaching.

Planning documents, including the Centennial Plan, highlight the importance of teaching effectiveness to UW-Eau Claire's mission. The Faculty and Academic Staff Handbook contains specific policy documents pertaining to departmental review procedures, the goals of the baccalaureate degree, plans for the assessment of student academic achievement, as well as personnel policies and procedures, all of which clearly evidence UW-Eau Claire's commitment to effective teaching. It is clearly stated that poor performance in teaching alone is sufficient to support a negative performance review. While there are a number ways in which good teaching is recognized and awarded, faculty members wish for more equity in the recognition of teaching compared to the number and ways in which research activities receive recognition. In its self-study executive summary, UW-Eau Claire has given voice to its need to clarify relative expectations for teaching effectiveness, scholarly productivity, service, and academic advising, by making explicit the clear and consistent message that effective teaching is the highest priority for faculty members.

Two issues UW-Eau Claire may want to address in its commitment to teaching effectiveness are to clarify across departments the expectations for faculty workload and to become more intentional in the professional development of the Instructional Academic Staff.

Eight UW-Eau Claire faculty and staff members were recognized for excellence during UW-Eau Claire's academic year opening meeting, 2008. Each honoree received the University Medallion and a \$1,500 check from UW-Eau Claire Foundation. The Excellence in Teaching Award and the Excellence in Performance awards for classified and academic staff are funded by local merchants. The Arnold and Lois Domer Foundation of Eau Claire funded the awards honoring the nominees for the Board of Regents Teaching Excellence Award and the U.S. Professor of the Year Award.

In the College of Arts and Sciences a committee of faculty and instructional academic staff members, in consultation with the Dean, developed five college-

level teaching awards (the Career Excellence in Teaching Award for tenured faculty members; the Pre-Tenure Faculty Excellence in Teaching Award; the Instructional Academic Staff Excellence in Teaching Award, the Excellence in Faculty-Staff Mentorship Award, and the Excellence in Contributions to General Education Award). Fundraising efforts have resulted in readiness to support these awards and are expected to be initiated during the 2009-10 academic year. Other departments in UW-Eau Claire also offer awards for excellence in teaching.

Under Wisconsin State Statute 36.09, primary responsibility for curricular matters and faculty personnel policy rests with UW-Eau Claire Faculty, and primary responsibility for academic staff personnel policy rests with UW-Eau Claire Academic Staff. At UW-Eau Claire there is a very vibrant University Senate that, as a deliberative body empowered to act for the UW-Eau Claire Faculty and the UW-Eau Claire Academic Staff, has as its purview matters of faculty and academic staff responsibilities and concerns.

Faculty, in the College of Business, who teach in the on-line program are required to take courses in on-line teaching before they may participate.

UW-Eau Claire established the Center for Excellence in Teaching and Learning (CETL) to further its commitment to effective teaching. It is a relatively new initiative that consolidates a number of programs and replaces the Network for Excellence in Teaching. CETL has the advantage of a physical setting to further the growth of a community of teacher/scholars. The CETL staff has held a number of workshops and presentations. The interim director of the program is a chemistry professor with a clear understanding of faculty needs and concerns. Instructional Academic Staff have taken advantage of the opportunities offered by CETL (see 3c).

Teaching effectiveness is critical to faculty performance evaluations and departmental evaluation plans make teaching performance the highest priority in faculty evaluation followed by scholarship and service. This message is explicit in the UW-Eau Claire document, "Information Provided to All UW-Eau Claire Faculty Candidates." Survey data presented in the Self-Study affirm that both faculty and administrative staff recognize the value that UW-Eau Claire places on effective teaching, albeit with some difference in the percentage.

The CETL's Communities of Practice and Learning Communities are especially promising initiatives in advancing effective teaching. Although the Center is new and numbers are still small, campus awareness and institutional commitment indicate that there will be growth in the programs it sponsors.

Interviews with faculty and students substantiate the self-study document's claim that UW-Eau Claire values and supports effective teaching. Teaching effectiveness is directly linked to the "lived mission". Faculty are recruited and retained because of their credentials and the teaching models they implement in the classroom. The new Center for Excellence in Teaching and Learning professional development offerings have potential to continue to provide faculty and instructional academic staff members with resources to strengthen effective teaching. Effective teaching is expressed as a value by faculty, academic staff, and administrators alike.

Core Component – 3c: The organization creates effective learning environments.

All new freshmen at UW-Eau Claire have the opportunity to take a First Year Experience (FYE) course. These are small sections of regular UW-Eau Claire courses (English composition, Math, Biology, Sociology, History, etc.) that are open only to freshmen. The goals of the FYE program are to introduce students to the value of a liberal education; enhance academic skills; facilitate students' connections to UW-Eau Claire and the community; and enhance students' accountability for their own education. Based on the 2007 First Year Experience Task Force Report, the FYE program was not meeting its goals. Demonstrating the feedback function of assessment, several recommendations were made to restructure the program; further assessment data will indicate the results of this restructuring.

The Center for Excellence in Teaching and Learning (CETL) provides faculty development forums related to advising, pedagogy, and teaching, including a series of Faculty Learning Communities. As a result of recent external funding, the Center now has a centrally located space dedicated for its efforts. UW-Eau Claire Teaching Scholar program provides full-time faculty and instructional academic staff members the opportunity to engage in a year-long professional development project focused on the Scholarship of Teaching and Learning. The Center is also investigating how it can serve new faculty members with a mentoring program.

The CETL web site states that any educator interested in facilitating a Learning Community focused on a teaching/learning topic is invited to submit a proposal to CETL. The facilitator will work with CETL to recruit and facilitate a group of educators who will engage the topic; logistical support and needed funding for materials will be supplied by CETL. The Learning Community is to meet three to six times during the semester and the facilitator is to submit a final report to CETL summarizing the activities of the Learning Community, including the number of meetings and attendance, and a summary of the deliberations and conclusions of the group. There is a similar Communities of Practice program where participants meet three to ten times per semester with each participant planning, implementing and assessing a project related to the teaching/learning topic. Each project is to be completed within one year issuing a final report including assessment data. The facilitator for the Learning Community will receive a stipend (typically \$200) after submitting a final report. The facilitator and participants in a Community of Practice receive stipends from \$250 to \$500.

The Office of Advising at UW-Eau Claire focuses on undeclared students for whom they serve as official advisers, special students, particularly high school specials (high-potential junior and senior high school students), conditional students (admitted in the spring semester), transfer students, students in the Bridge Program (freshmen students who meet minimum UW-Eau Claire admission requirements and demonstrate the potential to be successful, but who may need a more structured introduction to the UW-Eau Claire learning environment during the first year), students in the Commanding English Program (for resident bicultural students), and students between majors or those who have questions their academic advisers can't answer. In recognition of the fact that transfer students account for nearly 25% of entering students each year, the establishment of a Transfer Advisory Group has been proposed to explore

additional ways to support the transition and ongoing success of transfer students.

As with other units in UW-Eau Claire, there is an annual report for “Advising and New Student Initiatives” that serves to assess and provide feedback to help insure student success. In response to such assessment, the Advising Task Force proposed a more structured and comprehensive system to evaluate and reward effective advising, increase training for advisers, and use available technology to shift toward a more forward-focused rather than reactive emphasis in advising.

The Division of Student Affairs offers a number of programs aimed at ensuring student success. These include: athletics, the Center for Alcohol Studies and Education, a Children's Center, Counseling Services, GEAR UP (a federal program with a mission to significantly increase the number of low-income students who are prepared to enter and succeed in post secondary education) (see 3d).

There are eleven residence halls that augment the academic mission of UW-Eau Claire with expressly-stated learning outcomes closely aligned with the stated UW-Eau Claire Liberal Education Learning Goals, and the Office of Multicultural Affairs supports the Black Student Alliance, Hmong Student Association, Native American Student Association, and Student Organization of Latinos.

Also of note is the National Student Exchange program that affords students the opportunity to engage in a yearlong study on a number of campuses in the United States and Canada in a tuition-friendly manner.

UW-Eau Claire Centers, a unit of student affairs, is responsible for a wide range of cultural programs that integrate with other co-curricular activities aimed at encouraging social responsibility and civic participation. The Women's and Gender Equity Center advocates for the welfare of those who have historically been marginalized because of their sexual and/or gender identity by providing a wide range of services including sponsoring discussion groups, running a lending library, and providing domestic violence support services.

Survey data such as NSSE and the Alumni Survey indicate that students feel there is an effective learning environment at UW-Eau Claire. Student interviews support those findings. They express considerable satisfaction with learning opportunities and programs of study available at UW-Eau Claire.

Class size is relatively small at UW-Eau Claire and students do not see it as an issue. As reported in NSSE, UW-Eau Claire compares favorably with both UW System peers and Carnegie peers in a Student-Faculty interaction benchmark.

The McIntyre Library is a central feature of academic life and both students and faculty expressed enthusiasm for its programs and outreach. Faculty and students are involved in decisions regarding resource allocations for the Library.

