

University of Wisconsin-Madison - WI

HLC ID 1713

OPEN PATHWAY: Reaffirmation Review

Visit Date: 3/25/2019

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Context and Nature of Review

Visit Date

3/25/2019

Mid-Cycle Reviews include:

- The Year 4 Review in the Open and Standard Pathways
- The Biennial Review for Applying institutions

Reaffirmation Reviews include:

- The Year 10 Review in the Open and Standard Pathways
- The Review for Initial Candidacy for Applying institutions
- The Review for Initial Accreditation for Applying institutions
- The Year 4 Review for Standard Pathway institutions that are in their first accreditation cycle after attaining initial accreditation

Scope of Review

- Reaffirmation Review
- Federal Compliance
- On-site Visit
- Multi-Campus Visit (if applicable)

- Federal Compliance 2018

Institutional Context

Purpose of the Visit

An eight-member team conducted a comprehensive evaluation of the University of Wisconsin-Madison (UW-Madison) for continued institutional accreditation. The visit did not include review of any Change Requests.

Organizational Context

The University of Wisconsin-Madison is a land-grant institution that serves as the flagship campus of the University of Wisconsin System. The institution is strongly influenced by the principal of the Wisconsin Idea which states that *education should influence people's lives beyond the boundaries of the classroom*. Guided by this principal, the university actively pursues its mission to *improve the quality of life for all* by engaging in world-class research, imparting knowledge via high-quality academic programming, and providing essential services to the state of Wisconsin and beyond. Its efforts in all three areas are recognized nationally and internationally, and the University of Wisconsin-Madison is consistently ranked by peers and organizations as a top-tier premier academic institution.

The institution is one of the largest and most comprehensive universities in the United States. The 935 acre campus includes 420 buildings, employs 22,365 faculty and staff, and enrolls nearly 44,000 students in 396 academic programs across 13 colleges and schools. UW-Madison is particularly accomplished in graduate studies and

research, rating first in the number of PhD graduates and sixth in research expenditures nationally.

Since their last comprehensive visit UW-Madison has experienced a substantial fiscal challenge. In 2015, as a result of extensive state cuts to higher education funding compounded with a mandated tuition freeze and fluctuations in federal funding, the institution dealt with an \$87 million dollar budget deficit. The institution faced this challenge by developing a revenue-generation strategy, incorporating a new budgeting process, and beginning a 3.2 billion dollar capital campaign. The institution's financial situation is currently sound, but continued fiscal collaboration between UW-Madison, the UW-System, and the Wisconsin Legislature is critical to sustaining the university's position as a premier academic institution.

Recently (July, 2018) the University of Wisconsin-Extension unit (Cooperative Extension, Public Media, and Conference Centers) were reintegrated into the UW-Madison campus as part of a broader UW System restructuring. This change aligns with the mission of UW-Madison, and affords both entities the opportunity to benefit from this new configuration. The restructuring is proceeding at a deliberate pace, and involved parties are currently undergoing a transition and integration process that is to be completed in 2019.

Site Branches or Campuses Visited

The University of Wisconsin-Madison does not operate any off-campus sites or branch campuses.

Interactions with Constituencies

Chancellor

Provost

Vice Chancellor for Finance and Administration

Vice Chancellor for University Relations

Vice Chancellor for Research and Graduate Education

Vice Chancellor for Student Affairs

Deputy Vice Chancellor for Diversity and Inclusion

Special Assistant-Chancellor's Office

Provost's Chief of Staff

Vice Provost for Teaching and Learning

Associate Vice Provost for Academic Affairs

University Communications Rep to HLC Core Team

HLC Accreditation Project Coordinator

HLC Advisory Team Co-Chair and Faculty Rep

ALO/Vice Provost for Academic Affairs

Assistant Vice Chancellor for Government and Corporate Affairs

Vice Chancellor for University Relations

Associate Vice Chancellor for Business Services

Associate Dean for Fiscal Initiatives, College of Letters and Science

Madison Budget Director

Associate Dean for Finance, School of Medicine and Public Health

Interim Vice Chancellor for Research and Graduate Education

VCFA Special Assistant - Strategic Initiatives

Associate Vice Chancellor for Research and Graduate Education

Former Chair of the University Committee and Co-Chair of the HLC Advisory Team

Secretary of the Academic Staff

Deputy Secretary of the Academic Staff
Deputy Secretary of the Faculty
Secretary of the University Staff
Chair of the Academic Staff Executive Committee
ASM appointee, HLC Advisory Committee
Chair of the University Committee
Special Assistant to the VCFA
Secretary of the Faculty
Chair of the University Staff Central Committee
Project Manager - DCS Academic Programs
Professor of Spanish
Professor of Political Science
Faculty Development Programs for Online/Digital Learning
Associate Dean of Continuing Studies
Assistant Director- DCS Summer Term
Director of University Libraries
CIO and Vice Provost for Information Technology
Academic Planner-Academic Planning and Institutional Research
Vice Provost for Enrollment Management
Interim Dean of Students
Director of Administration-University Health Services
Director of the Center for the First Year Experience
Special Assistant to VCSA
Director of Multicultural Student Center
Director of University Housing
Director of Rec Sports
Director of McBurney Disability Resource Center
Director of the Center for Leadership and Involvement
Director of Gender and Sexuality Campus Center
Associate Dean-School of Human Ecology
Associate Dean-School of Education
Policy and Planning Analyst- APIR
Associate Dean-Letters & Science
Associate Dean- CALS
Director of Professional Communications-Engineering
Assistant Dean-Continuing Studies
Associate Dean-Pharmacy
Associate Vice Provost for Student Learning Assessment
Assessment Coordinator-Student Life
Associate Dean-Graduate School
Coordinator of Student Learning Assessment
Sr. Academic Planner
Dean of College of Agricultural and Life Sciences
Interim Dean of School of Business
Dean of Division of Continuing Studies
Dean of School of Education
Dean of College of Engineering
Dean of Graduate School
Dean of School of Human Ecology

Dean of International Division
Dean of Law School
Dean of College of Letters and Science
Dean of School of Medicine and Public Health
Director of Nelson Institute of Environmental Studies
Dean of School of Pharmacy
Dean of Veterinary Medicine
Interim Dean of Extension
Director of Cybersecurity-DoIT
Director of the Office of Compliance
Director of Student Financial Aid
Director of Research Compliance Education
UWPD-Cleary Compliance
Director of Risk Management
Associate Athletic Director for Compliance
Office of Compliance-Title IX Coordinator
Office of Compliance-EEO Investigator
Office of Compliance-Public Records Custodian
Director of the Office of Research Compliance
Director of Office of Human Resources
Director of Environmental & Occupational Health
Associate Director of Student Financial Aid
Director of the Office of Student Conduct and Community Standards
Select Agent Responsible Official
Director of Compliance – Athletics
Specialist – Office of Research Policy and Integrity
Registrar
Assistant Vice Chancellor - DDEEA
Director of Cross-College Advising
Associate Director of the Office of Undergraduate Advising
Director of Career Services-School of Business
Director of the Career Exploration Center
Director of L&S Academic Advising
Assistant Director of Engineering Career Services
Director of the Transfer Transitions Program
Associate Vice Provost, Undergraduate Advising and Career Services
Assessment Coordinator
Interim Vice Provost for Extension and Public Media
Professor of Extension-Ag and Life Sciences; Chair of the UW-Extension University Committee
Director of Public Media
Associate Dean for External Relations and Advancement-CALS
Professor of Extension and former chair of Family Development and
Director of News and Media Relations
Assistant Vice Chancellor for Marketing and Brand Strategy
Special Assistant, Office of the Chancellor
Associate Director for Institutional Research-APIR
Deputy Dean-College of Letters & Sciences
Executive Associate Dean-College of Engineering
Talent Recruitment- OHR

Director of Talent Development- OHR
Director of Human Resources
Vice Provost Faculty and Staff
Deputy Vice Chancellor for Diversity and Inclusion, Vice Provost and Chief Diversity Officer
Associate Vice Chancellor for Research and Graduate Programs
Associate Dean for Advancement and Arts & Humanities-Letters & Science
Assistant Dean for Student Diversity Programs-Education
Director of Undergraduate Recruitment and Admissions
Director of the Center for Academic Excellence
Director of the Multicultural Center
Assistant Vice Provost and Director Chancellor's and Powers- Knapp Scholars
Assistant Dean of Diversity, Inclusion, and Funding-Graduate School
Special Assistant and Liaison to the Office of Compliance- DDEEA
Chief of Staff-International Division
Associate Dean for Teaching and Learning-Letters & Science
Interim Dean of Student Life
Senior Academic Planner- APIR
University Registrar
Associate Dean of Graduate School
Professor of Chemistry
Professor of Math; QR requirement oversight
Director of the Writing Center, Writing Across the Curriculum Program
Assistant Director, Center for the First-Year Experience
Professor of Psychology; UGEC member
Associate Dean, College of Letters & Science and Director of Undergraduate General Education Committee (UGEC)
Professor of German, Nordic, Slavic (L&S)
Professor of Rehabilitation Psychology and Special Education; UGEC member
Curriculum Administration Specialist, Letters & Science
Assistant Dean for Undergraduate Advising-Letters & Science
Associate Vice Provost, Academic Affairs
Professor of English; UGEC member and CommA oversight
Assistant Dean for First-Year Interest Groups (FIGs)
Assessment Coordinator, Office of the Provost
Professor of Sociology; UGEC member
Instructor, Department of Communication Arts
Director of Teaching and Learning Programs-University Libraries
Associate Dean for Teaching and Learning
Senior Information Consultant
AEFIS System Administrator
Assessment Coordinator
College of Engineering Assessment Coordinator
Academic Planner
Communication Coordinator, Office of the Provost

Open Listening Session:

7 Administrators

6 Students

8 Staff

Open Forum Criteria 1 & 2:

36 Administrators
1 Faculty Member
6 Staff
3 Students

Open Forum Criteria 3 & 4:

15 Administrators
17 Staff

Open Forum Criterion 5:

21 Administrators
1 Faculty
5 Staff

Additional Documents

The following documents/resources were accessed and reviewed by HLC Team members outside of the Assurance System:

University Websites

Chancellor Blank's Slate – a blog - <https://chancellor.wisc.edu/blog/>

Student Outcome Data Site – <https://apir.wisc.edu/students/student-outcome-data/>

Guide: Faculty – <http://guide.wisc.edu/faculty/>

Schedule of Classes Fall 2017 – https://registrar.wisc.edu/wp-content/uploads/sites/36/2017/06/PDF_Schedule_of_Classes_1182.pdf

UW-Madison Brand and Visual Identity – <https://brand.wisc.edu>

Financial Aid Website – <https://financialaid.wisc.edu/types-of-aid/>

Chancellor's Website – <https://chancellor.wisc.edu>

EID Council – <https://www.vc.wisc.edu/eid-council/>

At a Glance Fact Sheet – <https://www.wisc.edu/pdfs/uwmadison-factsheet-dec-2018.pdf>

UW-Madison Visitor Guide – https://info.wisc.edu/content/uploads/2017/07/complete_UW-Madison-Visitor-Guide-Map-Web.pdf

Continuing Studies Independent Learning – <https://continuingstudies.wisc.edu/independent-learning/>

Why UW – <https://www.admissions.wisc.edu/why/resources.php>

UW-Madison Academics Webpage – <https://www.wisc.edu/academics/>

UW-Madison Assessment Plans – <https://drive.google.com/drive/folders/10YcrVfOuu6HPDokFlkxgSSBsHJtFSofw?>

usp=sharing

UW-Madison Assessment Reports – <https://uwmadison.box.com/s/xmws3pdqcxhsijqj5v8d3k3nhqdhd4>

Campus Strategic Framework, 2009 – 2014 – https://chancellor.wisc.edu/strategicplan/4_wis_and_the_world.php

University of Wisconsin-Madison Budget Allocation Model – <https://mbo.wiscweb.wisc.edu/wp-content/uploads/sites/194/2017/05/Read-that-committee%E2%80%99s-white-paper-2014-Budget-Model.pdf>

Faculty Policies and Procedures – https://secfac.wiscweb.wisc.edu/wp-content/uploads/sites/50/2017/12/FACULTY-POLICIES-AND-PROCEDURES_2017_December.pdf

2020 FWD – <https://wisconsin.edu/2020FWD>

Academic Staff Policies and Procedures, Chapter 12: <https://kb.wisc.edu/acstaff/page.php?id=81422>

Ombuds Services – <https://ombuds.wisc.edu/services/>

Office of the Registrar: Lumen – <https://registrar.wisc.edu/lumen/>

Research Integrity and Other Requirements – <https://research.wisc.edu/integrity-and-other-requirements>

Events Requiring Reporting to the IRB – <https://kb.wisc.edu/hsirbs/18324>

About UW-Madison Languages – <https://languages.wisc.edu/languages>

Student Learning Assessment - <https://assessment.provost.wisc.edu/>

Academic Planning and Institutional Research - <https://apir.wisc.edu/>

Academic Program Review Guidelines and Resources – <https://apir.wisc.edu/academic-planning/program-review>

Other Websites

Regent Policies – <https://wisconsin.edu/regents/policies/>

University of Wisconsin System Regent Policy 1-1: Mission Statements – <https://www.wisconsin.edu/regents/policies/mission-statements/>

Ethics and Conflict of Interest Policy for the UW System Board of Regents – <https://wisconsin.edu/regents/policies/ethics-and-conflict-of-interest-policy-for-the-uw-system-board-of-regents>

Wisconsin State Legislature Administrative Code: Board of Regents of the University of Wisconsin System – https://docs.legis.wisconsin.gov/code/admin_code/uws/

Wisconsin State Legislature Chapter 8: UWS Unclassified Staff Code of Ethics – https://docs.legis.wisconsin.gov/code/admin_code/uws/8/

The 10 Most Innovative Colleges for Foreign Language Learning for 2019 – <https://www.thebestcolleges.org/rankings/10-most-innovative-colleges-for-foreign-language-study/>

United States Census Quick Facts – Wisconsin: <https://www.census.gov/quickfacts/wi>

Association of American Universities – <https://www.aau.edu/>

Association of Public and Land Grant Universities – <http://www.aplu.org/>

Association of American Colleges & Universities – <http://www.aplu.org/>

Policy on University of Wisconsin System Array Management: Program Planning, Delivery, Review, and Reporting
– <https://www.wisconsin.edu/uw-policies/uw-system-administrative-policies/policy-on-university-of-wisconsin-system-array-management-program-planning-delivery-review-and-reporting-2>

Additional Documents List

The liberal arts form the foundation for the future _ College of Letters Science University of Wisconsin-Madison.pdf

2019-Liberal-Arts-Essay-Competition-Instructions.pdf

1 - Mission

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

1.A - Core Component 1.A

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

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

Rating

Met

Evidence

1.A.1.

The University of Wisconsin (UW) System has a formal mission that was last revised and adopted by the UW System Board of Regents in 1988. The revised mission was developed by a "Future Directions" committee in 1987 and was vetted through other university committees, governance bodies, and alumni groups. It was approved by the Faculty Senate prior to being officially adopted. A copy of the Board of Regents minutes were provided as evidence of the adoption of the revised mission statement.

In addition to the system's formal mission statement, each institution within the system, including UW-Madison, has a "select" mission. Also, because the formal mission statement is lengthy, a system-wide abstract version of the mission statement was developed for general use:

"To provide a learning environment in which faculty, staff and students can discover, examine critically, preserve and transmit the knowledge, wisdom and values that will improve the quality of life for all."

The core mission is reflected in the Wisconsin Idea, which was continually referred to in every on-campus meeting by faculty, staff, students, and administrators. As evidenced in documents provided, information from the website, and on-site meetings, the abstract mission as well as the Wisconsin Idea is clearly embedded into every area of the institution.

1.A.2.

Consistent with its mission, UW-Madison offers a wide-range of undergraduate and graduate degree and certificate programs offered throughout 13 colleges/schools including: Agricultural & Life Sciences, Business, Continuing Studies, Education, Engineering, Environmental Studies, Human Ecology, Law, Letters & Sciences, Medicine and Public Health, Nursing, Pharmacy, and Veterinary Medicine. A list of degrees and certificates can be found in the Undergraduate and Graduate Guides which are easily accessed on the university's web pages. The UW-Madison academic website provides links to a variety of information for advising, registrar information, the academic calendar, guides, schools/colleges, majors, and departments/programs.

As indicated in the Assurance Argument and confirmed during on-site interviews, UW-Madison provides a variety of student support services for undergraduate, graduate, professional, international, and continuing education students. Among these services are support for the disabled, LGBT, military/veteran, and multicultural populations. The institution also offers a variety of student life engagement opportunities including student government and approximately 1000 student organizations that are catalogued on the Wisconsin Involvement Network (WIN) website.

