



The Higher Learning Commission

A Commission of the
North Central Association
of Colleges and Schools



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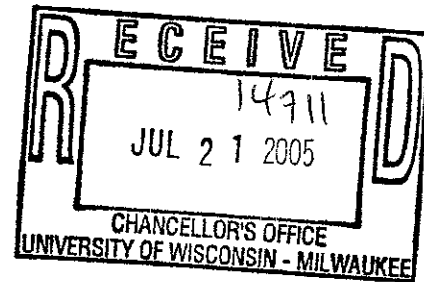
Serving the common good by assuring and advancing the quality of higher learning

July 19, 2005

TO: Chancellor Carlos E. Santiago,
University of Wisconsin-Milwaukee

FROM: John A Taylor, Associate Director

SUBJECT: Final Team Report



Enclosed is the institution's copy of the final Team Report of a visit to University of Wisconsin-Milwaukee. The Commission encourages you to make additional copies of the Team Report to circulate to your constituencies. In addition, I have attached draft copies of the Statement of Affiliation Status (SAS) and the Organizational Profile (OP). These two documents, the SAS and the OP, will be posted on the Commission website after the Board of Trustees validates the accreditation decision of the Institutional Actions Council or the Review Committee. They are enclosed now for your information and for your review. You will receive an official action letter, an SAS and an OP following validation of the action by the Board of Trustees.

You are asked to acknowledge receipt of the Team Report and the SAS and OP worksheets; and to file on behalf of your institution, a formal written response to the evaluation team's report and recommendation. Your response becomes a part of the official record of the evaluation visit. Your response also serves as an integral part of the evaluation process, and it will be included in the materials sent to the next team that visits your institution. Please send your institutional response to me, send copies to members of the visiting team, and set aside some additional copies for the Commission's review process. (See *Handbook of Accreditation, Third Edition*, Chapter 2.2-2)

In your response, you are also asked to let me know which review option you prefer: the Readers Panel or the Review Committee. A description of these processes appears in the *Handbook*, Chapter 2.2-2 and 2.2-3. Please review these options and advise me as soon as possible, whether you agree essentially with the team's report and recommendation and therefore choose the Readers Panel, or whether you wish to have the team's report and your materials examined by a Review Committee. The next Review Committee meeting is September 26, 2005, in Chicago.

Enclosed please find three evaluation forms. In an effort to strengthen its professional development program for Peer Reviewers, the Commission is initiating this structured method outside of the institution's formal written response to seek from the institution an evaluation of the team. We recommend that you distribute these to knowledgeable people representative of several constituencies at your institution. You can make additional copies if you wish. Your participation is voluntary but greatly appreciated.

If you have any questions concerning the evaluation team's report, the SAS, the OP or the review options, please let me know.

Enclosures

cc: Dr. Phillip E. Jones, Team Chairperson

ASSURANCE SECTION

REPORT OF A COMPREHENSIVE EVALUATION VISIT

TO

University of Wisconsin - Milwaukee
Milwaukee, Wisconsin

April 25-27,2005

FOR

The Higher Learning Commission
A Commission of the North Central Association of Colleges and Schools

EVALUATION TEAM

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Paul L. Gaston, Provost, Kent State University, Kent, OH 44242

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Thomas L McPhail, Professor of Communication, University of Missouri, St Louis, St. Louis, MO 63121

Njeri Nuru-Holm, Vice President for Student Affairs and Minority Affairs, Cleveland State University, Cleveland, OH 44115

John C. Ory, Director, Center for Teaching Excellence, Professor, Department of Human Resource Education, University of Illinois at Urbana-Champaign, IL 61820

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I. CONTEXT AND NATURE OF VISIT

A. Purpose of Visit

The purpose of the visit to the University of Wisconsin Milwaukee (UWM) was the comprehensive decennial evaluation for the Higher Learning Commission of the North Central Association pursuant to the recommendations of the last comprehensive evaluation in 1994-95 which was followed by a focus visit in 1998. There was no special focus for this comprehensive evaluation.

B. Organizational Context

UWM is one of 26 campuses in the University of Wisconsin System (UW System) and is one of two doctoral granting universities in the system. The Carnegie Commission designation for UWM is as a Doctoral Research Extensive University. The 93-acre campus is located in a residential area on the east side of the city near Lake Michigan.

A 17-member Board of Regents sets policy for all UW institutions and each university has an advisory Board of Visitors. The UWM Board consists of 20 members who focus on legislative and community relations. The shared governance system for the UW System is codified in state law. Chapter 36 of the Wisconsin Statutes specifies that faculty, students, and academic staff have significant responsibilities in policy making, activities, and personnel matters that affect each of these groups within the University community.