UW-Eau Claire's Center for International Education has been an important component of the institution's efforts to increase its diversity. Although it significantly exceeds the national average for the number of UW-Eau Claire students involved in extensive study abroad experiences, assessment data

revealed that some groups were underrepresented in these programs. The Center organized successful new efforts to ensure that all students have appropriate opportunities for international experiences. The Equity Scorecard project and the College of Arts and Sciences Diversity Advisory Committee are additional efforts aimed at increasing diversity at UW-Eau Claire. Although UW-Eau Claire acknowledges that there is still much to be done, the prominence of this issue in the Centennial Plan and the number of initiatives established to address this goal are encouraging indicators of future success.

Core Component – 3d: The organization’s learning resources support student learning and effective teaching.

UW-Eau Claire has an appropriate range of support services to facilitate student success. Faculty in the Faculty Survey of Student Engagement indicate that they feel that UW-Eau Claire provides students with the support they need. Student numbers on the same issue are somewhat less enthusiastic but still positive.

The McIntyre Library helps promote a life of learning and global curricula by providing materials, services and experiences that further academic inquiry. Specifically the library responds to faculty, administration, staff and student information queries, provides access to equipment and technology, provides a variety of learning and study spaces, from individual carrels to group study rooms, provides a family friendly study room aimed at students with children, provides space for faculty outside their offices to work on special projects, fosters civic engagement through programs such as Sunshine Week, a national initiative to open a dialogue about the importance of open government and freedom of information, provides travel support and continuing education opportunities for library faculty and staff.

The library also advocates for student information literacy, helps educate the UW-Eau Claire community about scholarly communication challenges, promotes student scholarship through, for example, the collection of History 489 capstone papers, promotes the arts through art exhibits, sponsors readings, for example, the grant-funded Race and Ethnicity campus reading seminar on Iran.

The library also serves to promote literacy through Reading Partners and Upward Bound collaborations. By hosting an open house for new faculty each year, library faculty members introduce themselves and their products and services. The library’s copyright office offers advice on appropriate use of information, resources and course materials, and assists students in learning why music downloading is illegal. As with other units of the UW-Eau Claire, the library provides an annual report in which it assesses its strengths and weaknesses, and makes plans for improvement. Student and teacher responses to library surveys and other related opinion surveys (e.g., ACT Student Opinion Survey) indicate a high level of satisfaction with library services.

Learning and Technology Services (LTS) provides faculty, students, and staff with technology training sessions, including one-on-one sessions, student group, department or unit training, as well as a variety of workshops often in response to workshop requests submitted on the LTS web site. The LTS web site also offers resources for new faculty and staff members that include how to instructions for email, online course materials, and web development; there is also a help desk for a wide range of computer support services.

The five stated goals of the LTS operating plan appear apt for supporting global access, instruction, students, scholarly activity, technology infrastructure, and administrative applications. Overall, classroom technology meets the demands of teachers, although there is some worry that funding shortfalls allow only for the replacement of existing technology and not for the upgrading of classrooms where technology levels are minimal. There are a sufficient number of computer labs for student demand and office, lab, and classroom computers are on a four-year rotation plan. At this time the staffing of LTS appears satisfactory, but in a dynamic environment such as this insufficient staffing is always a worry.

The Academic Skills Center provides several services including tutoring, diagnostic testing and evaluation, tutor training, and a Collegiate Bridge Program designed for freshmen students who meet minimum UW-Eau Claire admission requirements and demonstrate the potential to be successful, but who may need a more structured introduction to the UW-Eau Claire learning environment during the first year. Some of the courses offered for students with academic difficulty do appear to help these students.

Funded by a federal TRIO grant, the Student Support Services program at UW-Eau Claire provides participants access to a wide range of academic assistance. Eligible students must demonstrate an academic need for assistance and be from a family of limited income or a family where neither parent has received a four-year college degree. Participants also include students with disabilities. The program offers eligible students such supplemental services as specialized academic advising, tutoring, career counseling, peer mentoring, and study skills instruction.

The McNair Program assists eligible first-generation students from low-income families to prepare for and enter graduate programs leading to the Ph.D. The success of this program is consistent with UW-Eau Claire's designation as the UW System's Center of Excellence for Faculty and Undergraduate Student Research Collaboration (see Criterion 4).

Services for Students with Disabilities (SSD) works with students, faculty, staff, and community partners in a cooperative manner to review policies and procedures and to facilitate the provision of services and accommodations that will ensure that UW-Eau Claire facilities, programs, and activities are universally accessible. The 2005-2006 Annual Report for this unit concluded that adequate professional and support staffing would allow SSD to become actively involved in much needed activities including research on the retention and success of students with disabilities, the promotion of student self-advocacy, the ability to teach student success strategies for students with disabilities, grant development, fund development, scholarship development, community involvement, development of transition programs, specialization of knowledge around specific disabilities, development of business and community partnerships, and participation in state and national leadership within the disability field.

2. Evidence that one or more specified Core Components need organizational attention.

Core Component – 3b: The organization values and supports effective teaching.

Faculty workload is an issue that is identified in the Self Study. Sessions with faculty, academic staff, and UW-Eau Claire committees affirmed the importance of this issue.

When examining faculty workload issues, UW-Eau Claire needs to discuss and determine if and what differences there are between teaching and advising undergraduate students and graduate students. The conclusions should be acknowledged in the faculty workload guidelines.

Core Component – 3c: The organization creates effective learning environments.

The Self Study and interviews with faculty and administrators suggest that student-learning environments are not consistently assessed in some programs and across campus, as well as in the General Education program. The University recently sought and was granted admittance into the HLC Assessment Academy in order to improve assessment endeavors. While UW-Eau Claire administration, faculty and staff articulated the importance of maintaining and improving academic and student services that support and enhance effective student learning, they are moving slowly in implementing identified plans. Academic program evaluation and improvements made based on data analyses (implementation of the feedback loop) needs to be fully implemented across UW-Eau Claire. Rubrics that have been developed to assess student and administrative services for their contribution to effective student learning environments need refinement and uniform buy in by all units. This assessment data can be used to improve UW-Eau Claire's programs and services. UW-Eau Claire's General Education program needs to be implemented in a timely manner that provides assurance to students they are receiving full benefit of their degree plan.

A distinct academic culture for graduate programs needs to be cultivated in order to support the quality and growth of graduate education. The campus needs to develop a shared understanding of the difference between undergraduate education and graduate education.

While it is clear that there are numerous opportunities in place to support continuous improvement in teaching and learning endeavors, it does not appear that faculty members and instructional staff take full advantage. Serious efforts to improve teaching and learning require time and effort on the part of instructors, as evidenced by the demands of the Learning Communities and the Communities of Practice. Also, although faculty/student research collaboration is also a teaching activity in which faculty members take great pride, it is not counted in a faculty member's teaching load, but is rather counted in the service component. As recognized in the self-study, many faculty and instructional academic staff members cite heavy workloads as preventing them from participating in professional development programs and activities (while also continuing research collaboration with students), and the small stipends offered do not offset this demand on their time. Since it is apparent that teaching is taken very seriously by teachers at UW-Eau Claire, the continuing efforts of the Center to increase visibility and usage promise to redound favorably upon UW-Eau Claire's commitment to teaching and learning if faculty are fairly compensated.

Core Component - 3d: The organization's learning resources support student learning and effective teaching.

It is clear in the Self Study and from faculty interviews that although tremendous effort has been made to assess and improve student learning during the past several years, UW-Eau Claire has demonstrated uneven progress in this area. One explanation of the lack of progress is that insufficient institutional support was available to assess the effectiveness of student learning and teaching effectiveness. While assessment measurement with the NSSÉ and reporting tools remain strengths of the institution, implementation continues to be variable across campus as evidenced in departmental reports. A campus culture that fully embraces a structure to support assessment activities is lacking; thus, assessment processes lack sustainability. There is also lack of uniformity in the assessment of graduate programs.

3. Evidence that one or more specified Core Components require Commission follow-up.

None found.

4. Evidence that one or more specified Core Components are not met and require Commission follow-up. (Sanction or adverse action may be warranted.)

None found.

Recommendation of the Team

Criterion met; no Commission follow-up recommended.

CRITERION FOUR: ACQUISITION, DISCOVERY, AND APPLICATION OF KNOWLEDGE. The organization promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.

1. Evidence that Core Components are met.

Core Component-4a: The organization demonstrates, through the action of its board, administrators, students, faculty, and staff, that it values a life of learning.

Woven throughout the operations of UW-Eau Claire, beginning with the strategic plan, UW-Eau Claire evidences its commitment to promoting life long learning with its focus on undergraduate liberal education. Undergraduate research is a widely acclaimed signature program with a significant number of students participating each year. This is made explicit by the UW-Eau Claire's role as the UW System's Center of Excellence for Faculty and Undergraduate Student Research Collaboration. As was evident in discussions with faculty, this Center is a source of pride for faculty members across campus. The research partnership between students and faculty enriches the undergraduate experience.