From the UW-Madison Data Digest, the institution enrolled approximately 44,000 students as of Fall 2018. The student population is approximately 68% undergraduate, 21% graduate, 6% clinical professional doctorate, and 5% non-degree/special. UW-Madison's mission to serve the citizens of Wisconsin is demonstrated by the commitment to enroll at least 3600 new freshman who are Wisconsin residents every fall. Approximately 60% of undergraduate students are residents of Wisconsin who represent every county in the state. However, the institution does enroll undergraduate and graduate students from across the United States and internationally, with 13% of enrolled students being international.

Approximately 16% of the student population is from non-white racial/ethnic groups. Given the mission to serve the residents of Wisconsin, the diversity of the student population is just slightly less than that of the state, which according to US Census Bureau statistics is 18.7%. However, recent initiatives such as Bucky's Tuition Promise, the Badger Promise, and the Fastrack & Banner programs are helping to recruit quality students who are from low-income households or may be first generation college attendees. From the Data Digest for 2018-19, the breakdown of enrollments by gender show approximately 51.3 % of the total student population as female. The percentage of female enrollments by level include: 51.4% undergraduate, 49.7% graduate, 57.6% clinical doctorate, and 49.7% non-degree/special. UW-Madison does have a number of initiatives in place to increase the diversity of both the student and faculty/staff population and has seen increases in both student and employee diversity over the past 10 years.

1.A.3.

Approximately 60% of UW-Madison's budget is allocated to the academic mission of the institution and 17% is dedicated to support units that provide services that directly support the education, research, and outreach mission of the university. The "Resources for Excellence" plan drives faculty hiring, salaries, and need-based financial aid increases. Funds and resources are available to promote innovation in the classroom, such as the REACH project, and outside of the classroom, such as the embedding of a research analyst in the Financial Aid Office to measure the impact of tuition discounts and other financial aid services on student success.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.B - Core Component 1.B

The mission is articulated publicly.

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

Rating

Met

Evidence

1.B.1.

UW-Madison's mission statement is publicly displayed on the university's website, and appears in a wide array of institutional documents. The mission statements for the UW System are also included in Regent Policy 1-1: Mission Statements. In most institutional documents, the one-sentence abstract version of the UW-Madison mission statement is used. This abstract version of the mission statement is incorporated into the institution's Brand and Visual Identity standards, and is overtly reflected in the brand rationale, positioning statement, brand pillars, and the voice and tonal words used in the branding strategy.

UW-Madison's strategic framework is delineated in the public document, *For Wisconsin and the World: Focusing on a Great University on its Core Mission, Public Purpose, and Global Reach*. It outlines the strategic priorities and initiatives centered on education, research and scholarship, public serviced and outreach, faculty and staff, and resource stewardship. The framework and focus of the plan directly align with the institution's mission as well as UW-Madison's publicly stated Vision:

“The University of Wisconsin-Madison will be a model public university in the 21st century, serving as a resource to the public and working to enhance the quality of life in the state, the nation, and the whole world.”

1.B.2.

The mission documents are reviewed periodically. The last reviews occurred in 2017 and 2018, first, to update the Wisconsin Experience educational framework and second, when the merger of UW-Extension into UW-Madison occurred. As indicated by reviewed documents and the unchanged mission statement, no updates were made to the core mission as a result of either review.

Similar to the long-standing and embedded nature of the institutional mission, The Wisconsin Idea has been a consistent guiding principle that has remained applicable to UW-Madison's academic, research, and outreach activities for over a century. Despite its age, this guiding principle continues to support the mission and purpose of this institution, as indicated by the plethora of references to the Wisconsin Idea that permeate UW-Madison websites, planning documents, and meeting minutes.

The strategic framework was originally developed in 2009 as a result of a previous accreditation process, and was updated in 2015 to outline the priorities from 2015-2019. During the site visit, the leadership of the institution indicated they will begin work on development of the next 5-year strategic priorities this spring. Timing of this planning activity is intentional, as it will provide the institution the opportunity to incorporate the UW-Extension and Public Media initiatives into the overall strategic framework.

I.B.3.

True to its land grant mission, UW-Madison is committed to serving the population of the state, with 60% of students coming from Wisconsin representing all 72 counties and 8 First Nation tribes. However, this commitment also extends nationally and internationally. The commitment to teaching, research, and outreach is described in the mission statement as follows:

“ . . . to be Wisconsin's comprehensive teaching and research university with a statewide, national and international mission, offering programs at the undergraduate, graduate and professional levels in a wide range of fields, while engaging in extensive scholarly research, continuing adult education and public service. ”

In addition, UW-Madison's strategic framework document, *For Wisconsin and the World: Focusing on a Great University on its Core Mission, Public Purpose, and Global Reach*, outlines the current nature, scope, and intended constituents of UW-Madison's strategic initiatives. Planned 2019 updates to this guiding document will incorporate UW-Extension and Public Media, which will further define and potentially expand the nature of outreach opportunities within the state.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.C - Core Component 1.C

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

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

Rating

Met

Evidence

1.C.1.

The institution's commitment to diversity is embedded in the mission statement:

"It [UW-Madison] also seeks to attract and serve student from diverse social, economic and ethnic backgrounds and to be sensitive and responsive to those groups which have been underserved by education."

The mission statement also contains 8 purpose statements that focus on providing a range of broad and balanced academic programs; scholarly research/creative endeavors, leadership in current disciplines, strengthening interdisciplinary studies, and pioneering new fields of learning; providing statewide outreach programs, participating and contributing to statewide, national, and international efforts; strengthening cultural understanding and opportunities; pursuing excellence and setting high standards; and embodying respect for and commitment to ideals of a pluralistic, multiracial, open and democratic society.

In support of the aforementioned mission and to publicly address its role in a multicultural society, UW-Madison adopted an institutional statement on diversity in 2016 that is prominently displayed on the bottom of the Chancellor's webpage:

"Diversity is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals.

The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background—people who as students, faculty, and staff serve Wisconsin and the world."

1.C.2.

The Chancellor lists the Engagement, Inclusion, and Diversity (EID) initiative of the Vice

Chancellor for Finance and Administration (VCFA) as one of her top initiatives. It was developed to address campus priorities of recruiting and retaining the best faculty and staff and enhancing diversity to ensure excellence in education and research. The purpose of the EID Council is to provide advice and assistance to the VCFA for creating, launching and sustaining organizational change on matters relating to the design and implementation of the Engagement, Inclusion and Diversity Initiative in an integrated manner. Multiple instances of these efforts are evidenced. For example, during several on-campus meetings it was reiterated that efforts were made to ensure that University Staff, particularly those who worked on 2nd- and 3rd-shift schedules, and typically the lower-paid personnel on campus, were aware of and encouraged to take advantage of the new initiatives such as Bucky's Tuition Promise or the Badger Promise for either themselves or their children.

In relation to academic programming, UW-Madison's undergraduate general education requirements include 3-credit hours of Ethnic Studies. The Ethnic Studies requirement is intended to increase understanding of the culture and contributions of persistently marginalized racial or ethnic groups in the United States, and to equip students to respond constructively to issues connected with our pluralistic society and global community. The requirement is expected to be completed within the first 60 credit hours of a student's undergraduate study to encourage and promote positive effect on campus climate. Incoming undergraduate students are also required to take a workshop that is designed to build awareness of cultural sensitivity as part of their on-boarding process.

Centrally, the Division of Diversity, Equity & Educational Achievement (DDEEA) works to create a diverse, inclusive, and excellent learning and work environment for all students, faculty, staff, alumni, and others who partner with the university. The work of the division is centered on the core values of community, inclusion, organizational excellence, transparency, accountability, and social justice. However, there are many other efforts housed within colleges, schools, centers, and student support areas that provide critical support to historically marginalized populations, individuals of color, the disabled, and other underrepresented populations. For example, several colleges and schools have hired or are in the process of hiring Associate Deans for Diversity and Inclusion. It was expressed that this balanced centralized/decentralized approach provides a beneficial service that allows students to plug in where they feel most comfortable, and there is value in having both.

As demonstrated in examples provided in the assurance argument and described by faculty and staff members in on-campus meetings, UW-Madison engages in a wide variety of activities to promote diversity for its students, faculty, and staff, in both centralized and decentralized manners. Some of the additional examples for efforts aimed at students identified in the on-campus meeting include: Graduate Resource Scholars mixers, multicultural center programming, counseling resources, workshops, bridge programs, living/learning communities, residence hall advisor training, and mentor pairing of graduate to undergraduate students and domestic to foreign students. Through the Diversity Inventory Project, a database has been created to capture all of the initiatives that are aimed at increasing diversity and inclusion. As of July 2018, the number of entries in the inventory was 229. It was also noted, in one of the meetings, that there has been a very collaborative network established between the various units to ensure that students, in particular, are personally directed to the appropriate individual who can provide assistance.

A centralized campus climate survey was conducted by DDEEA, which provided areas of priority for future goals and initiatives. During on-campus interviews it was also reported that colleges and schools have also conducted their own climate surveys, designed by college/school faculty, to dig deeper into the needs of their own students. As centralized and decentralized units work to gather

data and create new diversity initiatives, all are encouraged to assess the impact of each initiative on the achievement of campus diversity goals, and to use findings to inform future institutional planning and activities.

Over the past decade, the percentage of students who are of color has increased from 12% to 16%, with a parallel increase in faculty of color from 17% to 21% due to the efforts of the institution. In the student survey and in comments made during the site visit, students of diverse backgrounds acknowledged experiencing some isolation, including in classroom settings. The institution is encouraged to continue its collaborative efforts to provide support for diverse populations and provide an inclusive environment. More generally, UW-Madison students expressed some concerns about easy and timely access to some campus services. The institution is encouraged to continue developing methods for assessing program effectiveness to refine initiatives, to provide data for resource requests, and to continue to improve the services offered to students, faculty, and staff.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.D - Core Component 1.D

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

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

Rating

Met

Evidence

1.D.1.

UW-Madison's mission statement specifically identifies its commitment to outreach as a land-grant institution. As evidence of its success in pursuing this aspect of its mission, in 2015 UW-Madison was awarded the prestigious Carnegie Foundation's Community Engagement Classification. Receipt of this award demonstrates that the university takes seriously its obligation as a state-funded institution to serve the people of Wisconsin.

Additionally, the Wisconsin Idea signifies the university's commitment to public service and outlines four goals:

- Partner with UW System schools, corporations, communities, and government to bring value to Wisconsin citizens.
- Promote economic development and job creation through our campus technology-transfer ecosystem, in partnership with the business and entrepreneurial communities.
- Extend our educational mission to Wisconsin and the world with new technology and partnerships.
- Leverage our distinctive interdisciplinary strength to address complex problems in the state and the world.

As documentation of how UW-Madison pursues the Wisconsin Idea, a searchable database, accessible on the institution's website, provides information on how UW-Madison faculty, staff and students partner with businesses, organizations, and communities across the state. As of January 2019, the database included 967 examples of this commitment in action.

1.D.2.

The university does not generate financial returns for investors, contribute to a related or parent

organization, or support interests external to the institutional mission. UW-Madison's partnerships with foundations and research-related organizations exist solely to support the educational, research, and outreach mission of the institution.

1.D.3.

Consistent with the outreach portion of UW-Madison's mission, the institution provided many examples of engagement with the local, state, national, and international community. Support entities such as the Morgridge Center for Public Service, founded in 1996, helps to connect students, staff and faculty to local and global communities for partnership opportunities and solving critical issues through service and learning. Similarly, the Baldwin Wisconsin Idea Endowment provides competitive grants to foster public engagement and advancement of the Wisconsin Idea. As an indication of the depth and breadth of community contributions made by the institution, a 2015 economic impact study concluded that UW-Madison contributes \$15 billion annually to the state's economy. It is anticipated this number will increase in the future, as the recent incorporation of UW-Extension into UW-Madison further enhances community engagement through the provision of extension services in 72 counties and three tribal areas.

UW-Madison's Visitor's Guide outlines services and facilities that are open to the public and serve the community. Highlighted items include:

- Kohl Center (basketball arena)- hosts concerts, events, tournaments
- Camp Randall Stadium (football)
- Memorial Union and Union South
- 11 museums and galleries
- Centers and programs open to public: Biotechnology Center, Dairy Cattle Center, Space Plan, Wednesday Night @ the Lab, Washburn Observatory, Primate Learning Center, Wisconsin Institute for Discover, Wisconsin Institute for Energy
- Arts and Performance
- Arboretum, greenhouses, botanical gardens
- Onsite hotel and restaurants

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.S - Criterion 1 - Summary

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

Evidence

Based on the information provided in the Assurance Argument and other pertinent materials reviewed by the visiting team, and as confirmed in interviews during the visit, the University of Wisconsin-Madison meets all of the requirements of Criterion One.

UW-Madison's operations are clearly guided by its mission. This mission permeates the culture of the institution. UW-Madison is dedicated to the state it serves, and to improving the quality of life for all through teaching, research, and outreach. From its 60% in-state undergraduate enrollment, to recently ranking first in the nation in PhD graduates, to maintaining top research expenditure ratings, the institution demonstrates in a multitude of ways its commitment to being a top research and academic resource, first to the people of Wisconsin, but also to the nation and world. UW-Madison is an impressive and premiere top-rated institution nationally, that continues to maintain a state land-grant focus driven by the deep-rooted 1905 concept of the Wisconsin Idea.

2 - Integrity: Ethical and Responsible Conduct

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

2.A - Core Component 2.A

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

Rating

Met

Evidence

2.A.

UW-Madison articulates guiding principles for integrity and ethical behavior. The University of Wisconsin System's strategic frame provides a similar base for integrity with the Wisconsin Administrative Code: Rules of the UW System which includes the Unclassified Staff Code of Ethics, the Bylaws of the Board of Regents, and Statement of Expectations of Board Members containing provisions for board member conflict-of-interest and financial disclosures. The code includes key policies informing fair and ethical behavior on the part of administration, faculty, staff, and board members. UW-Madison's web-accessible Faculty Policies and Procedures manual outlines rights and responsibilities that are consistent with policies and procedures adopted by the UW System. Examples of policy topics include: tenure, dismissal for cause, report of outside activities, grievance, and due process. Similarly, the Academic Staff Policies and Procedures manual is easily accessible and provides ethical conduct policies such as reporting of conflict of interest or external activities.

An impressive network of structures, offices, policies, processes, procedures, and training provide support for integrity in financial, academic, personnel, and auxiliary functions and fair and ethical behavior at UW-Madison. The Office of Compliance at UW-Madison acts to help ensure institutional integrity and compliance with all levels of laws and regulations including those of UW-Madison and the UW System. The Office of Compliance convenes an institution-wide Compliance Network which brings together leaders of units with key compliance functions to discuss compliance obligations, training, and documentation. As indicated in the Assurance Argument, the university recognized the need to capture all university compliance obligations, and developed a central tracking data base. During on-campus interviews, various compliance representatives confirmed the decision to create this single, comprehensive online database was a proactive and positive measure.

Compliance representatives further reported on the success of the Internals Control Initiative, begun in 2014. On-campus interviews and examination of financial documents confirm the Assurance Argument assertion that the institution supports excellence in financial stewardship. Additionally,

governing board involvement in fiscal responsibility is evidenced, as the audit function of the UW System is managed by the system's Office of Internal Audit, and the Board of Regents minutes reflect active engagement of the board in issues of audit.

To provide easy mechanisms for reporting, key complainant procedures are provided online for students, faculty, staff, vendors, and others. To promote reporting, independent, confidential services are available to all faculty, staff, graduate students, and post-doctoral fellows through the Ombuds Office. Annual, confidential reporting to the Provost and shared governance groups helps to identify patterns of reported concerns.

The UW System Board of Regents and the UW-Madison administration aggressively respond to emerging issues of state and national concern. For example, as the Me Too movement began across the nation, in addition to the UW System Sexual Violence and Sexual Harassment policies the UW-Madison Chancellor addressed sexual harassment and assault as an issue with the Office of Compliance. This led to the development of institutional policy followed by implementation of training strategies for prevention, bystander intervention, reporting, and policies/procedures for response to reports. As a result, in 2017, 96.7% of UW-M employees completed mandatory training, 2.7% of employees met exemption criteria, and the remaining 0.6% were sent paper training materials. As demonstration of the commitment level of the institution to this policy, employees out of compliance with training are not eligible for pay increases. Similarly, incoming university first year and transfer students are required to complete an online prevention program, and a hold is placed on subsequent registration of those not completing training.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.B - Core Component 2.B

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

Rating

Met

Evidence

2.B.

A dispersed model of accountability for communication with students and the public exists at UW-Madison. The university homepage and official UW-Madison social media are important sources of university information with university webpage content audited and updated two times per year. Brand guidelines have been developed guiding consistent and clear messaging for web, print, social media, and multimedia both within the university and with the public.