As one of two research universities in the UW System and as an urban university in Milwaukee with a 50 year standing, UWM's activities are guided by the themes of access to quality higher education for its urban residents, excellence in research, and community service and engagement in the city and to the state.

C. Unique Aspects of Visit

There were no variations in this comprehensive visit.

D. Sites or Branch Campuses Visited

None

E. Distance Education Reviewed

None

F. Interactions with Constituencies

1. Chancellor, University of Wisconsin Milwaukee
2. President, University of Wisconsin System (by phone interview)
3. Provost
4. Site Visit Coordinator
5. Special project Assistant
6. Self-Study Steering Committee Chairs and Co-Chairs
7. Dean, College of Letters and Science
8. Associate Deans, College of Letters and Science (4)
9. Assessment Coordinator
10. Dean, School of Architecture and Urban Planning (SARUP)
11. Incoming Chair, Architecture
12. Associate Dean, Urban Planning
13. Undergraduate Advisor, SARUP
14. Student Services Coordinator, Architecture and Urban Planning
15. Interim Associate Dean, SARUP
16. Dean, Peck School of Arts
17. Interim Associate Deans, School of the Arts (20)
18. Assistant Deans, School of Arts (3)
19. Administrator, Office of Student Affairs, School of the Arts
20. Director, Office of Development and marketing, School of the Arts
21. Department Chairs, School of the Arts (5)
22. Faculty, School of the Arts (5)
23. Dean, School of Education
24. Department Chairs, School of Education (4)
25. Dean, College of Nursing
26. Associate Deans, College of Nursing (2)
27. Assistant Dean, College of Nursing
28. Director, Continuing Education and Outreach and the Institute for Urban Health Partnership
29. Faculty, College of Nursing (5)
30. Dean, Helen Bader School of Social Work
31. Associate Administrative Program Specialist, School of Social Welfare
32. Department Chairs, School of Social Welfare (20)
33. Interim Dean, School of Information Studies

34. Acting Associate Dean, School of Information Studies
35. Assistant Deans, School of Information Studies (2)
36. Faculty, School of Information Studies (2)
37. Associate Vice Chancellor, Academic Affairs (2)
38. Senior Policy/Planning Analyst, Academic Affairs
39. Director, Roberto Hernandez Center
40. Director, Center for International Education
41. Director, Equity and Diversity Services
42. Dean, College of Health Sciences
43. Associate Deans, College of Health Sciences (2)
44. Department Chairs, College of Health Sciences (3)
45. Assistant Dean, College of Health Sciences
46. Director, Information Technology and Analysis
47. Interim Director, Information and Media Technology
48. Administrator, My UWM Portal Administrator
49. UWM Webmaster
50. Deputy CIO's, Information and Media Technology (3)
51. Director, Student Technology Services
52. Student Technology Service manager
53. Program Director, Information and Media Technology (5)
54. University of Wisconsin System Regents (8)
55. University of Wisconsin Milwaukee Board of Visitors (3)
56. Member, Emeritus Alumni Board
57. Secretary of the University
58. Administrative Program Manager, Secretary of the University
59. Chairs, UWM Standing Committees
60. Interim Vice Chancellor, Student Affairs
61. Director, Career Development Center
62. Director, Children's Center
63. Executive Director, IRIO and Pre-College Programs
64. Director, Recruitment and Outreach
65. Director and Dean of Students, Student Life
66. Director, Financial Aid
67. Director, Student Union
68. Director, University Housing
69. Interim Director, Norris Health Center
70. Director, Klolsche Center
71. Executive Director, Enrollment Services
72. Director, UWM Libraries

73. Assistant Directors, UWM Libraries (3)
74. University Committee (6)
75. Academic Staff Committee
76. Director of Assessment and Institutional Research
77. Senate Library Committee (15)
78. Students Open meeting (2)
79. Community Partners meeting (8)
80. Student Association (8)
81. Vice Chancellor, Administrative Affairs
82. Associate Vice Chancellor, Administrative Affairs (2)
83. Director, Business and Financial Services
84. Director, Legal Services
85. Director, Internal Audit
86. Director, Environmental Health Safety/Risk Management
87. Administrative Program Manager, Office of Resource Analyses
88. Dean, College of Engineering and Applied Science
89. Associate Deans, College of Engineering and Applied Sciences
90. Director, Student Services, College of Engineering and Applied Sciences (3)
91. Director, Athletics
92. Associate Directors, Athletics (2)
93. Assistant Directors, Athletics (2)
94. Faculty Representative to NCAA, Athletics
95. Student Services Coordinator, Athletics
96. Coordinator, African American Student Academic Services, Letters & Sciences
97. Director, Academic Opportunity Center
98. Director, Tutoring and Academic Resource Center
99. Coordinator, Southeast Asian Student Academic Services
100. Coordinator, American Indian Student Services
101. Information Technology Policy Committee
102. Library Committee
103. Executive Committee, Faculty Senate
104. Assistant Dean, School of Continuing Education
105. Unit Leaders, School of Continuing Education (3)
106. Administrative Program Manager, Special Projects, School of Continuing Education
107. Dean, School of Business Administration (SBA)
108. Chair, Executive Committee, SBA
109. Associate Deans, School of Business Administration
110. Academic Program Director, Center for Technology Innovation