Through the Office of Research and Sponsored Programs faculty members and academic staff receive support, including some financial support for research activities, including well-thought-out leave policies for all faculty members. Although a survey of staff (2007) revealed that there is some inconsistency in the level of support of classified staff professional development, it appears that the UW-Eau Claire takes very seriously the goal of supporting a life of learning for all members of the UW-Eau Claire community and has set itself the task of providing access to professional development opportunities for all members of the community. Student research accomplishments are recognized in a number of public forums including the annual Student Research Day, and are posted on the web site of the Office of Research and Sponsored Programs.

The Honors Program at UW-Eau Claire provides an extra measure of challenge and enrichment for motivated students who are academically distinguished by previous and current achievements. Currently criteria for admission as an incoming freshman include a student's academic standing in the upper five percent of his or her high school graduating class and scores achieved in the upper five percent nationally on either the ACT (a composite of 28 or higher) or SAT of a comparable score. Students who have completed at least one semester of work at UW-Eau Claire may be admitted after demonstrating superior academic performance including the attainment of a grade point average of at least 3.67 and an ACT composite of at least 26.

In UW-Eau Claire's interim Equity Scorecard report on Excellence, it was recommended that the rationale for the ACT requirement for admission to the Honors Program be reviewed since it is not clear that this admittance criterion serves as an adequate measure of students' suitability as Honors Program

candidates, or as a predictor of their likely success in the program. Such a requirement does, it is argued, act as a roadblock preventing many students of color, or those from low-income families from entering Honors. Reconsidering the admission requirements for entrance into the Honors Program by moving away from standardized test scores promises to be a very interesting discussion that may redound favorably upon the UW-Eau Claire. In conversations, it became clear that the new director of the Honors Program is in favor of considering a new set of desiderata for admission into the Program. Such changes in the Honors Program may also have a positive impact on affirmative action efforts. Moreover, the Director of the Honors Program wishes to have the program provide a “testing ground” for new General Education thematic bundles; such courses can be tried out in the Honors Program prior to undergoing full curriculum review. Partial funding for the necessary interdisciplinary efforts of faculty members may be found in Honors.

The Continuing Education Unit (CE) develops and offers innovative, responsive and accessible lifelong learning opportunities for diverse audiences. For example, senior citizens can audit any regular college course tuition-free, and classes are offered to middle-school students who have struggled with middle school math and need an extra boost to succeed in 9th grade Algebra. Continuing Education contributes to regional business, community and economic development through the Small Business Development Center, which provides information and offers advice on virtually any aspect of starting and running a small business. CE also provides opportunities for faculty, staff and community members to share their expertise. The Enhance Your life Series, for instance, offers courses to community members on a variety of themes that may include: home and garden, family life, science and the environment, film/music and art appreciation, spirituality/mind and body connections, writing, languages, history, current political and social issues, communication, media, and dance. CE facilitates the engagement of the UW-Eau Claire with external partners through mutually beneficial outreach initiatives; the Non-Profit Development Leadership Certificate Series helps those involved in nonprofit organizations develop and refine leadership skills.

UW-Eau Claire publicly acknowledges the accomplishments of its faculty and students in a number of ways. In 1988, the UW-Eau Claire was designated as the UW System’s Center for Excellence for Faculty and Undergraduate Student Research Collaboration. The results of these collaborations are showcased annually at the Student Research day. In 2009 239 posters were presented. Abstracts of student and faculty scholarly works are catalogued biannually. The UW-Eau Claire does an exemplary job of recognizing undergraduate student achievement. The UW-Eau Claire should develop equally robust ways of showcasing graduate student accomplishments.

Through its planning documents, vision statements and revised learning goals, UW-Eau Claire articulates its commitment to a life of learning. As further evidence of that commitment, in 1988 the UW System designated UW-Eau Claire as the system’s Center of Excellence for Faculty and Undergraduate Student Research Collaboration. This designation along with support from the Office of Academic Affairs and Differential Tuition initiatives have provided a strong base for developing effective academic and co-curricular programs that engage students in scholarly activities beyond normal course requirements. These activities are highlighted at the annual Student Research Day. The Self-Study

provides numerous examples of these initiatives.

Ratings of baccalaureate portfolios of student synthesis skills show improvement from Freshmen to Juniors and Seniors. NSSE data provide indirect evidence to corroborate the portfolio ratings. Alumni survey data also indicate that UW-Eau Claire students/graduates consider that the curriculum and co-curricular opportunities at UW-Eau Claire have had a major impact on students' abilities in higher order thinking and encouraged a life of learning. Community members also affirm the positive impact of the UW-Eau Claire on the community and expressed a clear connection to the institution.

Core Component-4b: The organization demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.

The UW-Eau Claire's strategic planning process gave rise to the Centennial Plan that charges faculty members to reinvent General Education. Such reinvention is viewed as essential both to developing the informed and effective minds that characterize educated members of our society, and to helping students become purposeful, self-directed learners. That these outcomes are implicit in UW-Eau Claire's Liberal Education Learning Goals indicates that the plan is to integrate General Education throughout the undergraduate experience.

It is widely recognized that the extant GE Program lacks a conceptual framework sufficient to bring it coherence. As was often remarked, it appears to be merely a set of distribution requirements. The proposed catalog copy for the new GE Program being considered states: "Students will achieve the General Education Learning Outcomes by completing 39 credits of General Education (GE) course work that spans the natural sciences, social sciences, humanities, arts, and languages. This course work comprises two Thematic Exploration Bundles (with at least 12 unique credits in each) and 15 credits of GE electives. Each Thematic Exploration Bundle centers on a "big question" and is defined, developed, and delivered by a team of educators. Students choose GE electives based on their individual interests. Together, the bundles and electives satisfy both the need for disciplinary breadth and the full array of learning outcomes in the GE program."

The success of the new GE proposal may well depend on how seriously faculty members take the Mission Statement of the General Education Program, which states "The General Education Program develops the integrated knowledge, skills, and values on which a liberal education is based. Courses in the [proposed] General Education Program emphasize the connections among academic fields, enable ethical decision-making, and bring critical and creative thinking to bear in a globally-connected world." What the "big questions" or themes are that unify thematic bundles takes on a very important role for these bundles seem crucial to meeting the goals set forth in the Mission Statement.

What is noteworthy about the GE proposal is that course content needs to be intentionally designed to enable the realization of learning goals that incorporate, but are more than mere skills, such as critical thinking. The "big questions" or themes unifying the bundles are intended to allow for wide interdisciplinary efforts where, for example, faculty members in the sciences engage faculty members in the humanities. Such efforts are more likely to emphasize the connections

among academic fields that enable ethical decision-making, and bring critical and creative thinking to bear on “big questions” facing a globally connected world. It is clear that the stated goals are intended to help students gain competence in the exercise of independent intellectual inquiry and also stimulate their examination and understanding of personal, social, and civic values. Keeping these goals in the forefront of course construction may also give meaning to the two additional goals unique to the General Education program, Integrative Learning and Intentional Learning.

Assessment of the proposed GE Program also brings challenges. As the proposal now stands, it shares the goals of liberal education with two additional goals. It remains to be seen if these two additional goals are sufficient to differentiate the GE Program for purposes of assessment.

PEEQ has been a learning process for the campus. In completing PEEQ reports faculty and academic staff have learned the importance of data and the importance of assessment to support claims. The campus is also aware that they need to improve the annual report format and guidelines.

The graduate programs of UW-Eau Claire represent a relatively small part of the total academic endeavor. Consequently, the majority of data on alumni achievement is based on undergraduate graduates. However, data from the Graduate Student Exit Surveys provided in the self-study indicate that graduates describe UW-Eau Claire as “successful in fostering broad skills and knowledge, and in promoting intellectual inquiry.” As the graduate education programs grow, it is essential that UW-Eau Claire develop more robust ways to demonstrate that graduate program graduates have acquired the appropriate breadth and depth of knowledge. Alumni and employer surveys are part of the UW-Eau Claire evaluation plan and can provide data to assess these outcomes.

Core Component-4c: The organization assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.

About 25% of UW-Eau Claire students study abroad. The Center for International Education provides support for students studying abroad, and the UW-Eau Claire was ranked 14th among all U.S. Master’s-granting institutions nationwide for numbers of students studying abroad (2007, Open Doors Report). It is evident that the UW-Eau Claire academic community strongly encourages students to live and study overseas. Students must be in good academic standing to participate and are required to carry a minimum credit load of 12 hours. Programs are offered on a regular basis in the following countries: Australia, Austria, Costa Rica, Denmark, France, Germany, Great Britain, Ireland, Japan, Latvia, Mexico, South Africa, Spain, Sweden, and Thailand.

There are many courses found in departments across the UW-Eau Claire that fulfill the Cultural Diversity University graduation requirement for baccalaureate degrees. The Office of Multicultural Affairs and the Dean of Students office provide a wide variety of support programs for diverse students. Many departments reach out in significant ways to help recruit and connect with diverse students. In 2008, the College of Arts and Sciences, under the leadership of the Arts and Sciences Diversity Advisory Committee, undertook a process of organizational change called Dismantling Racism. This is a multi-year process

being pursued with the support of a private gift to the College and grant funding from a University of Wisconsin System initiative “Closing the Achievement Gap.”