Current academic program information is accessible to the public online in the Guide, launched in 2017 as a replacement for the Undergraduate and Graduate Catalogs. The Guide includes degree/major and certificate program information, courses, requirements, prerequisites, learning outcomes, potential licensure and certification possibilities, specialized accreditation, and course specific information as well as faculty and instructor qualifications and contact information. The HLC Mark of Affiliation is readily apparent in the Undergraduate Guide. Guide content is approved through governance processes at department, school/college and university levels. Course changes and academic program approvals, as of Fall 2018, flow through Lumen Courses and Lumen Programs. Oversight for the Guide and Lumen is provided by the Academic and Curricular Policy Repository Advisory Committee with the committee making policy decisions and decisions about Guide content requiring shared governance approval. This process was verified in on-site meetings.

The Data Digest, accessible online, provides the public with comprehensive quantitative, official campus data including, among others, data on enrollment, retention, students, faculty and staff, tuition and fees, budget, expenditures, research, and university-wide and discipline-specific accreditation. The most recent digest, 2018-2019, was made available to the team for review. Tuition for credit instruction and academic student fee information, as determined by the UW System Board of Regents, are available to the public on the Registrar's website. Cost of attendance and Title IV mandated consumer information is provided online under the auspices of the Office of Student Financial Aid. Admissions and Recruitment is the primary office for communication with prospective students and families, and the Vice Provost for Enrollment Management provides oversight for undergraduate recruiting materials ensuring accuracy and adherence to ethical standards.

University Communications serves UW-Madison as its news service. A check of news features accessible from the website, March 9, 2019, included features recognizing recipients of the UW-Madison Outstanding Women of Color Award and a feature on the Badger Ready Program. A

number of emailed newsletters provide updates to campus stakeholders such as the *Research Newsletter* and *Working at UW*.

Through on-campus meetings and information and resources available in the Assurance Argument, it was verified that the university presents itself clearly and completely with key information available to students and the public. The ease in use of UW-Madison's web information is noted, and the institution is urged to continue to meet the information needs of the university community and public as growth in the university occurs.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.C - Core Component 2.C

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

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

Rating

Met

Evidence

2.C.1.

The Board of Regents of the University of Wisconsin System is an 18 member board with 16 members appointed by the Governor and confirmed by the Wisconsin State Senate. Two students, including one non-traditional student, are appointed by the University of Wisconsin System. Scope of authority of the board and the UW System Administration in governance of the 13 Wisconsin institutions is found in Wisconsin Statute Chapter 36, available to the public on the Regents' website. The UW-Madison Chancellor addresses the board at its annual meeting on the university campus. The 2019 address included an update on the new campus music and chemistry facilities. The inclusion of facilities in the address aligns with the broader system issue of repair and renovation of system facilities addressed by the board with approval of a significant capital budget request in the UW System 2019-2021 biennial budget request with approximately half of the funding earmarked for UW-Madison. Additionally, the Board of Regents has recommended salary increases in the upcoming budget cycle in keeping with the Chancellor's emphasis on need for enhancements to lagging UW-Madison salaries. These examples provide direct evidence of board deliberations reflecting priorities of the university. Moving forward, continued board support of UW-Madison priorities will be critical as the institution works to maintain competitiveness with top-tier peer research institutions in relation to faculty salaries and campus facilities.

2.C.2.

Extensive review of board minutes and board materials reflect deliberations in keeping with preservation and enhancement of the interests of UW-Madison's internal and external constituencies. Examples include: Task forces examining campus climate and tenure policy; statements of affordability, reaffirmation of commitment to freedom of expression; report on facility repair and renovation; and, emphasis on salary increases. Additionally, Regents Bylaws provide the opportunity

for students to request hearings, petitions, and appeals involving issues of discipline, governance, or discrimination.

2.C.3.

The Board of Regents meeting minutes from December 6, 2018, which reflect an address by the Wisconsin Governor-Elect, were reviewed. At that meeting, the Governor-Elect asserted a firm position on board sovereignty as he addressed the need for board independence from his administration. He acknowledged, when appointing board members, he would seek and forward people who share his mindset but not feel that they are acting as his employee. The minutes further reflect that the Governor-Elect indicated that board members who exercise their best judgment and recommend policies and laws that help students, faculty, and staff will succeed better with that kind of independence.

To prevent inappropriate external influence, Board of Regents members are required to complete an annual financial disclosure statement. Additionally, Regent Policy: Statement of Expectations of Board Members includes avoidance of conflict-of-interest with required refrain from participation in discussion or vote on matters of conflict in keeping with the Code of Ethics for Public Officials and Employees. The February 2019 webcast of the UW System Board of Regents, available per the Regents' website, verified that a call for conflict-of-interest with any board agenda item was made at the beginning of the board meeting. The Regent Policy Document outlines the policy on Ethics and Conflict of Interests for the UW System Board of Regents. It establishes procedures for the Board of Regents to identify, disclose, and manage potential conflicts of interest.

In keeping with a board policy requiring assignment of Regent members to each UW institution, UW-Madison has three “Regent Buddies” who serve on the UW-Madison Chancellor's Advisory Council. Both the Chancellor and two of three regent buddies confirmed in separate face-to-face meetings the value of the buddy relationship to activities of advancement, influence of elected leaders, and enhanced understanding of university issues.

2.C.4.

Day-to-day administrative responsibility is designated to the UW-Madison Chancellor and her chosen team of leaders as provided by Wisconsin Statute 36.09(3), with faculty responsibility for primary oversight of academic matters established in Wisconsin Statute 36.09(4). Interviews with board representatives, the Chancellor, and the Chancellor's Executive Team confirmed the Chancellor's responsibility for day-to-day administration and leadership of the university.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.D - Core Component 2.D

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

Rating

Met

Evidence

2.D.

In January of 2017, the UW-Madison Chancellor posted her support for academic freedom and free speech in response to a UW-Madison course that received national publicity. Later that year, the UW System's governing board reaffirmed its commitment to academic freedom and freedom of expression by noting the UW System Board of Regent's historical support for academic freedom, referencing state statute, and highlighting pertinent administrative code and system policies. The UW System Board of Regents original 2015 statement of commitment to academic freedom can be found on its website along with the 2017 reaffirmation statement. Contained within the most recent statement is the assertion,

"...each institution in the UW System has a solemn responsibility not only to promote lively and fearless exploration, deliberation and debate of ideas, but also to protect those freedoms when others attempt to restrict them."

In the on-site visit with faculty, staff and student leaders, high satisfaction was expressed for the ability of their individual and collective voices to be heard on issues of importance to the university community. Extensive and meaningful examples of campus responses in protection of free speech and freedom of expression were provided in the Assurance Argument and in meetings with faculty and staff. For instance, a viewpoint neutral approach to allocation of student fees is utilized by the Associated Students of Madison, demonstrating the entrenchment of these protections into all levels of campus culture. Rich educational programming, celebrations of diversity, recent passage by faculty of a policy articulating protected and unprotected expression in work-related settings, and recent development of protest guidelines are examples of UW-Madison's recognition of emerging needs within their large, dynamic, and diverse university community in support of freedom of expression and pursuit of truth in teaching and learning.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.E - Core Component 2.E

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

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

Rating

Met

Evidence

2.E.1.

With more than 1.2 billion dollars in annual research expenditures and ranking sixth in the nation for volume of research, UW-Madison is a major force in the economic well-being of the state of Wisconsin if not the nation and the world. UW-Madison has comprehensive policies and procedures in place to support this level of research and scholarship. The Office of the Vice Chancellor for Research and Graduate Education provides leadership for compliance with university, state, and federal requirements. An on-site meeting with compliance representatives provided further evidence through discussion of an online Compliance Training Matrix for research protocol, compliance, conduct of research, and safety. As an example, any person listed on a stem cell research protocol must complete Stem Cell Ethics and Policy Training every three years. The Health Sciences Institutional Review Boards have received full accreditation by the Association for the Accreditation of Human Research Protections indicating that rigorous standards for ethics, quality and protections for human research subjects are maintained.

Policies for protections for human subjects and animal care are in use, easy to access, and enforced. A hotline exists for anonymous reports of violations of protections for research subjects, and online access to report research misconduct is readily available. Additionally, there are policies for reporting outside activities and conflicts-of-interest, and potential conflicts may be referred to an institutional Conflict-of-Interest Committee.

2.E.2.

Expectations for academic honesty and integrity are clearly communicated to students with ample opportunity and resources provided in support of learning expectations. For example, new student orientation includes information about plagiarism and academic misconduct, and student planners that address academic integrity are distributed during orientation. Institutional values of academic honesty and integrity are infused into the general education courses that are part of Communications A, which include content on appropriate citing of sources and avoidance of plagiarism. Graduate credit courses and training on research ethics are also available and in some disciplines required.

Additionally, the UW-Madison libraries provide guidance and support to students through online and face-to-face resources including tutorials supporting academic integrity and a writing center.

2.E.3.

UW-Madison enforces policies of academic honesty and integrity. Faculty Policies and Procedures, Student Rights and Responsibilities and Academic Staff Policies and Procedures provide applicable policies, accessible on UW-Madison's website. Due process is provided as set forth by the UW System Administrative Code. Strategies to address issues of academic integrity are also being explored for inclusion in the digital learning environment, such as use of lock-down browsers and e-proctoring of examinations within the learning management system CANVAS. With the advent of new technologies and UW-Madison's potential expansion of online learning endeavors, further exploration of digital approaches is encouraged.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.S - Criterion 2 - Summary

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

Evidence

Based on the information provided in the Assurance Argument and other pertinent materials reviewed by the visiting team, and as confirmed in interviews during the visit, the University of Wisconsin-Madison meets all of the requirements of Criterion Two.

UW-Madison's policies, procedures and infrastructure provide the base for fair, responsible and ethical behavior in compliance with all laws and regulations, and the institution presents itself completely and clearly to students and the public. The Chancellor has authority for day-to-day oversight and leadership of the university, and faculty carry responsibility for curricular matters. Academic freedom and freedom of expression are embraced and supported, and students, faculty and staff feel that their voices are heard and their interests are consistently considered.

As a major research force in the state and nation, research is a source of great pride and strength for UW-Madison. Although budget cuts have been impactful, revenue strategies have helped the institution retain its research position and integrity. With support from the board, a promising state revenue outlook, and a robust system of compliance, UW-Madison should maintain its ability to perform high-level research with integrity.

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

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

3.A - Core Component 3.A

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

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

Rating

Met

Evidence

3.A.1. and 3.A.2.

As expected, given its public, land grant mission, the University offers a wide array of undergraduate, graduate, and professional programs through 154 academic units in 13 colleges/schools. Approximately 9500 courses are included. As seen on the Office of the Registrar's website and in the Guide, descriptions of academic programs areas, degree levels, certificates, and course lists (regularly updated) are easily accessible and clearly presented. Additionally, the university has a policy on minimum qualifications for instructional staff who offer these courses and programs, and it links the policy directly to the Higher Learning Commission's expectations.

Courses are reviewed/approved through a multi-level faculty-based process that starts at the department level, proceeds to the college/school, and then to the University Curriculum Committee that produces a thorough Annual Report of its activities. Course numbering that strictly follows established policies clearly differentiates between and within undergraduate and graduate levels. There is also a statement on expected content for syllabi, which is an important effort given the number of courses offered and the decentralized nature of curricular development where considerable variability could easily occur. Moreover, the university has a thorough and rigorous policy and process for obsolete courses to ensure both transparency for students and content currency.

Academic programs follow a similar process of review/approval, but it also extends to the University Academic Planning Council, which is an important governance body that oversees a range of academically-related activity such as academic program changes, restructuring, learning outcomes

assessment, and center/institute development. New programs are to be reviewed in 5 years, all programs every 10 years. There is a high level of institutional transparency on academic program development and review, and this Council exercises oversight through review of an annual program review report.

Clear admission standards that specify, and distinguish between, levels of program are documented and publicized. Learning goals for those programs (undergraduate and graduate) have been established. In 2015 a thorough Plan for the Assessment of Student Learning was produced. It included guiding principles, expected learning outcomes, examples, and attention to the General Education Program and co-curricular activity. Similarly, as shown in the Minutes of its November 2014 meeting the Graduate School, through the Graduate Faculty Executive Committee, formally established Graduate Learning Goals, which are found in the Graduate Guide.

3.A.3.

The University ensures consistency across all modes of delivery with regard to learning goals and assessment. It currently has approximately 30 online programs, focused primarily on online Professional Masters and a Doctor of Occupational Therapy. There is only one undergraduate online degree, and online courses at this level focus instead on summer offerings. The institution is in the early stages of an online initiative - in 2017 holding a symposium and conducting an environmental scan of ongoing work. The work continued in 2018 with investments in instructional design and workshop opportunities for those wanting to pursue this direction. The institution adopted a rubric based on Quality Matters standards that also incorporates the Wisconsin Experience. Evidence from Nursing, Social Work and Business among others was provided during the review to demonstrate ongoing efforts.

The Chancellor and leadership team expressed interest in and support for moving to a next level with online programming, for both access (new students) and flexibility (current students) goals. Administrators and faculty currently involved with online offerings, as well as attendees at an open session on teaching and learning, expressed support for it. All agree that it needs to be done in a carefully planned manner and with a commitment to consistent quality standards. The university will soon offer a second undergraduate program online and is moving to a single point of entry for course development of online courses for consistency in quality control.

Going forward, it would be useful to develop a more formal plan for online learning, one that focuses not just on analyzing and specifying where, selectively, new course/program development could occur, but also: Addresses communication efforts about the institution's commitment to this effort; outlines support mechanisms for instructional staff, students and advisers for it to be successful; and shows how it can contribute to ongoing research about how students learn.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.B - Core Component 3.B

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

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

Rating

Met

Evidence

3.B.1., 3.B.2., and 3.B.3.

Like all aspects of the University, intellectual inquiry is shaped by the 4 pillars of the Wisconsin Experience - established nearly 20 years ago and refreshed in 2016 by the University Academic Planning Committee. The pervasiveness of the understanding of, and commitment to, the Wisconsin Experience was evident in virtually every meeting the Team had with members of the University community.

The current General Education program was established in 1994, has a Director, is administered in the College of Letters and Sciences, and is overseen by a University General Education Committee that reports - showing its importance within the institution - to the University Academic Planning Committee. It has breadth, ethnic studies, communication, and quantitative reasoning components with formal learning outcomes for each category clearly communicated. Different levels of courses are included and it extends through the students' programs. The processes and outcomes of regular reviews/updates of the program are well documented.

2017 NSSE results reveal that students believe (70% or higher agree) that the various goals of UW-Madison's general education program are being met, particularly in areas such as thinking critically and analytically, writing and speaking clearly and effectively, and developing skills for analyzing numerical and statistical information. The university's Quality Initiative, which focused on

redesigning gateway courses with active learning components, has already resulted in improved class attendance.

During several site visit meetings, general education was discussed. It was clear that there is support for the general education program, and especially for recent efforts to assess the Ethnic Studies and Communication B requirements - a syllabus review of the former and more detailed attention to writing in the major programs for the latter. In addition, there are ongoing efforts to align course assignments with learning outcomes, and to work with advisors and teaching assistants/associates to give more attention to the "purpose/goals" of the general education program as they interact with students. The new Assessment, Evaluation Feedback and Intervention Systems (AEFIS) will be of considerable help with general education assessment going forward (Criterion 4B).

There is a strong commitment to graduate education, with the UW-Madison ranking first in the nation in the number of PhD graduates. The Graduate School has established overarching learning outcomes for graduate students that relate to original research and scholarly activity. Data provided reveal that the record of graduates with regard to publication and presentation is very strong.

3.B.4.

The university's goals for diversity appear in the Diversity Framework and Statement on Diversity (Criterion 1), but are evident in additional substantive ways. There is an Ethnic Studies requirement in the General Education program that has well defined learning outcomes that were reviewed in 2016-17, resulting in a 2017-18 assessment plan. Additionally, through the International Division the university has a high level of involvement in study abroad and with Peace Corps volunteers. Members of the university community expressed pride in those accomplishments. Of particular distinction is the Morgridge Center for Public Service that provides many opportunities for community service, many of which are targeted to serve underserved areas of the Madison region.

3.B.5.

UW-Madison is a widely known and highly respected research institution - a member of the Association of American Universities (AAU). With \$1.2 billion in research expenditures, a distinguished faculty with strong records in research and creative activity, holding numerous honors, it has highly ranked departments, and is a leading producer of research doctorates. In discussions that included Deans, department leadership, and faculty, it was clear that the university works to recruit and retain faculty and staff to maintain and build on that stature. The Cluster Hire and Target of Opportunity initiatives, special research funding opportunities such as the Wisconsin Alumni Research Fund (WARF) and UW2020 program, and a commitment to interdisciplinary work reflect ongoing efforts to ensure that the University does not work in silos in this important dimension of its mission. Additionally, the Graduate School is aligned with the Office of Research administratively, reflecting the important relationship between the two. Moreover, the university similarly gives considerable attention to undergraduate research, and to mentoring student development in the research experience.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.C - Core Component 3.C

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

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

Rating

Met

Evidence

3.C.1.

UW-Madison has the faculty and staff needed for effective and high-quality academic programs and student services. Recruitment, retention, and professional development programs are aligned with employee and program needs, and reflect the mission of the institution and its commitments to access and diversity.

UW-Madison employs 2,133 tenured/tenure-line faculty as well as 2,535 instructional staff and 2,123 graduate students serving as teaching assistants. Faculty are clearly identified through policy documents stating criteria for promotion and tenure as well as designation of graduate faculty. Faculty provide leadership for curricular and program development through shared governance and oversight of instruction, and the institution maintains a healthy student/faculty ratio of 17.6:1.

3.C.2.

Faculty hiring is governed by a campus process that requires hiring units to examine candidates for teaching and scholarly qualifications. Faculty are reviewed through specified processes for granting tenure as well as a regular post-tenure review process. UW-Madison's policy for minimum qualifications for instructors is aligned with the HLC qualified instructor guidelines as are the policies for faculty in their two consortial programs. The institution does not have dual credit

offerings that utilize external faculty. Degree qualifications and position titles are recorded in the human resources system and an annual audit verifies that titles and qualifications are aligned. A easily accessible list of all tenured and tenure-line faculty as well as other instructors is published online annually, which includes identification of degree qualifications.

3.C.3.

Policies and guidelines for hiring and evaluating faculty and other instructional staff are well documented. Tenure-track faculty are evaluated annually, for a probationary period of up to seven years, and then for tenure at the end of the probationary period. The review is conducted on the basis of a dossier that includes documentation of scholarship and teaching, which includes student and peer evaluations. In addition, post-tenure review of all tenured faculty is conducted on a five-year basis and includes evaluation of teaching by student and peer evaluations. These institution-wide practices may also be supplemented by additional reviews within departments. Annual reviews contribute to decisions about compensation adjustments. Instructional staff who are not tenure-track are reviewed on a schedule aligned with their contract length. Short-term instructional staff are reviewed each semester and longer-term are reviewed annually with the schedule and criteria decided upon at the department level.

Across all of these evaluative processes, student feedback is mandated as part of the process, with student course evaluations serving as one kind of student feedback. These evaluations are increasingly administered digitally, which offers the possibility of customizing the evaluations. Student evaluation data are complemented by peer evaluation data, and interviewees from several colleges indicated there are a variety of programs being developed to obtain additional peer feedback.

3.C.4.

In addition to evaluative feedback, faculty and instructional staff are provided with professional development opportunities. On campus programs are offered through a variety of campus units and range from single-session workshops to semester-length programs. During the campus visit, multiple faculty shared positive experiences of being in the programs as well as examples of how the training had positively impacted their teaching, particularly with respect to blended and online course offerings. These professional development programs cover typical foundational teaching and learning topics as well as specialized topics in response to identified needs, such as the inclusivity in the classroom workshop series requested by campus units. Schools and colleges also offer professional development as a complement to the campus offerings. National professional development projects that have their home at the institution (e.g., Center for the Integration of Research, Teaching, and Learning) enhance the campus offerings as well. Graduate teaching assistants are also provided with instructional support and professional development designed to meet their needs. The annual Teaching and Learning Symposium is a signature campus professional development event that has been offered for two decades.

3.C.5.

Faculty and instructional staff are accessible to students through multiple modes of engagement. The Canvas syllabus template has a required field for instructor availability for students. In NSSE results, students report engaging with campus faculty and 38% of seniors report that they have worked on a research project with faculty. During the on-campus visit, several students reported multiple experiences working with faculty on research projects and in service learning programs. In keeping

with the Wisconsin Experience, the institution has documented that 92% of graduates have at least one high-impact experience, many of them involving faculty engagement. At the graduate level, graduate students are all assigned a faculty advisor who provides one-on-one professional guidance and support.

3.C.6.

Student support staff are appropriately qualified and trained, and they have ample opportunities for professional development. Hiring processes are documented and a central office works with hiring units on recruitment and retention of staff. The central human resources office also works to foster a campus-wide community of practice for human resources staff in the units to facilitate communication and sharing of best practices.

New academic advisors undergo a particularly well-developed set of training programs that are aligned with the institution's Advising Core Competencies, and programs are in place for ongoing training and development as well. Parallel processes in other areas of student support services (e.g., student life, financial aid, and health services) reflect attention to alignment with professional standards and, as appropriate, licensing as well as commitment to ongoing training programs. The annual academic advising on-campus conference is a showcase example of sharing information and expertise across that important community of practice.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.D - Core Component 3.D

The institution provides support for student learning and effective teaching.

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

Rating

Met

Evidence

3.D.1.

The institution's comprehensive support services address all aspects of student life, from orientation through to graduation, that are aligned with student needs. Programs and services address academic needs as well as other aspects of student experience, including issues related to identity, diversity, and inclusion. Programs that meet the needs of specialized populations are offered as well, such as the Veterans Services and Military Assistance Center and the McBurney Disability Resources Center. Graduate students also have opportunities for services that meet their unique needs related to research and career planning. Students have access to a broad array of advising services that work as an interconnected support network to address all aspects of student life, from orientation through to graduation and beyond.

3.D.2.

Programs for incoming undergraduate students provide orientations as well as placement services. Placement tests guide students to enroll in courses appropriate to their levels of preparation. General tutoring services, as well as those specific to particular disciplines or student populations, provide for ongoing learning support for academic success. In addition to these orientations for enrolled students, during the on-campus visit numerous examples of the provision of pre-orientation services to target populations were also provided, such as outreach to particular high schools and the parents of potential students in those schools.

3.D.3.

Academic and career advising services are designed to meet students' needs related to exploration of interests through to job placement. All undergraduate students receive initial advising through the Student Orientation, Advising, and Registration program, and many also receive advising through college or department services and programs as well as advising related to intended career paths, identity affiliations, etc. Undergraduate students are assigned academic advisors and have access to specialty advisors as well, such as pre-law and study abroad. A robust and expanding technology infrastructure supports academic advising. For example, the Advisor Notes System enables shared documentation among all advising staff and Handshake serves as a shared career services management platform. Advising improvements have helped to increase graduation rates and reduced time-to-degree.

3.D.4. and 3.D.5.

Students and instructors have access to the infrastructures and resources needed for effective teaching and learning. The Libraries have vast collections and newer enhancements such as the DesignLab complement the more traditional service offerings. Academic Technologies' services as well as specialized platforms, such as those for documenting required practicum experiences in certain programs, serve as a robust technology infrastructure for teachers and students.

Laboratories, museums, performance spaces, clinical sites, etc. are available as needed to campus programs. Students receive direct information literacy instruction through the programs of the Libraries, and information resource needs of graduate students and faculty are addressed by the library staff. Research experiences are available to both undergraduate and graduate students through a variety of campus, college, and departmental programs.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.E - Core Component 3.E

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

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

Rating

Met

Evidence

3.E.1. and 3.E.2.

The commitment to an enriched educational environment is linked closely to the Wisconsin Experience. The Team learned, through numerous materials found in the Assurance Argument and through an important meeting with a large group of student life/activities leaders, that the University tries to "scaffold" academic and co-curricular activities and provide a full range of support services. From presentations in the admissions process, to speeches at convocation, in housing activities, and in advising, students and family members are regularly made aware of that commitment.

In surveys of students both within the university, through the Wisconsin Experience, and externally, such as NSSE, they express support for co-curricular efforts and report strong beliefs that the efforts enhanced their abilities, and thus their potential, in areas such as leadership. Students with whom the Team met confirmed that experience. Assessment efforts are made to link student responses directly to the pillars of the Wisconsin Experience, and the results are positive and strong.

Both curricular and co-curricular components of this work are well documented. The former includes strong commitment to, and efforts in, undergraduate research, study abroad, honors, learning communities, and service learning - including the impressive efforts through the Morgridge Center for Public Service. Co-curricular components include various student competitions, community service, and recreational sports activity among others. Specific units such as the Center for Leadership and Involvement bring focus to particular areas. A tour of the campus revealed how the physical plant/geography of the campus supports the overall goal of an enriched educational environment.

It is important that the new organizational structure for student life be supported to effectively plan the next steps of these important dimensions of the student experience.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.S - Criterion 3 - Summary

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

Evidence

Based on the information provided in the Assurance Argument and other pertinent materials reviewed by the visiting team, and as confirmed in interviews during the visit, the University of Wisconsin-Madison meets all of the requirements of Criterion Three.

UW-Madison provides high quality education for its students. The Wisconsin Experience permeates the campus and is the unique pathway that each student self-authors from the breadth and depth of possibilities offered through a wide range of centralized and specialized student and academic services areas. In doing so, students integrate their curricular and co-curricular experiences. Staff and faculty articulate their efforts in relation to the Wisconsin Experience and shape, and re-shape, services to meet student needs and to create student opportunities. The academic advising changes since 2012 exemplify this thoughtful design process and the upcoming distance education expansion seems well-poised to capitalize on the approach. Future efforts to consider possible changes to the general education program will also benefit from this strategy.

4 - Teaching and Learning: Evaluation and Improvement

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

4.A - Core Component 4.A

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

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

Rating

Met

Evidence

4.A.1.

The program review process, mandated by the Board of Regents and by the Faculty Policy and Procedures, ensures the quality of the university's educational programs. The program review policy, updated in 2016 and confirmed by faculty and staff on campus, requires nearly 50 programs a year to complete their review. The updated policy and procedure show a commitment to improving the process and encouraging timely completion in order to maintain and improve program quality. Additionally, according to a 2015 memo from the Provost, programs are required to have completed their program reviews in order to submit a proposal for program actions. Recent University

Academic Planning Committee (UAPC) annual reports and reports to the UW System indicate that these changes have been effective in increasing the number of program reviews that occur each year. Finally, a review of sample reports shows a thorough discussion of the issues identified by the program and the review committee, as well as attention to the student experience, including the use of assessment data and other resources provided by APIR.

4.A.2. & 4.A.3.

UW-Madison also demonstrates responsibility for the quality of its programs by reviewing all of the credit that it transcripts. The university awards four types of credit: credit earned in Wisconsin courses, transfer credit, credit awarded based on tests (e.g., Advanced Placement, International Baccalaureate, or CLEP), and other credit, such as retroactive credit for foreign language courses and credit by departmental exam. The UW System Undergraduate Transfer Credit Policy provides that courses taken at other accredited colleges are given equivalency credit at UW-Madison. This policy and the practice of awarding credit based on a formal review of courses were affirmed by staff while on campus. For graduate students, policy provides that only courses taken at UW are awarded credit, while courses taken at other institutions may be used to waive certain requirements. The university provides easy access to information about how courses will transfer to and from UW-Madison through two systems, the Transfer Information System and the Transfer Equivalency Database.

4.A.4.

UW-Madison maintains authority over its courses through the governance process. For example, requisites for new courses are set during the course approval process; for existing courses, the department, college, and University Curriculum Committee have the authority to change requisites. Based on an analysis of institutional data, it was shown that students with unsuccessful course outcomes (D, F, or drop) were more likely to have enrolled in the course without completing the specified requisites. In order to support student success and formally enforce course requisites, the University Curriculum Committee established the Requisite Amnesty Program, which allows for an easier course requisite update process. During meetings on campus, staff indicated that acceleration of the process will ensure that appropriate requisites for all courses will be established within the next two years.

The university maintains authority over the rigor of its courses through the oversight of the University Curriculum Committee, the course approval process, and use of the course numbering system. The University Curriculum Committee serves as the final level of review for new courses and has the authority to review existing courses. The course approval process ensures the quality and appropriateness of the course. Additionally, the course numbering system specifies the expectations for course content, the type of student work, and the amount of prior knowledge or experience required for success at the level of the course. Finally, current policies, including the 2015 Assessment Plan, require that all courses have learning outcomes and that the outcomes are listed on course syllabi. A sample of syllabi provided to the review team affirmed the inclusion of learning outcomes. The implementation of the Lumen course system facilitates this requirement and ensures that students have access to the requisites during the course enrollment process.

Finally, UW-Madison maintains authority over faculty qualifications and learning resources. In 2016, the university approved the current policy on faculty qualifications, which aligns with HLC policy. Instructor qualifications are entered into the human resources system, audited annually by APIR staff, and listed in the Guide. There are no dual credit courses that are taught by high school teachers. The array of learning resources available to students are overseen by academic leadership. Discussions on

campus confirmed not only student access to learning resources, but also a commitment to enhancing the resources to provide quality programs and services for students.

4.A.5.

UW-Madison maintains specialized accreditation for more than 50 academic programs. At least annually, APIR gathers information about the status of accreditation filings from college deans. According to the Guide and reports submitted in the Federal Compliance filing, all programs are fully accredited. Finally, the university incorporates specialized accreditation into program review policy.

4.A.6.

The university evaluates the success of its graduates at all levels through a variety of mechanisms including surveys, licensure pass rates, and other indicators of success. For example, a NACE-compliant First Destination Survey is administered to bachelor degree recipients and the PhD Exit Survey is administered to doctoral degree recipients. Program-level reports are shared with all programs, and institutional-level data are included in the *Data Digest*. Additionally, school/college career offices, collect information about the placement of their graduates; a summary is included in the legislated accountability report. During conversations with faculty and staff, they affirmed, with pride, that UW-Madison ranked number one for three consecutive years in producing Peace Corps volunteers among large colleges and universities, conveying that UW-Madison students are not only successful in their careers but are also good citizens and have embodied the Wisconsin Idea. Finally, UW-Madison's participation in national studies on post-graduation success and career pathways, such as Understanding PhD Career Pathways for Program Improvement, the Post-Secondary Employment Outcomes Project, the CLIMB Initiative, and the American Talent Initiative, show a firm commitment to student success.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

4.B - Core Component 4.B

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

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

Rating

Met

Evidence

4.B.1.

The university is intentional and committed in its approach to assessing student learning and the quality of curricular and co-curricular programs. Both the established processes and actual practices demonstrate that data are being collected and analyzed on an ongoing basis. Evidence also suggests that in many instances the collected data are informing decision-making about the improvement of student learning and the development of new initiatives. The university has invested in assessment related technology that should help to provide further opportunities for campus engagement with the collection, analysis, and application of data in the service of improvement and change.

The university has demonstrated sustained engagement with assessment planning in regard to academic programs. In particular, the *UW-Madison Plan for the Assessment of Student Learning* that was developed in 2015 set in motion a range of assessment activity in response to the plan's goals, and all indications are that the structures, initiatives, and oversight in place are ensuring that progress will continue to unfold. The plan brought about a major shift in responsibility for the coordination of the assessment process, with oversight being centralized within the Student Learning Assessment Team under the Office of the Provost. The documents and presentation slides provided within the assurance argument in regard to the SLA team's workshops and campus initiatives show a progression from an initial focus on developing and submitting program assessment plans to outreach on subsequent topics, such as assessment reports, sources of data, assessment technology (for course evaluations and assessment reporting), and incorporation of direct assessment strategies.

At both the undergraduate and graduate level, programs have been required to submit program assessment plans, including learning outcomes, curricular mapping, and commitments in regard to how the assessment will be conducted, analyzed, applied, and reported. The assurance argument reports on the percentage of programs that have participated as of 2018, indicating compliance has been widespread but incomplete; the SLA team has committed to ensuring "full participation" in the

upcoming year. The university made an online folder of 2016-2018 assessment plans available for the site visit, and the visit team's review of submissions confirms the integrity of the process. The assurance argument also affirms the centrality of learning outcomes within courses, pointing to the 2015 Assessment Plan, the General Education Assessment Plan, program review guidelines, and mandates within the undergraduate curriculum approval and change processes.

Additionally, as a demonstration of the commitment of the university to assessment, it has invested in an assessment management system (AEFIS) in order to facilitate course evaluations, program assessment reports, assessment plan renewal, and the availability of assessment data and support.

4.B.2.

The expectation was that all programs would be generating assessment reports through AEFIS, and the substantial but ongoing progress in this regard mirrors that of the assessment plan process. The assessment reports have a common format that emphasizes both the learning outcomes being assessed and the resulting program changes, although programs can indicate there are no recommendations being made. The reports also address how the data were disseminated within the program and what was determined from the assessment. It was expressed during the site visit that there are aspirations to be able to analyze the assessment reports more effectively in aggregate.

The assurance argument confirms that programs are encouraged to draw on other institutional data on student learning and outcomes, including NSSE results, reports on time-to-degree or D/F/Drop rates, and information in relation to the Wisconsin Experience. Moreover, Canvas and AEFIS are part of the university's Student Digital Ecosystem approach, and a site visit demonstration indicated how each play a role in assessing student learning.