The DNP program is based on the “Essentials of Doctoral Education for Advanced Nursing Practice and the “Criteria for Evaluation of Nurse Practitioner Programs.” Therefore, proposed DNP courses, as described in the self-study, include course objectives that address global health issues, use of advanced technology in health care and the importance of cultural competence. The program evaluation plan addresses these course and program objectives.

Based on survey data, including NSEE and FSEE, UW-Eau Claire has concluded that its General Education program is too complex and, typically for a distribution type system, students are less able to make connections across categories or transfer information from one subject to another than desired. Students, however, expressed greater satisfaction with the current program than faculty, finding their exposure to a variety of disciplines valuable. A task force has developed a proposal for a new General Education, which is ready to be presented to the UW-Eau Claire community for further review. The revision of General Education has taken place in conjunction with the revision of the Liberal Education Learning Goals. The intent is to align these so that General Education plays a stronger, more intentional role in meeting the UW-Eau Claire’s streamlined broad-based learning goals.

UW-Eau Claire has expressed its intention to develop assessment strategies for its General Education program and related Liberal Education Learning Goals. Acceptance in the Higher Learning Commission Assessment Academy is an indicator of UW-Eau Claire’s commitment to the assessment of student learning generally and these two initiatives in particular. Departmental assessment reports reflecting the shift from UW-Eau Claire level data to program assessment with course embedded measures are further indicators of that commitment and should allow for the curriculum improvements such a course embedded approach makes possible.

The development of First Year cohorts is a promising initiative to further General Education learning goals. The implementation of such a process may prove more costly and logistically complex than anticipated, however.

UW-Eau Claire’s Foreign Language/Foreign Culture requirement demonstrates a strong commitment to expanding student experiences beyond the classroom and increasing the diversity of their educational experience. The requirement is flexible; providing multiple options for meeting the requirement and fosters the multi-cultural dimension of course offerings. The range of options available to students is readily apparent in the course catalogs.

UW-Eau Claire is justly proud of its award-winning study abroad program. It has effectively involved 25% of its students in study abroad experiences. As the Self-Study notes, this is well above the national average. UW-Eau Claire ranks in the top 20 for schools nationally for the duration of study abroad experiences. In other words, these are not short extra-curricular trips but rigorous academic experiences. UW-Eau Claire has been intentional in its commitment to ensure that all its students have the opportunity to study abroad. It assessed the program carefully, determined which groups of students were underrepresented in these experiences and developed targeted solutions to meet their needs.

UW-Eau Claire's study abroad programs are administered through the Center for International Education, which also is responsible for recruiting international students to UW-Eau Claire. ESL programs are also included in the work of the Center. Bringing these elements together in an integrated structure makes clear the UW-Eau Claire's commitment to global education and understanding.

UW-Eau Claire is well aware of its lack of ethnic and racial diversity and is struggling to find solutions. Equity, Diversity and Inclusivity (EDI) is a foundational theme in the Centennial Plan. UW-Eau Claire has undertaken climate surveys and is using an Equity Scorecard as part of its evaluation process. The Self-Study describes a number of programs administered by the Office of Multicultural Affairs to foster recruitment and create a more supportive environment for diversity on campus. Gear-Up, the McNair program and three TRIO grants increase and support campus diversity. The College of Arts & Sciences has also established a Dismantling Racism project to encourage a frank assessment of the campus climate and the effectiveness of program initiatives. How effective these initiatives are and what other actions need to be taken is still unclear. Some progress has been made with the Hmong community but other groups are still underrepresented in both student body and staff.

UW-Eau Claire students indicate they are satisfied with the technology training provided by the UW-Eau Claire. Technology seems well established across campus both through support services and in the classroom. Technology has made resources for research more accessible and the Library provides appropriate data bases for journals. As elsewhere, the cost/benefit analysis of acquiring these databases is being weighed against the continuation of print materials. This is clearly an intentional process and input is sought from the appropriate sources.

The MBA curriculum has moved away from the standard 10-course-three-credit-hour format to a model that represents five fundamental areas: on-going operations, new business formation, leadership, strategic management in a global environment, and the dynamics of change. This curriculum was developed in consultation with a wide variety of constituents, including consortium partners.

Core Component-4d: The organization provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

All candidates for the baccalaureate degree at the UW-Eau Claire must satisfactorily complete 30 or more clock-hours of approved service-learning activity. Since every service-learning project must be structured to include a planned, thoughtful development of learning goals, a period of service, and a reflection activity that links the community service back to the goals of the baccalaureate, it has a very close connection to the goals of the baccalaureate.

The Center for Service-Learning's primary task is to assist student to engage in experiential learning and enrichment activities. The Center informs students of the requirements and of project opportunities through its Guidebook, website, periodic mailings, e-mails and project postings.

The Center for Service-Learning works with students and faculty/academic staff mentors who advise them to (a) arrange service-learning projects, (b) complete and submit the Service-Learning Agreement form, (c) monitor student progress, (d) evaluate student service by community partner feedback, and (e) certify successful project completion. Since the learning part of the service-learning component is designed to meet community needs, and since community needs often revolve around populations at risk, many of the projects available to students as they complete their community service-learning involve exposure to racial, ethnic and socio-economic diversity.

The learning outcomes for Liberal Education are widely promulgated to the UW-Eau Claire community and are incorporated in the format of the annual reports of all units and departments. Of particular note are the explicitly stated outcomes sought for all students, which include: UW Eau Claire students will develop skills and values for ethical reasoning, will use ethical reasoning in civic and professional contexts, will develop knowledge for living in a pluralistic society and a globally interdependent world, and will develop and use skills for promoting equity, diversity, and inclusivity in civic and professional contexts. Degree requirements, course content, and co-curricular activities all work toward the realization of these goals, which are in the forefront of assessment efforts. The Team discussions with students, plus student surveys, indicate a high level of satisfaction with UW-Eau Claire teachers and the availability of study abroad programs and the service learning requirement; in fact a group of over forty students, mostly seniors, indicated that after completing the service learning requirement (typically by the sophomore year), many students seek additional opportunities to engage in service to the UW-Eau Claire and local community.

The Office of Research and Sponsored Programs is charged with providing support for the scholarly endeavors of faculty and students and ensuring the integrity of those activities. It provides financial and mentoring support for student, faculty and academic scholarly activities and professional development workshops that promote scholarship. Until recently, student support has focused on undergraduates. However, a number of new programs have provided support for graduate students. Interview with the Associate Vice Chancellor for Academic Studies and Dean of Graduate Studies provided evidence that the institution realizes the need for increased resources devoted to graduate students.

The PEEQ process developed a need for data to support assertions and claims in order to inform decision-making. Faculty and staff stated that there has been both organizational and individual learning about how to bring evidence into a program review.

The Director of the Library serves as campus copyright officer and UW-Eau Claire provides information on copyright laws in a variety of venues. However, because of episodes of illegal file sharing, UW-Eau Claire developed a more stringent policy with more drastic consequences.

Reassigned time is now provided to the chair of the Institutional Review Board as the workload increased due to faculty/student research collaboration efforts. The IRB website provides critical policy and process information and training opportunities on human-subject research is also provided on line.

To address concerns of confidentiality related to FERPA, financial aid, and visa requirements, etc. office space is being reallocated and some remodeling is taking place to provide more privacy. Additional training is also being provided to staff and student employees who work with student records.

UW-Eau Claire has a Cultural Diversity Requirement but the institution acknowledges it needs to evaluate this requirement in light of its alignment to the UW System Plan for Inclusive Excellence and also its efficacy.

The CETL has been charged with finding ways to include diversity more broadly into the curriculum. Targeted programs such as Women's Studies, Indian Studies and Latin American studies could be a focus for such efforts. The success of international studies major could provide guidance to enhance these programs.

2. Evidence that one or more specified Core Components need organizational attention.

Core Component-4a: The organization demonstrates, through the action of its board, administrators, students, faculty, and staff, that it values a life of learning.

UW-Eau Claire provides support for ongoing learning and scholarly/creative activities for students, faculty and instructional academic staff through such entities as the Office of Research and Sponsored Programs and the Center of Excellence for Faculty and Undergraduate Research Collaboration. However, faculty surveys and comments indicate that some faculty do not feel fully supported in their academic endeavors, particularly citing the need for more funding for conference travel and the 12 hour/semester teaching load.

Although, UW-Eau Claire cited in the Self-Study professional development surveys for both its academic professional staff and classified staff, some express concerns about overwork and classified staff, in particular, say they feel undervalued. These same concerns were expressed in meetings during the visit. UW-Eau Claire seems well aware of these concerns and the openness of the self-study process and the active engagement of all sectors of the UW-Eau Claire community indicate a commitment to address these issues.

Core Component-4b: The organization demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.

The new General Education plan has not, at this time, been implemented; it is scheduled to go before the University Senate in the very near future. While the new proposed Program shows great promise, it is unclear that the ins and outs of its actual implementation have received sufficient attention. Putting it into place will require considerable time and effort by faculty members. While UW-Eau Claire faculty members evidence great concern to create a curriculum that will advance student learning, the devil is in the details. As the results of focus groups indicate, faculty members highly value, as a means of integrating the curriculum, interdisciplinary team-teaching if it has adequate institutional support (financial remuneration, time release). So an important item to be considered is

the availability of the resources needed by faculty members to implement the GE Program. For instance, it appears that sufficient release time (or some variant of this) will be needed to allow for the types of interdisciplinary work required to create the number of thematic bundles needed for expected student demand.

Core Component-4c: The organization assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.

UW-Eau Claire recognizes the many difficulties it faces in becoming a more diverse community and is working to overcome them. Informal interviews suggest that UW-Eau Claire is especially attractive to small town and suburban students who are not particularly interested in looking for an immersion in diversity. Diverse students and faculty are not necessarily attracted to a campus that does not offer a community and learning experience in which multiple cultures, languages, and experiences are widely supported and valued. With few diverse voices in the community the impetus to move vigorously forward in these areas is slowed, leading to maintenance of the status quo. The perceived homogeneous climate of the broader Eau Claire community is also a challenge in attracting diverse students and faculty. In response to these challenges the UW-Eau Claire has responded in a number of ways. All candidates for the baccalaureate degree at UW-Eau Claire must satisfactorily complete the equivalent of at least three credits of content in a course or courses dealing with the following groups: African American, Hispanic, American Indian, or Asian American (Southeast Asian). Recent momentum on campus regarding diversity issues is explicitly noted across the following committees and organizations: Diversity Advisory Commission, Strategic Planning Working Group #6—Fostering Equity and Diversity, Chancellors Diversity Commission and the UW-System Institute on Race and Ethnicity.

Core Component-4d: The organization provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

All members of the UW-Eau Claire community are aware that the UW-Eau Claire needs to change, although the expectations about what change will mean is perhaps unrealistic. There is a belief that change will be incremental; therefore, it is assumed that the change will be more palatable. All members of the UW-Eau Claire community will need to become more skilled in change activities and change management.

Faculty could not identify ways in which new faculty were socialized to the institution, the college, or the department or to their new faculty roles and responsibilities, although CETL is considering a mentoring program for new faculty members. UW-Eau Claire-wide program would insure that new faculty had the same opportunities, would create strong cross-department relationships, and provide social networks for those who may be isolated within their own departments.

Academic Staff and classified staff reported that they were responsible for Professional Development Committees that planned and delivered campus professional development. However, many members of these groups in

attendance at employee fora stated they were unable to attend because of work that need to be completed or lack of supervisor approval. The UW-Eau Claire does not have a professional development agenda informed by the strategic plan and the workplace skills identified through institutional vision and aspirations.

Because the UW-Eau Claire has committed itself to growth in graduate education, resources for graduate student scholarly activities need to be increased. Evidence provided in the self-study and in interviews with stakeholders indicates an uneven distribution of financial and program resources for various student groups. It will be essential to the development of quality graduate programs that this unevenness be rectified.

3. Evidence that one or more specified Core Components require Commission follow-up.

None found.

4. Evidence that one or more specified Core Components are not met and require Commission follow-up. (Sanction or adverse action may be warranted.)

None found.

Recommendation of the Team

Criterion met; no Commission follow-up recommended.

CRITERION FIVE: ENGAGEMENT AND SERVICE. As called for by its mission, the organization identifies its constituencies and serves them in ways both value.

1. **Evidence that Core Components are met.**

Core Component-5a: The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.

The Department of Nursing demonstrates active collaboration with its external stakeholders. It has a shared advisory council with Chippewa Valley Technical College and this group meets three times a year. The DNP program was presented to this group for review and discussion. Interviews with community representatives demonstrated understanding of the proposed program and potential employee participants expressed support.

As the “lived mission” implies and as interviews with alumni, faculty and staff corroborate the self-study UW- Eau Claire serves the larger community in many ways. The Continued Education Unit collects information and designs course offerings. Students are engaged within community organizations through volunteerism and class projects with Career Services. These working alliances serve to strengthen UW-Eau Claire as an institution and help them to serve their region.

In the Centennial Plan, Goal Two “Promote Connected Learning,” clearly articulates the university’s desire and intent to connect even more closely with the local community and the region to expand service learning opportunities.

Core Component-5b: The organization has the capacity and the commitment to engage with its identified constituencies and communities.

In 1995, the UW-Eau Claire implemented a requirement that all students complete 30 hours of Service Learning. Implementation of this requirement takes on many forms. In 120 courses this requirement is embedded and allows students to meet the service requirement within a for-credit environment. The dedication of those involved in these initiatives is well recorded. However, evaluation of the outcomes of these activities is inconsistent. In addition, there is no requirement for graduate student involvement. While graduate student involvement may be beyond the mission of this program, consideration of voluntary involvement should be considered.

Core Component-5c: The organization demonstrates its responsiveness to those constituencies that depend on it for service.

As was described earlier the Continuing Education Unit and Center for Service-Learning are dedicated to meeting the needs of external stakeholders. The self-study provides substantial evidence about the services that are provided to the community. Students, faculty and staff provide a wide variety of services that directly improve the life of the community in which it lives and serves.

Students, faculty and staff at UW-Eau Claire have a variety of opportunities to heighten their understanding of ethnic, cultural, and gender diversity through programs like the Building Bridges tutoring and mentoring. They are creating international connections through the Center for International Education. They have partnerships established in the community that promote health and wellness through health clinics to populations ranging from young children to the elderly. The collaborative research projects and library resources respond to the broad needs of the public. These examples offer specific resources and opportunities for the UW-Eau Claire students, faculty, and staff to engage and expand the regional mindset of diversity.

Core Component-5d: Internal and external constituencies value the service the organization provides.

The arrival of the current Chancellor has, according to interviews with Regents and other stakeholders greatly improved the relationship between the University and the greater community. Interviews with the Department of Nursing advisory group members and other community representatives corroborate this finding. There is a need, however, for a more systematic evaluation of this relationship and the outcomes of the collaborative activities.

The Continuing Education materials and alumni data confirm the value of services that UW-Eau Claire provides. The Center for Service-Learning collects feedback from community partners and uses the information to improve processes within UW-Eau Claire.

In meetings with external constituents, all representatives were uniformly supportive of what the campus does for its community and the region. Several constituents indicated that they could not survive without student volunteers. All uniformly praised the student service requirement, whether it was imbedded in a course, or undertaken separately.

2. Evidence that one or more specified Core Components need organizational attention.

Core Component-5a: The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.

The Continuing Education Unit provides approximately 350 programs across a wide range of topics and for a wide range of audiences. It primarily serves external stakeholders in the business, health and education fields. Continuing education and development for internal stakeholders is distributed among a number of other units including the Office of Research and Sponsored Programs, individual college activities and classified staff initiatives. This system has resulted in the perception of uneven resource allotment. The University needs to address these perceptions to ensure continued development for all members of the UW-Eau Claire community (see 4a).

3. Evidence that one or more specified Core Components require Commission follow-up.

None found.

4. **Evidence that one or more specified Core Components are not met and require Commission follow-up. (Sanction or adverse action may be warranted.)**

None found.

Recommendation of the Team

Criterion met; no Commission follow-up recommended.

V. STATEMENT OF AFFILIATION STATUS

A. Affiliation Status

No Change

B. Nature of Organization

1. **Legal status** No Change

2. **Degrees awarded** Doctorate

C. Conditions of Affiliation

1. Stipulation on affiliation status

Doctorate is limited to the Doctor of Nursing Practice (DNP).

2. Approval of degree sites

No Change

3. Approval of distance education degree

On-line degree programs is limited to on-line MBA degree

4. Reports required

None

5. Other visits scheduled

None

6. Organization change request

UW-Eau Claire made two change requests: To offer a Doctor of Nursing Practice, and to offer an on-line MBA. Both requests were built on collaborative agreements with other comprehensive universities in the University of Wisconsin System. The Team recommends approval of both requests.

Doctor of Nursing Practice

Rationale: Upon review of the provided written materials, interviews with administrators, faculty, and community leaders, and evaluation of available and projected resources, it is the opinion of the HLC on-site evaluator team that the UW-Eau Claire is highly committed and qualified in providing a new degree program--the Doctor of Nursing Practice (DNP) that is the first doctoral level degree offered at UW-Eau Claire. Apart from collaborations involving the traditional doctoral campuses, this would be the first doctoral degree offered by any of the UW System's 11 comprehensive universities. The planning and development occurred collaboratively with UW-Oshkosh and will continue to be collaborative in nature (sharing only selected core courses, and to a more limited extent, faculty.) All courses will be offered at UW-Eau Claire by UW-Eau Claire faculty. However, each campus is authorized to offer its own DNP degree. This change request aligns with the UW-Eau Claire select mission and the graduate mission. In fact, UW-Eau Claire has the resources, experience, and expertise to offer the DNP degree program based on the success and strength of their existing BSN and MSN degree programs in the data evidenced of enrollment, graduation rates, and employer positive comments. In this context, the HLC on-site evaluator team recommends approval of this request for change in educational offerings for the UW-Eau Claire to add this new degree program the Doctor of Nursing Practice.