The Division of Student Life has its own assessment committee and approach, with Campus Labs being used to do survey-based assessment of the student experience. Additionally, an example of direct assessment was provided in regard to a rubric-based assessment within the Leadership Certificate Program. During the site visit, it was indicated that collaboration between curricular and co-curricular programs in documenting student learning continues to be a campus goal, but not yet a common practice.

The Undergraduate General Education Committee has an assessment approach built around the General Education learning outcomes. It was indicated that assessment efforts are in transition, as there is a shift away from time-intensive, manual direct assessment projects to taking advantage of the capacities of the AEFIS system. Examples within the assurance argument and during the site visit suggest that the Ethnic Studies requirement and the Communication B requirement have been areas of focus, including in terms of assessment.

4.B.3.

The site visit and planning documents affirmed there is an emphasis being placed on applying assessment results to program improvement and campus-wide initiatives. The assurance argument took the approach of highlighting a series of examples of assessment-driven change, providing evidence of both course-level and program-level change. One example provided in an annual committee report and during the site visit was the UGEC review of the Ethnic Studies Requirement that resulted in removing courses from the approved course list. Another example included the incorporation of assessment and resulting course improvement as a regular component within the REACH initiative (which was discussed in depth during a site visit session). As noted, application of

assessment findings to improve student learning is a component of both the program plan and program report templates.

4.B.4.

The 2015 Assessment Plan set out a comprehensive approach to assessment, with expectations for an effective assessment cycle that would inform program improvement and decision-making on campus. The plan presupposed effective oversight, processes for feedback, and ongoing faculty professional development around teaching, course design, and assessment. The vision even included collaborative assessment efforts in regard to curricular and co-curricular student learning as a way to capture multiple aspects of student learning. While some of these elements are still in progress, the university has demonstrated that effective practices are in place in regard to planning, assessment collection, and evidence-based decision making, and the efforts made in relation to the integration of technology and training in relation to assessment processes are substantial. The university received national recognition with a 2016 Excellence in Assessment designation, and efforts have progressed since.

The program-based assessment plan/report model promotes broad involvement of faculty in assessment and related training. Training has been provided in relation to using AEFIS, and professional development opportunities have been offered in support of specific topics, such as developing assessment plans or writing learning outcomes. There are also specific SLA-supported initiatives, such as the recent Community of Practice initiative and the REACH initiative, which promote good assessment practices, in addition to the resources provided via the SLA website. The university is encouraged to ensure ongoing training efforts and the feedback provided on assessment plans and reports continue to promote development in all aspects of the assessment cycle.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

4.C - Core Component 4.C

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

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

Rating

Met

Evidence

4.C.1.

The university is addressing effectively all aspects of this core component. The assurance argument and the site visit affirmed that data in relation to student retention, progress to degree, and graduation are openly reported, and there are processes in place to ensure that the data are taken into consideration when developing initiatives and student support. New and ongoing initiatives aimed at maintaining and improving retention and graduation rates also are characterized by a focus on the quality of the education provided and the overall student experience.

The assurance argument states there are specific goals in regard to rates for one-year retention, four-year graduation, and six-year graduation, citing a response from the chancellor to the president of the University of Wisconsin System in regard to goals for 2022. In addition, there are goals to ensure the retention gap for underrepresented students is within one percentage point, and the six-year graduation gap is within five percentage points. The goal of continuing the university's progress in reducing time-to-degree measures was consistently cited in the site visit sessions, and the published data confirmed the progress made in recent years.

4.C.2.

The assurance argument, the published *Data Digest*, and the Academic Planning and Institutional Research website collectively provide consistent and detailed information about enrollment, persistence, retention, graduation, and time-to-degree for all undergraduate students, including

transfer students. The data suggest the overall goals for entering freshman are currently being met, including first-year retention rates exceeding the 95% goal in the past six cohorts. Any gaps in regard to underrepresented students are being reported for targeted minorities and other designated categories, including in regard to first generation students and Pell Grant recipients. APIR also draws on external data to address persistence data for undergraduate students and to provide context for degree completion data in regard to graduate programs.

4.C.3.

The collected data are both sparking and informing campus initiatives, a good example of which can be seen in the two time-to-degree reports provided within the assurance argument, as well as in the related discussions within the assurance argument and during site visit sessions. The university provided a 2017 Time-to-Degree Report laying out the campus approach to addressing time-to-degree reduction, which cited a range of factors, including those in relation to academic advising, career advising, requiring students to declare a major by senior year, reduced D/F/Drop rates, reporting time-to-degree by major, financial aid and scholarship initiatives, and course availability. A recent campus update echoed many of the same approaches, structuring the campus response within four domains: affordability; teaching and curriculum; advising; and situations involving family, friends, and personal health. These same initiatives and domains were cited as well during the site visit.

Similarly, the university's recent financial aid initiatives are framed in part as a response to closing retention and graduation gaps and reducing parallel gaps in time-to-degree. The university points to Bucky's Tuition Promise, the Badger Promise, and the FASTrack program, programs that respectively increase access for Wisconsin residents with adjusted gross income at or below the state median, for first-generation transfer students within the UW System, and for low-income students. Collectively, these programs represent a substantial commitment to Wisconsin students, and the university is committed to monitoring the progress of these cohorts. Another example cited during a site visit session was the policy to call students from low income households to consult prior to assigning a financial hold to a student account, which was represented as being a bottom-up suggestion from the Financial Aid Office to senior administrators.

4.C.4.

The university is demonstrating good practice in this criterion area. Retention, persistence, and graduation data are being tracked in nationally accepted categories, and the data and related initiatives are being made available to the campus via the APIR website, the *Data Digest*, and reports and presentations. There are also avenues for the data to impact decision making, including a working group which consults yearly with the provost and chancellor. One goal identified during the visit was to build on the early steps being taken by the university to develop a learning analytics approach as another tool in addressing student outcomes and success.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

4.S - Criterion 4 - Summary

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

Evidence

Based on the information provided in the Assurance Argument and other pertinent materials reviewed by the visiting team, and as confirmed in interviews during the visit, the University of Wisconsin-Madison meets all of the requirements of Criterion Four.

The university has established a foundation for sustainable assessment practices in regard to the quality of programs and student learning, whether in relation to assessment processes, program review, or investment in supporting technology. In general, the university demonstrated there are processes and structures in place to assure that data are collected and made available, analyzed, and then applied to improve outcomes, programs, and services. Assessment, retention, and graduation data are being accessed within decision-making processes for the campus. In turn, the university has shown a willingness to make adjustments to improve processes, such as updating the program review policy and enforcing course requisites. Several examples of collaboration discussed during the visit, such as the REACH initiative, serve as indicators of how the university can foster a culture and apply resources in ways that encourage the direct application of assessment findings in support of student learning and progress to degree. The university has identified goals and demonstrated achievement in relation to student retention, graduation, and time-to-degree. The university is encouraged to follow through on its commitment to reduce gaps related to these categories and to continue to monitor progress, while assessing the efficacy of the advising, financial aid, and academic initiatives that are demonstrating they are promising steps.

5 - Resources, Planning, and Institutional Effectiveness

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

5.A - Core Component 5.A

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

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

Rating

Met

Evidence

5.A.1.

The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its current operations. With respect to finances, the UW-Madison's composite financial index is well in excess of 1.0 and shows a strong financial position. A soon-to-be realized 3.2 billion dollar capital campaign, revenue generation plan, and healthy auxiliary funds will contribute to the sustained financial health of the institution. Human resources are also appropriate, as the institution's 2,133 tenured/tenure-track faculty and 2,535 instructional academic staff result in a robust student-to-faculty ratio. An additional 6290 academic staff, 932 post-docs, and 4986 graduate assistants round out the support provided to the academic mission. The Division of Information Technology has 590 employees and \$72.4 million in annual expenditures. In coordination with other campus IT units, IT services support more than 65,000 faculty, staff and students through more than 100 services. Lastly, the 935 acre UW-Madison campus includes 420 buildings containing more than 17 million assignable square feet of academic and research space and more than 25 million total gross square feet. More than 120 of these buildings house major

instructional and research facilities.

Although UW-Madison has a well-maintained physical plant, the on-campus visit revealed that several campus facilities are aging and some are in need of deferred maintenance. During on-site interviews it was found that the campus is unable to act directly in response to emerging infrastructure needs due to the Regents' inability to independently issue revenue bonds for construction and capital improvements. To continue to be competitive, maintain institutional excellence, and sufficiently support future operations, the institution would benefit from flexibility in maintaining and expanding its facilities.

With regard to technological infrastructure, multiple robust systems are in place to support the operations of the institution. For example, the Office of Human Resources (OHR) provides leadership for development, implementation and evaluation of a comprehensive personnel, training and employment relations system. Services include a centralized, online system to streamline and track mandatory performance management conversations and an extensive set of learning and professional services. Additionally, the MyUW portal, linked from the UW-Madison home page, provides applicants, students, faculty, staff, advisors, and instructors with a suite of integrated information resources that include; payroll, benefits, time management, learning and talent development, enrollment services for students, Box, calendar, email, Google Apps, and others. As a final example, the Research Cyber-Infrastructure Plan is a framework for campus network, data security, middleware, software, data, staffing, education and training in support of UW-Madison's data-rich and computation-intensive research projects that require extensive IT resources. These examples and numerous others described within the assurance argument demonstrate the technological infrastructure at UW-Madison is sufficient to support its current operations.

5.A.2.

There is no superordinate entity to which UW-Madison disburses revenue, and regulation by the State of Wisconsin, the Board of Regents, UW System Administration, and UW-Madison ensures that fiscal resources are used for the purposes to which they were allocated. Financial audits and documents that were included within the assurance system illustrate appropriate oversight and resource allocation is occurring. In addition to the financial audit data, the UW-Madison budgeting process assures that the educational purposes are not adversely affected by elective resource allocations.

5.A.3.

The Wisconsin Idea is deeply embedded in campus culture; its principles embody and underpin the institutional mission and related vision statements. The summary version of the institutional mission is "to provide a learning environment in which faculty, staff and students can discover, examine critically, preserve and transmit the knowledge, wisdom and values that will improve the quality of life for all." Mission and aspirational statements at the College and departmental levels show that the institution strives for excellence in these areas. In addition to robust resources noted in 5.A.1, the institution's impressive record of outcomes noted in the annual *Year in Review* and *Points of Pride* publications provide evidence that its goal of excellence is reasonable, and the institutional structure and resources are appropriately supporting pursuit of this goal. Specific examples include:

- National and international rankings recognize UW-Madison's excellence in undergraduate education (15th nationally for public university's), national research ranking (6th nationally in research, research expenditures), and international research recognition (43th in prominent

- international ranking);
- UW-Madison ranks high in student study abroad participation, Peace Corps participation, Fulbright award winners, and federal support for graduate students;
- UW-Madison's economic impact on Wisconsin is estimated at \$15 billion annually, the institution enrolls at least 3,600 Wisconsin resident freshmen yearly, and the university supports more than 193,000 Wisconsin jobs.

5.A.4.

Documents within the assurance argument and found on the institutional website indicate the institution has in place hiring policies that follow a civil service model to insure selection of the best candidates via a process that assures transparency, equal opportunity, and a qualification review process. Each staff position includes educational requirements, and all instructional positions, including tenure and tenure-track faculty, must meet a set of minimum qualifications for instructors. To maintain and enhance employee qualifications, UW-Madison offers numerous professional development opportunities for faculty and staff to acquire and advance skills in areas such as leadership, management, distributed processes such as payroll and accounting, and specialized training related to instruction and advising. Additionally, the institution mandates training in various areas, including in relation to sexual misconduct, and touts a 96.7% completion rate for the campus in relation to Title IX training. Depending on job function, mandatory training may also include such things as CITI certification for research involving human subjects, HIPAA training, and hazardous materials training.

Under the Performance Management policy, supervisors are required to provide regular reviews for employees, which include discussions of professional development priorities and opportunities. As previously noted, the Office of Human Resources provides supporting tools to supervisors and employees which allow tracking and recording of all training activities and opportunities.

5.A.5.

Per state statutes, the University of Wisconsin System, as a Wisconsin state agency, participates in the biennial state budget process. UW-Madison engagement is led by the chancellor, provost, vice chancellor for finance and administration, and the vice chancellor for university relations. The budget authority assigned to the UW System is an authorized appropriation, and the UW System assigns budget authority to UW-Madison (and other UW institutions) using a hybrid allocation model. According to the assurance argument and supported during on-campus interviews with budget personnel, most of the funding is allocated on a "base-plus" or historical model that begins with the previous year's base, with adjustments made on various factors.

Following a self-study undertaken by a governance-appointed committee in 2014, the university established a new budget process in 2015. As indicated by budget personnel, the goals of the new process include making budget allocations more transparent, supporting resource shifts based on levels of academic activity, and providing incentives for enrollment growth. Interviews during the on-site visit with personnel at all levels (upper administration, Deans, faculty, and staff) indicate strong support for the new budgeting process, with comments specifically indicating the process allows for more effective and efficient long-term planning than previously experienced.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.B - Core Component 5.B

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

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

Rating

Met

Evidence

5.B.1.

The Board of Regents serves the University of Wisconsin System, including UW-Madison. Wisconsin Statutes Chapter 36 defines the composition, responsibilities, and powers of the Board of Regents, the roles of faculty, staff, and students, and some aspects of administration. The *Bylaws of the Board of Regents* provide greater detail regarding the breadth and depth of oversight. In particular, the Board sets admission standards, reviews and approves university budgets, sets tuition, provides oversight for academic programs, engages with state officials in the biennial budget process, and establishes the regulatory framework within which the individual units operate.

The Board meets eight times a year, and the assurance document provides links to agendas and minutes for these meetings. Perusal of these documents demonstrate the Board is meeting its legal and fiduciary responsibilities as spelled out in state statutes and UW System bylaws.

The Board receives regular administrative reports, including audits and dashboards, to stay informed about the status of the institution. The Chancellor annually briefs the board on the state of the university. When the Board or one of its committees considers matters specific to UW-Madison, it engages in discussions with appropriate campus entities, including the administration, faculty, students and staff. This typically occurs via three Regents who are assigned to be UW-Madison "buddies", and who sit on the Chancellor's advisory council and regularly interact with the UW-Madison campus.

5.B.2.

The institution has a strong history of shared governance. This includes Faculty Senate, Academic Staff Assembly, University Staff Congress, and Associated Students of Madison – all elected,

representative bodies. Each provides formal processes for their constituents to participate in governance. For example, paragraph 1.20 of the *Faculty Policies and Procedures* document provides that "The faculty is vested with responsibility for the immediate governance of the university, subject to the responsibilities and powers of the chancellor and under other provisions of 36.09, Wisconsin Statutes..." while chapter 2.01 delegates this authority to the Faculty Senate. The assurance argument provides links describing the roles of the other representative bodies. The assurance argument also includes links to agendas and minutes for these bodies which detail the depth and scope of their participation in governance. These documents are also publicly available on the institution's website.

Chapter 6 of the Faculty Policies and Procedures manual defines twenty-nine faculty shared governance committees covering a range of specialized topics such as diversity, libraries, and athletics, as well as the University Committee, which considers broad questions regarding the educational interests or policies of the university and serves as the Executive Committee of the Faculty Senate.

University executive officers preside *ex officio* over the representative governing bodies, maintaining and solidifying the links to the university administration. Additionally, the leadership of the Faculty Senate, Academic Staff Assembly, University Staff Congress, and ASM regularly meet with each other and with the executive officers of the university. The formal shared governance structure of the institution engages hundreds of faculty, academic staff, administrative staff, and students in the consideration and formulation of university policy. In addition to these informal structures, administrators appoint *ad hoc* as the need arises, for example, the *Ad Hoc Alcohol Policy Committee*.

5.B.3.

Review of process documents, meeting minutes, and responses during on-site interviews support that strong collaboration between administration, faculty, staff and students occurs regularly through interactions in the shared governance bodies. Campus committees and task forces explicitly include wide constituencies to assure such collaboration takes place. Specific examples include the University Academic Planning Council, the University Curriculum Committee, the Campus Planning Committee, and the Committee on Undergraduate Recruitment, Admissions and Financial Aid.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.C - Core Component 5.C

The institution engages in systematic and integrated planning.

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

Rating

Met

Evidence

5.C.1.

UW-Madison's strategic planning documents focus on four strategic investments:

- Excellence in the educational experience;
- Improve student access;
- Maintain and grow faculty excellence; and
- Expand and improve research.

Budget documents reveal additional resources allocated in support of each of these priorities. Examples include investments in academic advising, learning management systems, financial aid to low-income students, faculty cluster initiative, the target opportunity program to promote diversity, and over \$100 million in support of various research initiatives.