The new DNP degree plans to offer two different options: (1) a transitional option, initiated in 2010, a post-masters in nursing option for those students who are prepared with a focus in advanced nursing practice and nursing administration (MSN-to-DNP); and (2) the option for those who wish to pursue graduate education for preparation in advance practice nursing, initiated in 2012, (BSN-to-DNP).

The first two years of the DNP program are built upon the existing MSN curricular foundation of 70-76 credits. Between 600 and 650 clinical hours are required in the first two years of study. The final year of the DNP program (28 credits) provides a shared core curriculum developed by both UW-Eau Claire and UW-Oshkosh. In these 800-level (doctoral students only) courses there are core credits, DNP seminars, and advanced clinical practice credits that represent an additional 450 clinical hours included in this third year. A select number of core courses only by be offered collaboratively between UW-Eau Claire and the UW-Oshkosh through a variety of face-to-face, online, and distance education delivery methods. The transitional DNP plan of study includes core courses extracted from the entry-level DNP model curriculum, along with individualized consideration given to the students' entry-level degree and transfer credits. Students can complete their DNP program on either a full-time or part-time basis. Direct and indirect measures of student performances substantiate student learning and teaching effectiveness.

The structure, curriculum and capstone project of the proposed program are consistent with the standards set forth in *The Essentials of Doctoral Education for Advanced Practice Nursing (DNP Essentials)* developed by the American Association of Colleges of Nursing. The Capstone project will provide an additional evaluative tool that can be used by the College and University to assure quality and consistency as the DNP program grows and develops. However, the curriculum assumes that the students can plan, implement and evaluate the project within a short period of time. This assumption may be unrealistic and potentially delay completion of the program. It is advised that the faculty consider an earlier planning phase of the project so that students can develop a project of sufficient depth as appropriate to doctoral study.

UW-Eau Claire has adequate faculty resources to implement the DNP. UW-Eau Claire has adequate faculty resources to implement the DNP with 17 tenured/tenure track faculty (of which three are at the Ph.D. candidate stage.) In addition, three clinical instructors are in doctoral programs – two in DNP programs. Between UW-Eau Claire and UW-Oshkosh there are a total of 24 doctoral prepared faculty and will comprise the pool of faculty available to teach in select core courses in only collaborative third year of the DNP program.

The DNP courses are built on the foundation of the MSN courses that are currently funded via the General Program Revenue. The DNP Program enrollment projections grow the program from 16 MSN students to 64 students in the startup third year after admitting the BSN-to-DNP with 24 students. These class size projections align with faculty resources. Additional differential graduate tuition funding will recover the cost for each of the 800-level course credits that will fund new FTE faculty positions required to support this program.

The Team recognizes the advantages and disadvantages as well as the circumstance necessitating the request for the UW-Eau Claire DNP program. However, based on projected fiscal resources, existing facilities, ongoing recruitment of outstanding students, highly qualified and committed faculty, strong support staff and a demonstrated history of excellence in graduate education, it is the Team's opinion that the UW-Eau Claire meets all of the criteria congruent with offering a DNP program.

The proposed inter-institutional collaborative model while providing mutual benefits also poses potential challenges that require close monitoring. In this context, it is assumed that the internal review process within the universities will require subsequent progress reports/evaluations between UW-Eau Claire and UW-Oshkosh. The Team verified signed documentation among all participating parties.

Online MBA

Rationale: The University of Wisconsin-Eau Claire submitted a change request for the addition of a degree program option (the "online MBA Consortium" program) that is offered entirely through distance delivery methods. The change requested involves permission to offer the existing MBA degree program in a fully online format, in addition to the current on-site program. The online program is delivered via a consortium arrangement with three other University of Wisconsin System campuses (UW-LaCrosse, UW-Oshkosh and UW-Parkside). UW-Eau Claire and its College of Business on behalf of the other members of the

Consortium manage the online MBA Consortium. In 2005, the Board of Regents of the University of Wisconsin System granted permission for the awarding of the "UW MBA Consortium Degree" in which all four Consortium institutions participate. The Team verified signed documentation among all participating parties.

This change leaves in place the traditional campus MBA program offered at UW-Eau Claire exclusively for students enrolled at UW-Eau Claire. It also allows a blending of both on-campus and online courses for students enrolled at UW-Eau Claire, UW-LaCrosse, UW-Oshkosh, and UW-Parkside. It now also includes a program that offers a totally online program for students from across the country.

While all four members of the Consortium collaborate on the program's curriculum, instruction, planning and resources, and while all four members allow their own on-campus MBA students to take consortium online courses to supplement their traditionally delivered MBA courses, only UW-Eau Claire enrolls, registers, and advises students in the online-only consortium program, and only UW-Eau Claire issues that program's transcripts and awards its degrees.

While the State of Wisconsin initially provided incentive grants for early online course development, the program is now totally self-funding and self-supporting. It has the appropriate technology, faculty development, and governance structures in place for success. An assessment committee includes representatives from each school (MBA director and a faculty member). An academic standards and policy committee is also in place.

D. Commission Sanction or Adverse Action

None

D. Summary of Commission Review

Timing for next comprehensive visit (academic year - 2019-2020)

Rationale for recommendation:

UW-Eau Claire clearly satisfies the HLC's five criteria. It has developed a Centennial Plan to guide the institution as it begins its second hundred years. It pays particular attention to the total student development. It has strong connections to its host community. It has developed and maintained a genuine commitment to community service learning. It has been recognized nationally for its level of student participation in Study Abroad. Undergraduate students have a significant voice in governance as well as being able to participate in a strong collaborative research program with faculty. And, most importantly, for future quality improvement measures, UW-Eau Claire has demonstrated a willingness to be introspective and to address difficult issues.

VI. ADDITIONAL COMMENTS AND EXPLANATIONS

None

WORKSHEET ON Federal Compliance Requirements

INSTITUTIONAL MATERIALS RELATED TO FEDERAL COMPLIANCE REVIEWED BY THE TEAM:

Dr. Cynthia Foust, Vice-President of Student Affairs & Associate Provost, Southwestern Oklahoma State University, Weatherford, OK 73096

Dr. Lois Kazmier Halstead, Vice Provost and Vice President University Affairs, Rush University, Chicago, IL 606120000

Dr. Margaret Anna Healy, Chair and Professor Education Leadership, University of North Dakota, Grand Forks, ND 58202

Dr. Mary A Hedberg, Dean, College of Arts & Behavioral Sciences, Saginaw Valley State University, University Center, MI, 48710

Dr. James S. Kelly, Associate Professor of Philosophy Director of Hamilton Honors Program, Miami University, OH 45056

Dr. Ruth J. Person, Chancellor, University of Michigan-Flint, Flint, MI 48502-1950

Dr. Joseph Rives, Vice President, Quad Cities Planning and Technology, Western Illinois University, Moline, IL 61265

Dr. Ronald D. Sandstrom (Team Chair,) Retired Professor of Mathematics and Computer Science, Fort Hays State University, La Crosse, KS 675480782

EVALUATION OF FEDERAL COMPLIANCE PROGRAM COMPONENTS

The team verifies that it has reviewed each component of the Federal Compliance Program by reviewing each item below. Generally, if the team finds substantive issues in these areas and relates such issues to the institution's fulfillment of the Criteria for Accreditation, such discussion should be handled in appropriate sections of the Assurance Section of the Team Report or highlighted as such in the appropriate AQIP Quality Checkup Report.

1. Credits, Program Length, and Tuition: *The institution has documented that it has credit hour assignments and degree program lengths within the range of good practice in higher education and that tuition is consistent across degree programs (or that there is a rational basis for any program-specific tuition).*

The team has reviewed this component of federal compliance and found UW-Eau Claire has approved policies and procedures available on-line and in print which clearly define a credit hour, credits required for each program, and tuition requirements for all programs.

2. Student Complaints: *The institution has documented a process in place for addressing student complaints and appears to be systematically processing such complaints as evidenced by the data on student complaints for the three years prior to the visit.*

The team has reviewed this component of federal compliance and found that UW-Eau Claire has a documented process in place for addressing student complaints. These processes are well publicized on-line and in print materials.

3. Transfer Policies: *The institution has demonstrated it is appropriately disclosing its transfer policies to students and to the public. Policies contain information about the criteria the institution uses to make transfer decisions.*

The team has reviewed this component of federal compliance and found that UW-Eau Claire's transfer policies were available on the Registrar's web site as well as in print.

4. Verification of Student Identity: *The institution has demonstrated that it verifies the identify of students who participate in courses or programs provided to the student through distance or correspondence education.*

The team has reviewed this component of federal compliance and found that UW-Eau Claire requires all distance education students authenticate their identity via an assigned University login ID and a personally selected password. This ID and password must be used to access online educational materials or submitting materials for grading.

5. Title IV Program and Related Responsibilities: *The institution has presented evidence on the required components of the Title IV Program. The team has reviewed these materials and has found no cause for concern regarding the institution's administration or oversight of its Title IV responsibilities.*

- **General Program Requirements:** *The institution has provided the Commission with information about the fulfillment of its Title IV program responsibilities, particularly findings from any review activities by the Department of Education. It has, as necessary, addressed any issues the Department raised regarding the institution's fulfillment of its responsibilities in this area.*
- **Financial Responsibility Requirements:** *The institution has provided the Commission with information about the Department's review of composite ratios and financial audits. It has, as necessary, addressed any issues the Department raised regarding the institution's fulfillment of its responsibilities in this area.*
- **Default Rates, Campus Crime Information and Related Disclosure of Consumer Information, Satisfactory Academic Progress and Attendance Policies:** *The*

institution has demonstrated, and the team has reviewed, the institution's policies and practices for ensuring compliance with these regulations.

- **Contractual Relationships:** *The institution has presented evidence of its contracts with non-accredited third party providers of 25-50% of the academic content of any degree or certificate programs.*

The team has reviewed this component of federal compliance in terms of default rates, U.S. Department of Education Program Audits, Results from Reviews/Analyses of Financial Ratios, Results from Reviews of Campus Crime Incidence, Consumer Information, and other Mandated Compliance Activity; and recommends the ongoing approval of such contracts.

6. Institutional Disclosures and Advertising and Recruitment Materials: *The institution has documented that it provides accurate, timely and appropriately detailed information to current and prospective students and the public about its accreditation status with the Commission and other agencies as well as about its programs, locations and policies.*

The team has reviewed this component of federal compliance and found the UW-Eau Claire catalogue is easily available to all current and prospective students. The catalogue includes information on accreditation and memberships.

7. Relationship with Other Accrediting Agencies and with State Regulatory Boards: *The institution has documented that it discloses its relationship with any other specialized, professional or institutional accreditor and with all governing or coordinating bodies in states in which the institution may have a presence. Note that if the team is recommending initial or continued status, and the institution is currently under sanction or show-cause with, or has received an adverse action from, any other federally recognized specialized or institutional accreditor in the past five years, the team must address this in the body of the Assurance Section of the Team Report and provide its rationale for recommending Commission status in light of this information.*

The team has reviewed this component of federal compliance and found that UW-Eau Claire includes specific language in its catalogue citing its accrediting body and the status of its accreditation. This list includes nineteen different relationships.

8. Public Notification of an Evaluation Visit and Third Party Comment: *The institution has made an appropriate and timely effort to solicit third party comments. The team has evaluated any comments received and completed any necessary follow-up on issues raised in these comments. Note that if the team has determined that any issues raised by third-party comment relate to the team's review of the institution's compliance with the Criteria for Accreditation, it must discuss this information and its analysis in the body of the Assurance Section of the Team Report.*

The team has reviewed this component of federal compliance and found that UW-Eau Claire made an appropriate and timely effort to solicit third party comments. These efforts included a print ad in the Eau Claire newspaper; a public notice on the University's web site; a news release to full regional media; e-mail from Chancellor to all parents of current students, all current students, faculty and staff; UW-Eau Claire Foundation and Alumni Board members; State legislative representatives; and the electronic newsletter for alumni and friends of the University.

ADVANCEMENT SECTION

REPORT OF A COMPREHENSIVE EVALUATION VISIT

TO

University of Wisconsin-Eau Claire
Eau Claire, Wisconsin

September 14-16, 2009

FOR

The Higher Learning Commission

A Commission of the North Central Association of Colleges and Schools

EVALUATION TEAM

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I. OVERALL OBSERVATIONS ABOUT THE ORGANIZATION

Although UW-Eau Claire has had several changes of top administrators since the last comprehensive visit, it has continued to plan for the future and provide quality educational opportunities for its students. UW-Eau Claire's Centennial Plan accompanied by its newly developed PEEQ process provides an excellent vision for the next ten years and lists challenges that must be overcome if it is to continue on its goal of being the "Premier Learning Community in the Upper Midwest."

II. CONSULTATIONS OF THE TEAM

Doctor of Nursing Practice (DNP)

Development of the DNP has involved significant effort by the administration and faculty of the Department of Nursing. Their efforts are to be commended. They have responded to the needs of the profession and the community in requesting permission to offer the DNP. The curriculum proposed is consistent with the requirements of the AACN and will help meet the workforce needs of their region for advanced practice nurses and faculty for APN programs. In order to facilitate the implementation of this program, the following recommendations are presented.

1. Develop a process for support of faculty advisors to the DNP students.

The faculty of UW-Eau Claire are not experienced doctoral student advisors. In addition, the doctoral faculty are graduates of research doctoral programs, not practice doctoral programs. The advising of clinical scholars is different from their own experience. It is essential that the advisors of this new kind of student develop a system for consistent evaluation. This will be especially important in the advising of the capstone project. The Department should consider the use of experienced DNP consultants for faculty development.

2. Recruit experienced DNP faculty.

The current faculty resources include two faculty members enrolled in DNP programs. The College of Nursing may benefit from review of the faculty mix of doctoral prepared faculty teaching in the DNP program. Newly licensed DNP may need the oversight of seasoned PhD faculty for the classroom instruction and supervision of students in the clinical area.

However, there are no experienced DNP program graduates on the faculty roster. It is recommended that the Department prioritize recruitment and hiring of a faculty member with a DNP degree and experienced in teaching in a DNP program.

3. Consider restructuring the Capstone Course.

The College of Nursing may benefit from more detailed planning of the Capstone Course i.e. professional project – in how the approval process is undertaken,

oversight, length of project, clinical site selected for project and the clinical collaboration needed for the project's success.

Graduate Education

With the approval of the change request to offer a program at a new level, graduate education at the UW-Eau Claire enters a new arena. Offering applied doctorates requires that UW-Eau Claire develop a distinct graduate education culture and formalize the philosophy and policies that affect graduate education. For example, the institution should determine the roles and responsibilities that will be unique to the graduate faculty role and examine how faculty are selected for membership in the graduate faculty. Teaching graduate level courses, advising masters and doctoral capstone projects, and the professional mentoring required for applied graduate degrees has implications for faculty workload. As the UW-Eau Claire addresses existing workload issues, it should be ready to address graduate faculty and graduate program workload issues separately. The Graduate Committee will have a full agenda over the next three to five years as the applied doctorate becomes fully implemented, it reviews additional requests for new graduate degrees, and develops assessment, program review, and accountability processes for graduate education that are distinct from undergraduate education.

Enrollment Planning

There was some discussion of institutional aspirations to grow enrollment. At the same time, the discussions suggested that the current student enrollment of 18-24 year old undergraduates occupy nearly all of the current campus capacity in residence halls and classrooms. Two opportunities for enrollment growth seem evident: graduate students and older-than-average or adult students. The opportunity to educate working professionals either for baccalaureate degree completion or graduate degrees can be done in time blocks that are not heavily utilized for the current student enrollment: - evenings and weekends; thus expanding the capacity of the campus without investment in facilities.

In order to serve these audiences, the UW-Eau Claire first will want to conduct a needs assessment to determine if there is a market for such programs. If there is a need, then planning can commence to determine how needed students services and business services [e.g., registration, business office, financial aid, academic advising, food services, parking, library services] will be provided at night and/or on the weekend. More important, the faculty will need to commit to offering all courses required for specific majors and minors in non-traditional hours and, perhaps, in non-traditional formats and delivery. Such an undertaking will require careful consideration and planning to insure that the quality of the current undergraduate experience is not impaired but is replicated as the institution works to move into new markets.

PLANNING

As demonstrated in Criterion One of the Assurance Section, the UW-Eau Claire has strong, mission-driven planning and budgeting processes. The strength of these processes is based, in part, by a commitment to shared governance; and there are opportunities to enhance these processes, as the UW-Eau Claire carefully considers new ways to support its planning processes.

UW-Eau Claire has two governance groups, the University Senate and the Student Senate; however, classified staff do not have representation in these groups. UW-Eau Claire should continue to identify opportunities for increased representation of all employee groups in institutional decision-making, such as its current efforts to include classified staff in strategic plan and PEEQ development. Many unionized and non-unionized campuses also offer a council for classified staff as a means of shared governance, which is separate from work of the important work of unions.

For the inclusive planning processes designed and implemented by UW-Eau Claire, it is important that all members of the campus community have continued voice in the process. The strength of the UW-Eau Claire's planning effort is also based on the time, efforts, and engagement of the UW-Eau Claire students, faculty, and staff in implementing the new planning process. Many members of the campus community remarked that they have "put their trust in the new process and are now waiting to see results."

A new feedback loop with the campus community will show progress and challenges as the UW-Eau Claire advances its priorities and goals. Monthly or quarterly strategic plan summary updates should be provided to the campus community, with opportunities for feedback. Different editions, for example, might focus on different sets of priorities. For example, as the UW-Eau Claire works on increasing student recruitment efforts, the strategic plan update could cite progress on UW-Eau Claire initiatives and their impact upon key performance indicators. Such actions help to increase the transparency, trust, and collaboration in a process that many have vested their time and support. Many colleges and universities use the Institutional Research or Planning Office to accomplish this type of reporting.