Overall, expenditures align with the core institutional missions of research, education, and outreach, with nearly 60% of expenditures allocated to the academic units as the primary units that directly provide services in support of the mission. Another 17% of expenditures is allocated to units that directly support these missions such as libraries, enrollment services, and information technology.

5.C.2.

Evidence of deep linkages between institutional self-study and budget processes abound. These include expected linkages between program review and assessment, but also analyses and studies arising from task forces and even from localized pilot programs. On such example is the REACH program, which is changing the student experience in large gateway courses from one of anonymity

and passive participation to obligatory interactivity and engaged learning. This program initially arose from studies in the Mathematics department in which assessment outcomes were applied to redesign a selection of departmental courses. When the notable successes were shared with administration, this evolved into the current REACH program which, as of January of 2019, had enrolled over 34,000 students.

An example of innovative learning from stakeholders involves the redesign of career services, which resulted in large part from interaction with companies using those services to interview and hire UW-Madison students. Additionally, as demonstration of how the UW-Madison campus learns from its processes and assessments, the Campus Master Plan involves regular review of all facilities on campus, not only to uncover needed maintenance, but also to review for adequacy with respect to the academic mission. Similarly, the self-study completed in 2014 resulted in the new budget model of 2015, and academically, as a consequence of Program Review of the Linguistics Department, a new, interdisciplinary Language Science program was implemented to replace the previous Linguistics Department, providing a stronger, interdisciplinary platform for instruction and scholarship.

5.C.3.

The biennial state budget process engages the entire institution in a comprehensive review of institutional resource allocations. The chancellor, provost, vice chancellor for finance and administration, and the vice chancellor for university relations lead this process, which extends to all levels of the institution.

Indicated in the assurance argument and supported by meeting minutes and on-site interviews, UW-Madison leaders, faculty, staff, students, legislators, the public, alumni, and other stakeholders all play a prominent role in preparing and commenting on the budget documents. Subsequently, UW-Madison, along with all other institutions in the UW System, submit and advocate for proposed budgets to the UW System administration. The administration prepares draft budgets for consideration by the Regents, which is then reviewed by the Regents prior to presentation to the state budget office. UW-Madison's Office of University Relations prepares a summary for stakeholders. The budgets then proceed from the governor to the legislature in a public process, typically with significant stakeholder engagement. The university maintains a "Budget News" website to keep stakeholders informed of the status of the biennial budget.

The Campus Master Plan provides another example of planning that engages all stakeholders. The most recent Campus Master Plan engaged the Campus Planning Committee (one of the shared governance committees listed in the FPP), the university community (faculty, staff, and students), neighbors, and other members of the public. As indicated in meeting minutes and agendas, all constituents provided input at a number of public forums and events.

5.C.4.

The University's planning processes are informed by robust and comprehensive data. These include budgetary data from the Madison Budget Office (MBO), endowment projections and planning from the VCFA, and extensive local and national data profiles maintained and published by the office of Academic Planning and Institutional Research. In particular, the latter office provides departmental level planning profiles for every division and department, both academic and non-academic, including data trends since 2011. These data ground planning decisions with a solid and detailed institutional history.

In the spring of 2018, the deans responded to a request from the Chancellor for five-year budget plans (FY2019-FY2023) aligned with the investment priorities and plans for growth in the six revenue generation strategies described in the chancellor's strategic plan. For context, the schools/colleges reviewed enrollment data, employee information, financial information, and research activity from the prior five-year period, and used a template model to project forward on the six revenue strategies over a five-year planning period starting July 1, 2018 (FY2019). The process provides significant evidence that the institution makes data-driven plans, utilizing projects that accommodate probably fluctuations the financial and demographic environment.

5.C.5.

The Chancellor's Strategic Plan for Revenue Enhancement identified six strategies moving forward. Each of these involved anticipated changes in the university's environment. For example, undergraduate enrollment projections pointed to K-12 data that indicated – at most – indicate modest increases in Wisconsin high school graduates. As a result of these data, the institution has moved to increasing out-of-state enrollment as a way to plan for and maintain enrollment in advance of projected drops in Wisconsin high school graduates.

The institution is also attentive to emerging technologies that can assist in both operations and academics. In response to needs, UW-Madison is implementing a range of new operational technologies including the forthcoming adoption of a new Enterprise Resource Planning System as well as implementations of smaller systems such as Handshake. Academically, in the rapidly changing area of Course Management Systems, the university recently changed to Canvas and, significantly, expanded its participation in Unizin, a consortium of major universities across the U.S. that are working to assemble a standards-based set of digital tools for teaching and learning.

UW-Madison was ranked #2 in the United States by the website thebestcolleges.org for innovative college foreign language programs. The institution has a robust study abroad program. International Academic Programs (IAP), the largest study-abroad unit on campus, has developed a database to manage student applicant, program and study abroad-related services, information and processes. The university has also moved to increase international enrollment, in part to generate revenue, but also in response to promoting cross-cultural experiences for students. Part of this initiative has included sending recruiters abroad, using alumni recruiters, and partnering newly-arrived international students with UW-Madison student partners.

Interim Monitoring (if applicable)

5.D - Core Component 5.D

The institution works systematically to improve its performance.

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

Rating

Met

Evidence

5.D.1.

The Departmental Planning Profiles are just one set of many resources. For example, there are summary documents for various stakeholders, such as those produced for the Board of Regents or the legislated accountability reports. Various enterprise operational systems, such as the Student Information System, the budget system, and the financial system, provide both transactional data and static and interactive summary reports. To facilitate navigating the various data sets, in 2018 the institution launched the Repository of Administrative Dashboards and Reports (RADAR). This system is available to both the university community and to the public, providing documentation at both summary and detailed levels to all stakeholders.

Given the complexity of the data assets available and their criticality to decision making, the university established the Office of Data Management and Analytic Services in 2017. The office advances the strategic vision of data management and the data infrastructure on campus and provides numerous services to facilitate and deepen access to data, including, for example, the RADAR project, maintaining a data warehouse, and providing business intelligence data visualization tools. These activities are among the evidence that UW-Madison is an organization with deep resources of data, reports, and analyses that document performance.

5.D.2.

The institution encourages and rewards self-study and improvement at all levels, and takes steps to assure that the results are shared across campus. This attention to self-examination of process and attention to institutional effectiveness gives rise to a culture in which these activities are engrained.

Annually since 1999, UW-Madison hosts an event called Showcase to bring together colleagues from all over campus to exchange information on process improvement, efficiencies, adaptations of new technology, or innovations to improve the classroom or workplace. This event draws hundreds of people to share best practices and learn through poster sessions, flash talks, break-out sessions, and a plenary speaker.

Improvements in administration are so core to campus culture that they are recognized annually with

the Administrative Improvement Awards, which recognize outstanding work that that results in improved efficiency, increased revenue channels, cost savings or improved service delivery. Two examples of recent award-winning improvements are the UW-Madison List Library team, which developed standardized email list services for 53 lists at launch, and the University Health Services Mental Health Triage Redesign Team which re-imagined the UHS access/triage system for mental health services.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.S - Criterion 5 - Summary

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

Evidence

Based on the information provided in the Assurance Argument and other pertinent materials reviewed by the visiting team, and as confirmed in interviews during the visit, the University of Wisconsin-Madison meets all of the requirements of Criterion Five.

There is strong evidence that the institution is planning for the future. As examples, the University has introduced a forward-looking, data-driven budget planning process, has enhanced the available data resources, and has plans for implementing an enterprise resource management tool. These new initiatives and others will serve the institution well as it advances to the future.

As with other academic institutions, the University of Wisconsin-Madison has been faced with external stressors. In particular, funding sources such as federal grants and state allocations have fluctuated, which has impacted the campus. In the face of these challenges, the University of Wisconsin-Madison is forging ahead with changes needed that not only allow it to weather these challenges, but that are strengthening operations. Through the revenue generation plan, a new budgeting process, and an about-to-be realized 3.2 billion dollar giving campaign, the university is on solid financial ground. As the institution moves forward, it will be important for the campus and System to seek revenue-based bonding to allow maintenance and structural growth to keep pace with other advances on campus.

Review Dashboard

| Number | Title | Rating |
|--------|--|--------|
| 1 | Mission | |
| 1.A | Core Component 1.A | Met |
| 1.B | Core Component 1.B | Met |
| 1.C | Core Component 1.C | Met |
| 1.D | Core Component 1.D | Met |
| 1.S | Criterion 1 - Summary | |
| 2 | Integrity: Ethical and Responsible Conduct | |
| 2.A | Core Component 2.A | Met |
| 2.B | Core Component 2.B | Met |
| 2.C | Core Component 2.C | Met |
| 2.D | Core Component 2.D | Met |
| 2.E | Core Component 2.E | Met |
| 2.S | Criterion 2 - Summary | |
| 3 | Teaching and Learning: Quality, Resources, and Support | |
| 3.A | Core Component 3.A | Met |
| 3.B | Core Component 3.B | Met |
| 3.C | Core Component 3.C | Met |
| 3.D | Core Component 3.D | Met |
| 3.E | Core Component 3.E | Met |
| 3.S | Criterion 3 - Summary | |
| 4 | Teaching and Learning: Evaluation and Improvement | |
| 4.A | Core Component 4.A | Met |
| 4.B | Core Component 4.B | Met |
| 4.C | Core Component 4.C | Met |
| 4.S | Criterion 4 - Summary | |
| 5 | Resources, Planning, and Institutional Effectiveness | |
| 5.A | Core Component 5.A | Met |
| 5.B | Core Component 5.B | Met |
| 5.C | Core Component 5.C | Met |
| 5.D | Core Component 5.D | Met |
| 5.S | Criterion 5 - Summary | |

Review Summary

Conclusion

Rationale

Within the assurance argument and during the on-site visit, the University of Wisconsin-Madison provided evidence that it has a plethora of policies, processes, and resources in place to support its mission. Based on the Team's review, it is believed that the institution acts with integrity in its operations and academics, assesses and supports teaching and learning, and is effectively planning for its future. Thus, the Team concludes that UW-Madison should remain eligible to choose its pathway.

Areas for Consideration

While the University of Wisconsin-Madison is currently meeting/exceeding accreditation expectations, the Team has compiled the following areas for consideration as the institution moves forward.

Fiscal Control

As stated in the 2009 team report, “New initiatives in support of research, study, teaching, and outreach will almost certainly require initial and ongoing investments that cannot all be undertaken in the current economic reality.” This remains true for the institution today and into the future. What also remains true from the 2009 report is that “UW-Madison, like many other public research and system institutions, functions within an elaborated external regulatory and statutory framework which limits operational flexibility.” However, what distinguishes UW-Madison and the UW-System from peers is the inability to react in an expedient manner to address building and capital needs as the activities of the institution grow and evolve. Unlike other high-research, comprehensive, land-grant institutions and systems of similar size and quality, the University of Wisconsin-Madison as well as the University of Wisconsin System lack the ability to bond and control capital projects. Within the past 8-10 years the higher education fiscal landscape has changed dramatically, leading to increased demands on public universities to behave like nimble businesses in their fiscal operations. The inability of UW-Madison to fiscally respond as their peer institutions are responding will be detrimental to the future growth and success of the institution. For UW-Madison to retain its prestige and remain competitive amongst top-rated institutions who currently have the ability to rapidly address capital needs, the Team feels strongly that the UW-System should obtain the ability to bond and control capital projects in conjunction with the UW-Madison campus.

Distance Education

The university is currently in the early stages of an online initiative and has interest in and support for moving to a next level with this activity. As indicated during the site visit, this pursuit needs to be done in a carefully planned manner and with a commitment to consistent quality standards. The institution has invested in support to help faculty design online courses, and adopted a quality rubric that also incorporates the Wisconsin Experience. It also has mechanisms in place to support both faculty and students with technology and other campus resources such as the library. Going forward it would benefit the university to develop a strategic plan and set of processes to accompany online program expansion. This will communicate to all involved the institution's commitment to and expectations for this effort, and will help UW-Madison maintain its focus on quality academic programming that meets the needs of constituents.

General Education

During the site visit it was evidenced that there is support for the current General Education program, and it is believed that the new Assessment, Evaluation, Feedback and Intervention Systems (AEFIS) will be of considerable help with general education assessment going forward. While it has undergone regular reviews and updates over the years, as academic expectations shift and the university looks to the future, the Team encourages the institution to consider if the current General Education program - which originated in 1994 - will continue to meet student needs and expectations.

Closing the Loop

During the site visit the Team learned of many new endeavors, updates, processes, and projects that are currently underway. Examples include large undertakings such as the incorporation of a new ERP system, the use of the AEFIS system, the new budgeting process, and the integration of UW-Extension. Similarly, smaller but equally as meaningful activities include adoption of the Handshake management system, potential expansion of the REACH initiative, and creation of the Diversity Inventory Project. As these new initiatives and many others continue to unfold over the next several years, the Team encourages UW-Madison to mindfully “close the loop” by fully assessing the impact of all activities, determining where and how the outcomes align with the initial intent, and adjusting future actions accordingly based upon the findings.

Overall Recommendations

Criteria For Accreditation

Met

Sanctions Recommendation

No Sanction

Pathways Recommendation

Eligible to choose

No Interim Monitoring Recommended.



Federal Compliance Worksheet for Evaluation Teams

Evaluation of Federal Compliance Components

This worksheet is to be completed preliminarily by a Federal Compliance reviewer and then, subsequent to the on-site evaluation, finalized by the peer review team that conducts the visit. When a federal compliance reviewer is not assigned, the worksheet is completed by the team. The team that conducts the visit is ultimately responsible for the contents of this worksheet in its entirety. When a Federal Compliance reviewer completes the form, the reviewer will evaluate the materials submitted in advance of the visit and refer any issues to the team no later than one week prior to the visit for further exploration and confirmation on-site. The team chair ensures that the team has reviewed the Federal Compliance reviewer's preliminary findings, makes any necessary adjustments to the preliminary evidentiary statements and findings in the worksheet subsequent to the on-site visit, and submits the finalized worksheet as an integral part of the team's final report.

The Federal Compliance reviewer and/or the team should separately review each item identified in the *Federal Compliance Filing by Institutions (FCFI)* and document their findings in the appropriate spaces below. Peer reviewers are expected to supply a rationale for each section of the Federal Compliance Evaluation. Refer to the [Federal Compliance Overview](#) for information about applicable HLC policies and explanations of each requirement, as well as expectations for communication between the Federal Compliance Reviewer and the team.

Generally, if the team finds in the course of the review that there are substantive issues related to the institution's ability to fulfill the Criteria for Accreditation, such issues should be raised within the appropriate parts of the comprehensive evaluation team report. If the team recommends monitoring on a Federal Compliance Requirement in the form of a report or focused visit, the recommendation should be included in the Federal Compliance monitoring sections below, added to the appropriate section(s) of the team report, as well as in the Summary Section of the Team Report indicating any expectations for improvement.

Submission Instructions

Federal Compliance reviewer: Email this worksheet in an editable format to the team chair. The team chair's email address is provided in the Assurance System.

Team chair: The worksheet must be submitted to the HLC staff liaison for review with the draft team report and to the institution for corrections of errors of fact. The final worksheet must also be submitted to HLC with the final team report. See the Assurance System for instructions on completing these steps.

Institution under review: University of Wisconsin - Madison

Please indicate who completed this worksheet:

- ☐ Evaluation team
- ☒ Federal Compliance reviewer

Name: Kathleen M. Bash, PhD

TEAM CHAIR ONLY:

- ☒ I confirm that the evaluation team reviewed the institution's compliance with the federal requirements in this worksheet and that the worksheet reflects the team's ultimate findings and related rationales.

Assignment of Credits, Program Length and Tuition

1. Review the documentation submitted by the institution and make a reasonable determination as to whether the institution's assignment of credit hours conforms to commonly accepted practice in higher education:
 - The institution's policy (or set of policies) and procedures for assignment of Credit Hour for all **types** of courses, disciplines, programs, credential levels, formats, regardless of modality
 - The institution's course or program credit assignment **procedures** and its representative sample approval documentation
 - The process the institution utilizes to verify length of academic period and compliance with credit hour requirements through course scheduling
2. Check the response that reflects the team's conclusions after reviewing this component of Federal Compliance:
 - ☒ The institution meets HLC's requirements.
 - ☐ The institution meets HLC's requirements, but additional monitoring is recommended.
 - ☐ The institution does not meet HLC's requirements and additional monitoring is recommended.
 - ☐ The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. *Related HLC Requirements: Core Component 3.A. and Assumed Practice B.1.*

Rationale:

A review of the institution's credit hour policy, spring 2018 course schedule, and a selection of syllabi from 28 individual courses listed on the spring 2018 course schedule demonstrated that work was assigned in a manner that demonstrated compliance with the policy and consistency between the policy, schedule, and allocated time planned for coursework. Syllabi for the same course offered in varied timeframes and/or formats also showed consistent student expectations for time and assignments.