As demonstrated in Criterion Two of the Assurance Section, an additional strength of the UW-Eau Claire planning effort is the commitment and demonstrated use empirical data to inform planning, budgeting, assessment of student learning, program evaluation, and accountability reporting. At the institutional level much of this data (e.g., key performance indicators, Program to Evaluate and Enhance Quality (PEEQ), the Equity Scorecard, Delaware Productivity Study, etc) is collected, analyzed and reported upon by a very small, as compared to other regional comprehensive universities, planning and institutional research staff.

By growing the institutional research and planning staffing in these areas, the UW-Eau Claire should be well positioned to infuse planning across all levels of the organization. An alternative to increasing staff is to form a new institutional work team, a data work group, across functional areas (e.g., the University Assessment Office, computing units) who also have data collection and analysis responsibilities. A combined data work group may determine there are opportunities to streamline processes and reduce duplication of efforts.

For example, a comprehensive review of all institutional surveys could be conducted to determine who is being surveyed, how often, and for what purpose. Surveys not used for accountability reporting or process improvement should not be administered and similar surveys should be combined in attempt to reduce potential survey fatigue. The same comments apply to other activities of the

Institutional Research office. Time and resources are finite and the new strategic planning initiatives will require significant attention that comprise the ability for the office to sustain a practice of annually generating 30 frozen data files; completing 71 data processes, 125 statistical reports totaling 482 pages, 91 Factbook reports totaling 529 pages, 40 surveys totaling 593 pages; and responding to 81 ad hoc requests for data.

Benchmarking

The Assurance Section of the accreditation report for Criterion 2 demonstrated that there was environmental scanning. However, it was not clear on the site visit that the UW-Eau Claire has a clearly defined, robust set of benchmark institutions for programmatic considerations. A few benchmark institutions were named in the Self-Study and some times comparisons were made against other institutions within the UW system. An enhanced commitment to benchmarking will further increase UW-Eau Claire's commitment to empirically based planning process. For example, as the UW-Eau Claire faces a declining recruitment base in Wisconsin and as it expands into more urban markets where there are more institutions competing for students, UW-Eau Claire should define peer and/or aspiration group(s) that are empirically and programmatically similar to itself to benchmark its performance, review best practices, and adapt to the institution, where appropriate.

As suggested above, benchmarking institutional practices, outputs, and outcomes against peer and/or aspirant institutions helps increase transparency as conversations and decisions are based on objective measures. The use of benchmarking information will also help inform fiscal planning, and UW-Eau Claire is beginning to engage in these efforts. Use of benchmarking data from the Delaware Productivity Study, a new initiative at UW-Eau Claire, will allow UW-Eau Claire to compare programmatic costs to similar institutions to determine whether resources are being efficiently allocated, which is consistent with the objectives of the new PEEQ process.

Assessment

1. UW-Eau Claire will benefit with completion of the HLC Assessment Academy to strengthen its assessment processes of measuring student learning at the departmental level to fully implement comprehensive assessment of student learning.
2. UW-Eau Claire may benefit from continued assessment measurement of the General Education program and its impact on program assessment at the upper division level. Documentation of changes arising from assessment is needed.
3. As UW-Eau Claire continues to plan, the UW-Eau Claire community may benefit from a comprehensive review of the development needs of both the student and academic personnel. This is an opportunity to invest in an intensive effort to develop the next generation of leadership to ensure ongoing stability, viability, and success of UW-Eau Claire.

4. UW-Eau Claire may benefit from an intensive effort to address faculty concerns regarding workload and other working conditions that might interfere with the implementation of the Centennial Plan.

Community Access

In meeting with community members, all were uniformly positive about the interaction they had with the campus. However, a number of attendees expressed the desire to have a more centralized office of engagement that would better translate UW-Eau Claire's resources for the community. There was some confusion regarding "where to go for what."

The Eau Claire Way

Throughout the Self Study and in our interviews with faculty, academic staff, and classified staff there were knowing references to "the Eau Claire Way." While the definitions and examples were diverse, it was clear that all in the room knew what the phrase meant. The Eau Claire Way is not pejorative - there are many benefits and positive outcomes of doing things the Eau Claire Way. For all of the negative impacts of the Eau Claire Way, no one was eager to discard it quickly because of the benefits and outcomes. Some questions for the community to consider as they attempt to develop new ways of conducting business and doing their work are

1. How do/can members of the UW-Eau Claire community benefit from the perspectives and insights that new faculty and staff bring because they are not yet socialized to the Eau Claire Way? Is the campus open to the consultation its newest community members can bring?
2. Ask, "Why do we do this? Is it necessary? What benefit does it add?" When was the last time departments and administrative units deconstructed their procedures to make certain they were parsimonious and nimble? [This may require training in quality processes.] Some of the multiple layers of bureaucracy people reported may result from simply adding steps to procedures as technologies and people change rather than rebuilding the procedure from the ground up.
3. Do policies have clear ways for appropriate administrators, faculty, and/or staff to make exceptions to the policy? Can exceptions be made without changing the policy? Several staff stated that policies were changed whenever an exception was made. Perhaps it would be better to simply keep track of the exceptions as one data point for determining if a policy needs to be changed.

The caution faculty and staff had about abandoning the Eau Claire Way is appropriate; many students benefit and are positively impacted by the Eau Claire Way. Nonetheless, it is possible and necessary to examine and remedy some of the adverse effects of the Eau Claire Way without harming its benefits.

**III. RECOGNITION OF SIGNIFICANT ACCOMPLISHMENTS, PROGRESS,
AND/OR PRACTICES**

1. UW-Eau Claire pays particular attention to total student development.
2. UW-Eau Claire's newly developed planning process demonstrates integration of planning, resource allocation, and program evaluation.
3. UW-Eau Claire has developed strong connections in its host community.
4. UW-Eau Claire has demonstrated a genuine commitment to community service learning.
5. UW-Eau Claire has been nationally recognized for the level of student participation in Study Abroad.
6. UW-Eau Claire's students express a significant voice in governance.
7. UW-Eau Claire demonstrates a significant commitment to undergraduate student-faculty collaborative research.
8. UW-Eau Claire demonstrates a willingness to be introspective and to address difficult issues.

*Team Recommendations for the
STATEMENT OF AFFILIATION STATUS*

INSTITUTION and STATE: : University of Wisconsin-Eau Claire, WI

TYPE OF REVIEW (from ESS): Continued Accreditation

DESCRIPTION OF REVIEW (from ESS): This visit will also include a request to offer the MBA degree program online and a request to offer a DNP degree.

DATES OF REVIEW: 9/14/09 - 9/16/09

Nature of Organization

LEGAL STATUS: Public

TEAM RECOMMENDATION: No Change

DEGREES AWARDED: A, B, M, S

TEAM RECOMMENDATION: A, B, M, S, D

Conditions of Affiliation

STIPULATIONS ON AFFILIATION STATUS: Accreditation at the Specialist degree level is limited to the Educational Specialist Degree (Ed.S.)

TEAM RECOMMENDATION: Accreditation at the doctoral level is limited to the Doctor of Nursing Practice (DNP) degree; Accreditation at the Specialist degree level is limited to the Educational Specialist Degree (Ed.S.)

APPROVAL OF NEW DEGREE SITES: Prior Commission approval required.

TEAM RECOMMENDATION: No Change

APPROVAL OF DISTANCE EDUCATION DEGREES: Prior Commission Approval Required

TEAM RECOMMENDATION: Prior Commission Approval Required, except for the MBA degree

REPORTS REQUIRED: None

TEAM RECOMMENDATION: No Change

OTHER VISITS REQUIRED: None

TEAM RECOMMENDATION:

Summary of Commission Review

YEAR OF LAST COMPREHENSIVE EVALUATION: 1999 - 2000

YEAR OF NEXT COMPREHENSIVE EVALUATION: 2009 - 2010

Team Recommendations for the
STATEMENT OF AFFILIATION STATUS

TEAM RECOMMENDATION: 2019-2020

ORGANIZATIONAL PROFILE

INSTITUTION and STATE: University of Wisconsin-Eau Claire, WI

TYPE OF REVIEW (from ESS): Continued Accreditation

Change made in the Organizational Profile ___ No change to Organization Profile

Educational Programs

		Program Distribution	Recommended Change (+ or -)
Programs leading to Undergraduate	Associate	1	
	Bachelors	82	
Programs leading to Graduate	Masters	14	
	Specialist	1	
	First	0	
	Professional		
	Doctoral	0	1 - Doctor of Nursing Practice

Off-Campus Activities

In-State:	Present Activity:	Recommended Change: (+ or -)
Campuses:	None	
Sites:	Marshfield (BSN/MSN in Nursing-Marshfield Site)	
Course Locations:	None	
Out-of-State:	Present Wording:	Recommended Change: (+ or -)
Campuses:	None	
Sites:	None	
Course Locations:	None	
Out-of-USA:	Present Wording:	Recommended Change: (+ or -)
Campuses:	None	
Sites:	None	
Course Locations:	None	

Distance Education Certificate and Degree Offerings:

Present Offerings:

None

Recommended Change:
Master of Business Administration (MBA)

(+ or -)