Additional monitoring, if any:

Institutional Records of Student Complaints

1. Verify that the institution has a policy and procedure(s) for addressing student complaints.
2. Check the response that reflects the team's conclusions after reviewing this component of Federal Compliance:

- ☒ The institution meets HLC's requirements.
- ☐ The institution meets HLC's requirements, but additional monitoring is recommended.
- ☐ The institution does not meet HLC's requirements and additional monitoring is recommended.
- ☐ The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. *Related HLC Requirements: Core Component 2.A and Assumed Practice A.3, A.4.*

Rationale:

Appendix B provides web links to 10 different academic complaint policies and 16 different non-academic complaint-related weblinks for the UW Madison System. Appendix C provides four different complaint summary logs, one for discrimination related complaints, one for complaints related to sexual assault and harassment, one from the UW Madison Police Department, and one for the Dean of Student's office. The latter document is detailed and describes the processes and outcomes of 38 complaints received during the spring semester of 2018.

Additional monitoring, if any:

None.

Publication of Transfer Policies

1. Verify that the institution has demonstrated it is appropriately disclosing its transfer policies to students and to the public.
 - Review the institution's transfer policies.
 - Review the list of articulation agreements the institution has in place, including articulation agreements at the institution level and for specific programs and how the institution publicly discloses information about those articulation agreements.
 - The information the institution provides should explain any program-specific articulation agreements in place. Also, the information the institution provides should include whether the articulation agreement anticipates that the institution:

- Accepts credits for courses offered by the other institution(s) in the articulation agreement.
 - Offers courses for which credits are accepted by the other institution(s) in the articulation agreements.
 - Both offers courses and accepts credits with the other institution(s) in the articulation agreement.
 - What specific credits articulate through the agreement (e.g., general education only; pre-professional nursing courses only; etc.).
2. Check the response that reflects the team's conclusions after reviewing this component of Federal Compliance:

- ☒ The institution meets HLC's requirements.
- ☐ The institution meets HLC's requirements, but additional monitoring is recommended.
- ☐ The institution does not meet HLC's requirements and additional monitoring is recommended.
- ☐ The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. *Related HLC Requirements: Core Component 2.A and Assumed Practice A.5.D.*

Rationale:

Although the UW System publishes an Undergraduate Transfer Policy (Policy 135), processes, and templates, UW-Madison has only one formal articulation agreement, for the BS-Nursing program to transfer to other UW campuses. It also publishes transfer agreements for specific courses that can transfer to Madison Area Technical College or to other two-year colleges.

Additional monitoring, if any:

Practices for Verification of Student Identity

1. If the institution **does not** have students enrolled in distance or correspondence courses, indicate this in the responses below.
2. If the institution **does** have students enrolled in distance or correspondence courses, confirm that the institution verifies the identity of students. Confirm that it appropriately discloses additional fees related to verification to students, and that the method of verification makes reasonable efforts to protect students' privacy.
 - Determine how the institution verifies that the student who enrolls in a course is the same student who submits assignments, takes exams and earns a final grade. The team should ensure that the institution's approach respects student privacy.

- Check that any costs related to verification (e.g., fees associated with test proctoring) and charged directly to students are explained to the students prior to enrollment in distance or correspondence courses.
3. Check the response that reflects the team's conclusions after reviewing this component of Federal Compliance:
- ☐ The institution does not have students enrolled in distance or correspondence courses.
 - ☒ The institution meets HLC's requirements.
 - ☐ The institution meets HLC's requirements, but additional monitoring is recommended.
 - ☐ The institution does not meet HLC's requirements and additional monitoring is recommended.
 - ☐ The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. *Related HLC Requirement: Core Component 2.A.*

Rationale:

The institution reports that no course fees are charged for e-proctoring or other verification of student identity, and a printed policy supports this assertion. A system of secure logins are utilized, and a multi-factor identification project was just added to this system to better ensure verification and student privacy. This in conjunction with new e-proctoring services will offer secure and private verification of identify. The great majority of the institution's courses are classroom-based.

Additional monitoring, if any:

Title IV Program Responsibilities

1. This requirement has several components the institution must address. The team should verify that the following requirements are met:
- **General Program Requirements.** The institution has provided HLC with information about the fulfillment of its Title IV program responsibilities, particularly findings from any review activities by the U.S. Department of Education. It has, as necessary, addressed any issues the Department has raised regarding the institution's fulfillment of its responsibilities. (See Appendices A and B.)
 - **Financial Responsibility Requirements.** The institution has provided HLC with information about the Department's review of composite ratios and financial audits. It has, as necessary, addressed any issues the Department has raised regarding the institution's fulfillment of its responsibilities in this area. *Related HLC Requirements: Core Components 5.A, 2.B; Assumed Practice D.* (See Appendix C.)

- **Campus Crime Information, Athletic Participation and Financial Aid, and Related Disclosures.** The institution has provided HLC with information about its disclosures. It has demonstrated, the institution's compliance with these regulations.
 - **Student Right to Know/Equity in Athletics.** The institution has provided HLC with information about its disclosures. It has demonstrated the compliance with these regulations. *Related HLC Requirement: Assumed Practice A.6.*
 - **Satisfactory Academic Progress Policy.** The institution has provided HLC with information about its compliance with this regulation. *Related HLC Requirements: Criterion 3.A; Assumed Practice A.5.*
2. Check the response that reflects the team's conclusions after reviewing this component of Federal Compliance:
- ☒ The institution meets HLC's requirements.
 - ☐ The institution meets HLC's requirements, but additional monitoring is recommended.
 - ☐ The institution does not meet HLC's requirements and additional monitoring is recommended.
 - ☐ The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. (See related HLC Requirements with each section of the Title IV Responsibilities above.)

Rationale:

The institution's most recent Title IV program review was in 2015 and the Final Program Review Determination letter from the department of education indicated only one finding that did not result in the assessment of any financial liability.

UW-Madison has not had any material weaknesses identified in the processing of financial aid or the Title IV program in the most recent audits. There have been no fines, penalties, letters of credit or other requirements imposed by the U.S. Department of Education.

The institution's most recent student loan default rates was 1.7 (FY 2015).

The institution has made the appropriate disclosures easily accessible to the public via its website.

The information on satisfactory academic progress is made available to students on the institution's web site.

The institution has no contractual relationships related to credit-bearing programs and two consortial relationships related to two degree programs. It appears to be in compliance with HLC expectations regarding these relationships.

Additional monitoring, if any:

Publication of Student Outcome Data

1. Verify that the institution makes student outcome data available and easily accessible to the public. Data may be provided at the institutional or departmental level or both, but the institution must disclose student outcome data that address the broad variety of its programs.
2. Check the response that reflects the team's conclusions after reviewing this component of Federal Compliance:
 - ☒ The institution meets HLC's requirements.
 - ☐ The institution meets HLC's requirements, but additional monitoring is recommended.
 - ☐ The institution does not meet HLC's requirements and additional monitoring is recommended.
 - ☐ The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. *Related HLC Requirement: Assumed Practice A.6.*

Rationale:

Undergraduate outcomes from a First Destination Survey and school/college-specific information on activities for undergraduates after graduation is easily accessible at <https://apir.wisc.edu/students/first-destination-survey/>.

Graduate-level outcomes, including graduation rates and time to degree are easily accessible at <https://apir.wisc.edu/students/phd-outcomes/> and PhD Exit Survey data at <https://kb.wisc.edu/grad/page.php?id=56327> includes individual and aggregate data from exit surveys taken by students in 7 different programs at the masters and doctoral level.

Additional monitoring, if any:

Standing With State and Other Accrediting Agencies

1. Verify that the institution discloses accurately to the public and HLC its relationship with any other specialized, professional or institutional accreditors and with all governing or coordinating bodies in states in which the institution may have a presence.

Note: If the team is recommending initial or continued accreditation status, and the institution is now or has been in the past five years under sanction or show-cause with, or has received an adverse action (i.e., withdrawal, suspension, denial or termination) from, any other federally recognized specialized or institutional accreditor or a state entity, then the team must explain the sanction or adverse action of the other agency in the body of the assurance section of the team report and provide its rationale for recommending HLC status despite this action.

2. Check the response that reflects the team's conclusions after reviewing this component of Federal Compliance:
 - ☒ The institution meets HLC's requirements.
 - ☐ The institution meets HLC's requirements, but additional monitoring is recommended.

- ☐ The institution does not meet HLC's requirements and additional monitoring is recommended.
- ☐ The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. *Related HLC Requirements: Core Component 2.B; Assumed Practices A.7, C.4.*

Rationale:

UW-Madison publishes a list of specialized accreditations annually in its Data Digest , available at <http://apir.wisc.edu/datadigest.htm> in pdf and Excel formats. A review of the 2018-19 Data Digest, pg 123-126 correctly lists HLC as its regional accreditor and includes 47 programs and their professional accreditators. A random check of three of those accreditor websites confirms accreditation.

Additional monitoring, if any:

Institutional Materials Related to Federal Compliance Reviewed by the Team

Provide a list of materials reviewed here:

28 Syllabi from Spring 2018:

ACCT IS 300 Principles
 ACCT IS 300 Principles
 MHR 300 Managing Orgs.
 MHR 300 Managing Orgs.
 MHR Contemporary Topics
 MHR Contemporary Topics
 MKTG765 Contemp. Topics
 MKTG765 Contemp. Topics
 MKTG765 Contemp. Topics
 ART 100 Intro to
 ART 100 Intro to
 ART 100 Intro to
 COUN PSY 115 Hum Dev/Ed Eff
 CURRIC 626 Action Research
 ELPA502 Workshop ELPS
 ELPA502 Workshop ELPS
 ELPA502 Workshop ELPS
 ECE 412 Power Electronic Circuits
 ECE 412 Power Electronic Circuits
 ME417 Intro to Polymer Process
 ME417 Intro to Polymer Process
 CNSR SCI 275 Consumer Finance
 CNSR SCI 275 Consumer Finance
 HISTORY 200 Historical Studies

HISTORY 200 Historical Studies
ENVIR ST 400
ENVIR ST 400
FAM MED 933 Sports Medicine

University of Wisconsin System Undergraduate Transfer Policy, Regent Policy Document 7-1

UW System Undergraduate Transfer Policy, Policy 135

UW-Madison Transfer Admissions Information Overview, Requirements and Expectations

UW System Templates For Articulation Agreements Between UW System Institutions And WTCS Districts

<https://nursing.wisc.edu/documents/uw-systemwide-agreement-bsnhome/>

<https://www.admissions.wisc.edu/apply/transfer/agreements.php>

<https://apir.wisc.edu/institution/accountability-reports/>

State of Wisconsin Audits, last three years

Most recent Title IV Program Review Determination Letter dated 8.27.15

Legislated Accountability Report 2017-18

Athletic Participation, Equity in Athletics Disclosure Act (EADA) report at <http://ope.ed.gov/athletics/#/>

Required consumer information: <https://financialaid.wisc.edu/consumer-info/>

2018-19 Data Digest, 147 page booklet of summary data on primary outcomes metrics:

<https://apir.wisc.edu/data-digest>

Campus crime information: <https://uwpd.wisc.edu/crime-data/clery-act/>

2018 Annual Security Report and Annual Fire Safety Report:

<http://uwpd.wisc.edu/content/uploads/2018/09/2018-ASR-FINAL-9.28.pdf>

Daily Crime and Residential Housing Fire Log, attached:

<http://uwpd.wisc.edu/content/uploads/2014/07/Clery-Crime-Fire-Log.pdf>

Satisfactory Academic Progress: <https://financialaid.wisc.edu/eligibility/#SAP>

Student aid eligibility: <https://financialaid.wisc.edu/eligibility/>

Attendance policy: <https://secfac.wisc.edu/governance/faculty-legislation/ii-108-class-attendancepolicy/>

<https://www.wisconsin.edu/accountability/>

<https://apir.wisc.edu/instruction/grades-and-grading-patterns>

<https://registrar.wisc.edu/grade-reports/>

<https://apir.wisc.edu/students/enrollment/>

<https://apir.wisc.edu/students/degrees/>

<https://registrar.wisc.edu/enrollment-reports/>

<https://registrar.wisc.edu/conferred-degrees-reports/>
<https://apir.wisc.edu/students/retention-graduation/>
<https://apir.wisc.edu/students/time-to-degree/>
<https://apir.wisc.edu/students/wisconsin-experience/>
<https://apir.wisc.edu/students/nsse/>
<https://apir.wisc.edu/students/first-destination-survey/>
<https://apir.wisc.edu/students/phd-outcomes/>
<https://kb.wisc.edu/grad/page.php?id=56327>

Administrative Dashboards and Reports (RADAR) <https://search.data.wisc.edu/radar.php>

<http://guide.wisc.edu/undergraduate/engineering/mechanicalengineering/mechanical-engineering-bs/#accreditationtext>
<http://guide.wisc.edu/undergraduate/nursing/nursing/nursing-bsn/#accreditationtext>
<http://guide.wisc.edu/graduate/social-work/social-work-msw/#accreditationtext>



FORM

Team Worksheet for Evaluating an Institution's Assignment of Credit Hours and Clock Hours

Institution Under Review: University of Wisconsin - Madison

Review the *Worksheet for Institutions on the Assignment of Credit Hours and Clock Hours*, including all supplemental materials. Applicable sections and supplements are referenced in the corresponding sections and questions below.

Part 1. Institutional Calendar, Term Length and Type of Credit

Instructions

Review Section 1 of Appendix A. Verify that the institution has calendar and term lengths within the range of good practice in higher education.

Responses

A. Answer the Following Question

1. Are the institution's calendar and term lengths, including non-standard terms, within the range of good practice in higher education? Do they contribute to an academic environment in which students receive a rigorous and thorough education?

☒ Yes ☐ No

Comments:

The institution has a standard 14 to 16-week semester.

B. Recommend HLC Follow-Up, If Appropriate

Is any HLC follow-up required related to the institution's calendar and term length practices?

☐ Yes ☒ No

Rationale:

A review and comparison of the institution's credit-awarding policy, the 2018 spring semester course schedule and a random sample of related syllabi from that semester demonstrated consistent and appropriate calendar and term-length practices.

Identify the type of HLC monitoring required and the due date:

Part 2. Policy and Practices on Assignment of Credit Hours

Instructions

Review Sections 2–4 of the *Worksheet for Institutions on the Assignment of Credit Hours and Clock Hours*, including supplemental materials as noted below. In assessing the appropriateness of the credit allocations provided by the institution the team should complete the following steps. The outcomes of the team's review should be reflected in its responses below.

1. **Format of Courses and Number of Credits Awarded.** Review the *Form for Reporting an Overview of Credit Hour Allocations and Instructional Time for Courses* (Supplement A1 to the *Worksheet for Institutions*) completed by the institution, which provides an overview of credit hour assignments across institutional offerings and delivery formats.
2. Scan the course descriptions in the catalog and the number of credit hours assigned for courses in different departments at the institution (see Supplements B1 and B2 to *Worksheet for Institutions*, as applicable).
 - At semester-based institutions courses will be typically be from two to four credit hours (or approximately five quarter hours) and extend approximately 14–16 weeks (or approximately 10 weeks for a quarter). The descriptions in the catalog should reflect courses that are appropriately rigorous and have collegiate expectations for objectives and workload. Identify courses/disciplines that seem to depart markedly from these expectations.
 - Institutions may have courses that are in compressed format, self-paced, or otherwise alternatively structured. Credit assignments should be reasonable. (For example, as a full-time load for a traditional semester is typically 15 credits, it might be expected that the norm for a full-time load in a five-week term is 5 credits; therefore, a single five-week course awarding 10 credits would be subject to inquiry and justification.)
 - Teams should be sure to scan across disciplines, delivery mode and types of academic activities.
 - Federal regulations allow for an institution to have two credit-hour awards: one award for Title IV purposes and following the federal definition and one for the purpose of defining progression in and completion of an academic program at that institution. HLC procedure also permits this approach.

3. Scan course schedules to determine how frequently courses meet each week and what other scheduled activities are required for each course (see Supplement B3 to *Worksheet for Institutions*). Pay particular attention to alternatively structured or other courses completed in a short period of time or with less frequently scheduled interaction between student and instructor that have particularly high credit hour assignments.
4. Sampling. Teams will need to sample some number of degree programs based on the headcount at the institution and the range of programs it offers.
 - For the programs sampled, the team should review syllabi and intended learning outcomes for several courses, identify the contact hours for each course, and review expectations for homework or work outside of instructional time.
 - At a minimum, teams should anticipate sampling at least a few programs at each degree level.
 - For institutions with several different academic calendars or terms or with a wide range of academic programs, the team should expand the sample size appropriately to ensure that it is paying careful attention to alternative format and compressed and accelerated courses.
 - Where the institution offers the same course in more than one format, the team is advised to sample across the various formats to test for consistency.
5. **Direct Assessment or Competency-Based Programs.** Review the information provided by the institution regarding any direct assessment or competency-based programs that it offers, with regard to the learning objectives, policies and procedures for credit allocation, and processes for review and improvement in these programs.
6. **Policy on Credit Hours and Total Credit Hour Generation.** With reference to the institutional policies on the assignment of credit provided in Supplement A2 to *Worksheet for Institutions*, consider the following questions:
 - Does the institution's policy for awarding credit address all the delivery formats employed by the institution?
 - Does that policy address the amount of instructional or contact time assigned and homework typically expected of a student with regard to credit hours earned?
 - For institutions with courses in alternative formats or with less instructional and homework time than would be typically expected, does that policy also equate credit hours with intended learning outcomes and student achievement that could be reasonably achieved by a student in the time frame allotted for the course?
 - Is the policy reasonable within the federal definition as well as within the range of good practice in higher education? (Note that HLC will expect that credit hour policies at public

institutions that meet state regulatory requirements or are dictated by the state will likely meet federal definitions as well.)

- If so, is the institution's assignment of credit to courses reflective of its policy on the award of credit?
 - Do the number of credits taken by typical undergraduate and graduate students, as well as the number of students earning more than the typical number of credits, fall within the range of good practice in higher education?
7. If the answers to the above questions lead the team to conclude that there may be a problem with the credit hours awarded the team should recommend the following:
- If the problem involves a poor or insufficiently detailed institutional policy, the team should call for a revised policy as soon as possible by requiring a monitoring report within no more than one year that demonstrates the institution has a revised policy and provides evidence of implementation.
 - If the team identifies an application problem and that problem is isolated to a few courses or a single department, division or learning format, the team should call for follow-up activities (a monitoring report or focused evaluation) to ensure that the problems are corrected within no more than one year.
 - If the team identifies systematic noncompliance across the institution with regard to the award of credit, the team should notify the HLC staff immediately and work with staff members to design appropriate follow-up activities. HLC shall understand systematic noncompliance to mean that the institution lacks any policies to determine the award of academic credit or that there is an inappropriate award of institutional credit not in conformity with the policies established by the institution or with commonly accepted practices in higher education across multiple programs or divisions or affecting significant numbers of students.

Worksheet on Assignment of Credit Hours

A. Identify the Sample Courses and Programs Reviewed by the Team

| Request for Syllabi from Spring 2018 | | | |
|---|-------------------------|------------------|-------------------------------------|
| School/College | Course # | Section # | |
| Business | ACCT IS 300 Principles | 1 | Classroom-based |
| Business | ACCT IS 300 Principles | 2 | Online |
| Business | MHR 300 Managing Orgs. | 1 | Blended |
| Business | MHR 300 Managing Orgs. | 10 | Classroom-based |
| Business | MHR Contemporary Topics | 1 | Classroom-based, 7 weeks, 2 credits |

| | | | |
|--------------|-----------------------------------|-----|--------------------------------------|
| Business | MHR Contemporary Topics | 8 | Classroom-based, 14 weeks, 3 credits |
| Business | MKTG765 Contemp. Topics | 1 | Classroom-based, 14 weeks |
| Business | MKTG765 Contemp. Topics | 6 | Classroom-based, 5 weeks |
| Business | MKTG765 Contemp. Topics | 4 | Classroom-based, 8 weeks |
| Education | ART 100 Intro to | 1 | Classroom-based |
| Education | ART 100 Intro to | 10 | Blended |
| Education | ART 100 Intro to | 11 | Online |
| Education | COUN PSY 115 Hum Dev/Ed Eff | 1 | Classroom-based, 10 weeks |
| Education | CURRIC 626 Action Research | 1 | 6 weeks, field |
| Education | ELPA502 Workshop ELPS | 1 | Classroom-based |
| Education | ELPA502 Workshop ELPS | 4 | Online |
| Education | ELPA502 Workshop ELPS | 11 | Blended |
| Engineering | ECE 412 Power Electronic Circuits | 1 | Classroom-based |
| Engineering | ECE 412 Power Electronic Circuits | 3 | Online |
| Engineering | ME417 Intro to Polymer Process | 1 | Classroom-based |
| Engineering | ME417 Intro to Polymer Process | 3 | Online |
| HumanEcology | CNSR SCI 275 Consumer Finance | 1 | Classroom-based |
| HumanEcology | CNSR SCI 275 Consumer Finance | 2 | Online |
| L&S | HISTORY 200 Historical Studies | 5 | Online, 1 credit |
| L&S | HISTORY 200 Historical Studies | 2 | Classroom-based, 3 credits |
| Nelson | ENVIR ST 400 | 4 | Lecture |
| Nelson | ENVIR ST 400 | 00C | Discussion |
| SMPH | FAM MED 933 Sports Medicine | 1 | 1 week, 1 credit hour |

B. Answer the Following Questions

1. Institutional Policies on Credit Hours

- a. Does the institution's policy for awarding credit address all the delivery formats employed by the institution? (Note that for this question and the questions that follow an institution may have a single comprehensive policy or multiple policies.)

☒ Yes

☐ No

Comments:

The institution's credit hour policy is based on the amount of work represented in the achievement of learning outcomes and is not specific to any particular delivery format.

- b. Does that policy relate the amount of instructional or contact time provided and homework typically expected of a student to the credit hours awarded for the classes offered in the delivery formats offered by the institution? (Note that an institution's policy must go beyond simply stating that it awards credit solely based on assessment of student learning and should also reference instructional time.)

☒ Yes ☐ No

Comments:

The institution uses the federal definition of a credit hour.

- c. For institutions with non-traditional courses in alternative formats or with less instructional and homework time than would be typically expected, does that policy equate credit hours with intended learning outcomes and student achievement that could be reasonably achieved by a student in the time frame and utilizing the activities allotted for the course?

☒ Yes ☐ No

Comments:

The institution defines a credit hour as the amount of work represented in the achievement of learning outcomes (verified by evidence of student achievement) that reasonably approximates one hour (50 minutes) of classroom or direct faculty instruction, and a minimum of two hours of out-of-class student work.

- d. Is the policy reasonable within the federal definition as well as within the range of good practice in higher education? (Note that HLC will expect that credit hour policies at public institutions that meet state regulatory requirements or are dictated by the state will likely meet federal definitions as well.)

☒ Yes ☐ No

Comments:

The credit hour policy is within the range of good practice.

2. Application of Policies

- a. Are the course descriptions and syllabi in the sample academic programs reviewed by the team appropriate and reflective of the institution's policy on the award of credit? (Note that HLC will expect that credit hour policies at public institutions that meet state regulatory requirements or are dictated by the state will likely meet federal definitions as well.)

☒ Yes ☐ No

Comments:

The course syllabi reviewed had appropriate course descriptions and assignments that reflected the policy on the award of credit.

- b. Are the learning outcomes in the sample reviewed by the team appropriate to the courses and programs reviewed and in keeping with the institution's policy on the award of credit?

☒ Yes ☐ No

Comments:

The course syllabi reviewed had appropriate learning outcomes.

- c. If the institution offers any alternative-delivery or compressed-format courses or programs, are the course descriptions and syllabi for those courses appropriate and reflective of the institution's policy on the award of academic credit?

☒ Yes ☐ No

Comments:

The course syllabi reviewed for the alternative-delivery and compressed-format courses had appropriate course descriptions and assignments that reflected the policy on the award of credit.

- d. If the institution offers alternative-delivery or compressed-format courses or programs, are the learning outcomes reviewed by the team appropriate to the courses and programs reviewed and in keeping with the institution's policy on the award of credit? Are the learning outcomes reasonable for students to fulfill in the time allocated, such that the allocation of credit is justified?

☒ Yes ☐ No

Comments:

The course syllabi reviewed for the alternative-delivery and compressed-format courses had appropriate learning outcomes.

- e. Is the institution's actual assignment of credit to courses and programs across the institution reflective of its policy on the award of credit and reasonable and appropriate within commonly accepted practice in higher education?

☒ Yes ☐ No

Comments:

The large majority of the institution's courses are classroom based; courses offered in a shorter than usual timeframe are reflective of its policy on the award of credit. Classroom-based, blended, and online courses are reflective of its policy on the award of credit.

C. Recommend HLC Follow-up, If Appropriate

Review the responses provided in this worksheet. If the team has responded “no” to any of the questions above, the team will need to assign HLC follow-up to assure that the institution comes into compliance with expectations regarding the assignment of credit hours.

Is any HLC follow-up required related to the institution’s credit hour policies and practices?

☐ Yes ☒ No

Rationale:

Identify the type of HLC monitoring required and the due date:

D. Systematic Noncompliance in One or More Educational Programs With HLC Policies Regarding the Credit Hour

Did the team find systematic noncompliance in one or more education programs with HLC policies regarding the credit hour?

☐ Yes ☒ No

Identify the findings:

Rationale:

Part 3. Clock Hours

Instructions

Review Section 5 of *Worksheet for Institutions*, including Supplements A3–A6. Before completing the worksheet below, answer the following question:

Does the institution offer any degree or certificate programs in clock hours or programs that must be reported to the Department of Education in clock hours for Title IV purposes even though students may earn credit hours for graduation from these programs?

☐ Yes ☒ No

If the answer is “Yes,” complete the “Worksheet on Clock Hours.”

Note: This worksheet is not intended for teams to evaluate whether an institution has assigned credit hours relative to contact hours in accordance with the Carnegie definition of the credit hour. This worksheet solely addresses those programs reported to the Department of Education in clock hours for Title IV purposes.

Non-degree programs subject to clock hour requirements (for which an institution is required to measure student progress in clock hours for federal or state purposes or for graduates to apply for licensure) are not subject to the credit hour definitions per se but will need to provide conversions to semester or quarter hours for Title IV purposes. Clock hour programs might include teacher education, nursing or other programs in licensed fields.

Federal regulations require that these programs follow the federal formula listed below. If there are no deficiencies identified by the accrediting agency in the institution's overall policy for awarding semester or quarter credit, the accrediting agency may provide permission for the institution to provide less instruction so long as the student's work outside class in addition to direct instruction meets the applicable quantitative clock hour requirements noted below.

Federal Formula for Minimum Number of Clock Hours of Instruction (34 CFR §668.8):

- 1 semester or trimester hour must include at least 37.5 clock hours of instruction
- 1 quarter hour must include at least 25 clock hours of instruction

Note that the institution may have a lower rate if the institution's requirement for student work outside of class combined with the actual clock hours of instruction equals the above formula provided that a semester/trimester hour includes at least 30 clock hours of actual instruction and a quarter hour includes at least 20 semester hours.

Worksheet on Clock Hours

A. Answer the Following Questions

1. Does the institution's credit-to-clock-hour formula match the federal formula?

☐ Yes ☐ No

Comments:

2. If the credit-to-clock-hour conversion numbers are less than the federal formula, indicate what specific requirements there are, if any, for student work outside of class.

3. Did the team determine that the institution's credit hour policies are reasonable within the federal definition as well as within the range of good practice in higher education? (Note that if the team answers "No" to this question, it should recommend follow-up monitoring in section C below.)

☐ Yes ☐ No

Comments:

4. Did the team determine in reviewing the assignment of credit to courses and programs across the institution that it was reflective of the institution's policy on the award of credit and reasonable and appropriate within commonly accepted practice in higher education?

☐ Yes

☐ No

Comments:

B. Does the team approve variations, if any, from the federal formula in the institution's credit-to-clock-hour conversion?

☐ Yes

☐ No

C. Recommend HLC Follow-up, If Appropriate

Is any HLC follow-up required related to the institution's clock hour policies and practices?

☐ Yes

☐ No

Rationale:

Identify the type of HLC monitoring required and the due date:



Institutional Status and Requirements Worksheet

| | |
|-------------------------------|--|
| INSTITUTION and STATE: | University of Wisconsin-Madison, WI |
| TYPE OF REVIEW: | Open Pathway Comprehensive Evaluation |
| DESCRIPTION OF REVIEW: | Visit to include a Federal Compliance reviewer: Dr. Kathleen Clauson Bash. |
| DATES OF REVIEW: | 3/25/2019 - 3/26/2019 |

☐ No Change in Institutional Status and Requirements

Accreditation Status

Nature of Institution

Control: Public

Recommended Change: No change

Degrees Awarded: Bachelors, Masters, Doctors

Recommended Change: No change

Reaffirmation of Accreditation:

Year of Last Reaffirmation of Accreditation: 2009 - 2010

Year of Next Reaffirmation of Accreditation: 2018 - 2019

Recommended Change: 2028 - 2029

Accreditation Stipulations

General:

Prior HLC approval is required for substantive change as stated in HLC policy.

Recommended Change: No change

Additional Location:

Prior HLC approval required.

Recommended Change: No change

Institutional Status and Requirements Worksheet

Distance and Correspondence Courses and Programs:

Approved for distance education courses and programs. The institution has not been approved for correspondence education.

Recommended Change: No change

Accreditation Events

Accreditation Pathway

Open Pathway

Recommended Change: No change

Upcoming Events

Monitoring

Upcoming Events

None

Recommended Change: No change

Institutional Data

| Educational Programs | | Recommended Change: No change |
|-----------------------|-----|-------------------------------|
| Undergraduate | | |
| Certificate | 32 | |
| Associate Degrees | 0 | |
| Baccalaureate Degrees | 129 | |
| Graduate | | |
| Master's Degrees | 147 | |
| Specialist Degrees | 0 | |
| Doctoral Degrees | 116 | |

Extended Operations

Branch Campuses

None

Recommended Change: No change



Institutional Status and Requirements Worksheet

Additional Locations

University of Wisconsin-Eau Claire, 105 Garfield Avenue, Eau Claire, WI, 54702-4004 - Active

Recommended Change: No change

Correspondence Education

None

Recommended Change: No change

Distance Delivery

04.0601 - Landscape Architecture, Certificate, Capstone Certificate in Geodesign
14.0101 - Engineering, General, Master, Master of Engineering - Engineering: Engine Systems
14.0101 - Engineering, General, Master, Master of Engineering - Engineering: Professional Practice
14.0101 - Engineering, General, Master, Master of Engineering, Option: Sustainable Systems Engineering
14.0101 - Engineering, General, Master, Master of Engineering-Engineering: Technical Japanese
14.0801 - Civil Engineering, General, Certificate, Master of Engineering, Civil and Environmental Engineering, Option: Environmental Engineering
14.1001 - Electrical and Electronics Engineering, Master, MS in Electrical and Computer Engineering (power engineering emphasis)
14.1099 - Electrical, Electronics and Communications Engineering, Other, Certificate, Capstone Certificate in Power Conversion and Controls
14.1901 - Mechanical Engineering, Master, Master of Engineering - Mechanical Engineering: Polymer Science
14.1901 - Mechanical Engineering, Master, MS in Mechanical Engineering (Controls emphasis)
14.3601 - Manufacturing Engineering, Master, MS in Manufacturing Systems Engineering
22.0208 - Health Law, Certificate, Certificate in Consumer Health Advocacy
25.0101 - Library and Information Science, Master, MA in Library and Information Studies
42.2806 - Educational Psychology, Master, MS- Educational Psychology, Option: Professional Educator
45.1001 - Political Science and Government, General, Certificate, Capstone Certificate in International Politics and Practice
51.0912 - Physician Assistant, Master, Master of Physician Assistant Studies
51.1004 - Clinical/Medical Laboratory Technician, Certificate, Certificate in Laboratory Quality Management
51.2207 - Public Health Education and Promotion, Certificate, Capstone Certificate in Leadership in Population Health
51.3199 - Dietetics and Clinical Nutrition Services, Other, Certificate, Capstone Certificate in Clinical Nutrition
51.3199 - Dietetics and Clinical Nutrition Services, Other, Certificate, Capstone Certificate in Clinical Nutrition - Dietetic Internship
51.3801 - Registered Nursing/Registered Nurse, Bachelor, Collaborative BS-Nursing Program



Institutional Status and Requirements Worksheet

(BSN@Home)

51.3899 - Registered Nursing, Nursing Administration, Nursing Research and Clinical Nursing, Other, Certificate, Capstone Certificate in Psychiatric Nursing

Contractual Arrangements

None

Recommended Change: No change

Consortial Arrangements

51.0202 - Audiology/Audiologist - Doctor - Doctor - 51.0202 Audiology/Audiologist (Doctor of Audiology) - Doctor of Audiology Consortial Program with UW-Stevens Point

51.3801 - Registered Nursing/Registered Nurse - Bachelor - Bachelor - 51.3801 Registered Nursing/Registered Nurse (Bachelor - 51.3801 Nursing/Registered Nurse (RN, ASN, BSN, MSN)) - Collaborative BS-Nursing Program (BSN@Home)

Recommended Change: No change