111. Director, Student Advising, SBA
112. PhD Program Coordinator, SBA
113. Assistant Dean, SBA
114. Associate Vice Chancellor, University Relations and Communications
115. Director, Public Information, University Relations and Communications
116. Vice Chancellor, Office of Development/Hefter Conference Center
117. Scholarship Coordinator
118. Controller, UWM Foundation
119. Interim Dean, Graduate School and Associate Provost for Research
120. Interim Associate Dean for Research
121. Research (grant holding) Faculty (3)
122. Director, Research Services and Administration
123. Manager, Technology Transfer
124. Director, Information Technology and Analysis
125. Director, Advanced Analysis Facility
126. Director, Water Institute
127. Director, Laboratory for Surface Studies
128. Assistant Director, Center for 21st Century Studies
129. Director, NIH/NIEHS Marine and Freshwater Biomedical Sciences Center
130. Director, Center for Urban Initiatives and Research

G. Principal Documents, Materials, and Web Pages Reviewed

1. Self-Study Report Citations Documents
2. The Milwaukee Idea Initiative
3. WWM Catalogs/Viewbook (Display Box #5)
4. NCA Accreditation Survey, Administrative programs, Vol. I, II
5. NCA Accreditation Survey, Chairs, Vol. I, II
6. School of Architecture and Urban Planning
7. Peck School of Arts, Vol. I, II
8. School of Business, Administration, Vol. I, II, III
9. School of Continuing Education, Vol. I, II
10. School of Education
11. College of Engineering and Applied Science
12. Graduate School, Vol. I, II
13. College of Health Sciences
14. College of Letters and Science
15. College of Nursing

16. Helen Bader School of Social Welfare
17. Division of Student Affairs, Vol. II, III
18. Chancellor's Strategic Research Development Program
19. General Education Requirements (GER) Assessment
20. Testimony for the Accreditation Team statement presented on April 26, 2005
21. Task Force on Race and Ethnicity Conclusions and Recommendations (DRAFT)
22. UWM 2004-05 Graduate Student and Faculty Handbook
23. UWM 2004-05 Graduate Student Bulletin
24. UWM Annual Financial Reports 2003 and 2004
25. Chapter 36 University of Wisconsin System
26. UWM Undergraduate Catalog 2004-05
27. UWM Policies and Procedures December
28. UWM.edu/dept/acad-aff/selfstudy/overview.cfm

II. COMMITMENT TO PEER REVIEW

A. Comprehensiveness of the Self-Study Process

The UWM self-study is comprehensive in detail and organized to coincide with the substantive content of the new accreditation criteria. Responses to the previously cited concerns in the 1995 accreditation report are integrated into the descriptive analysis pertaining to each criteria. Discussion of the core components of each criteria appears to be integrated into the descriptive narrative. Each criteria progresses from descriptive to analytical comments with each section closing with a discussion and recommendations for future consideration. Evidence for policy, program, and administrative assertions are evident in the self-study. The Team indicated that the self-study seemed to be a candid expression of UWM's current situation.

B. Integrity of the Self-Study Report

The integrity of the process was reflected through the organization of the Steering Committee and the teams of sub-committees to address each criteria. The Steering Committee was composed of the chairs and co-chairs for each criteria team. The teams were composed of administrators, faculty, academic staff and students.

Each NCA Self-Study Team followed a similar outline for describing, analyzing, and assessing the University characteristics pertaining to each criteria. The team's reports appear to have been edited to be consistently candid and evaluative with

supporting evidence

C. Adequacy of Progress in Addressing Previously Identified Challenges

The Accreditation Team believes that previously identified challenges have been adequately addressed with the exception of minority enrollments and diversity that continue to be addressed. Therefore, the Team considers the response of the UWM to previously identified challenges to be adequate.

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

Requirements were fulfilled.

III. COMPLIANCE WITH FEDERAL REQUIREMENTS

The Team reviewed the required Title IV compliance areas and the student complaint information.

IV. FULFILLMENT OF THE CRITERIA

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

1. Evidence that Core Components are met

The institutional mission in University publications is consistently clear and articulates the dual goals of research and access that are delineated in the Self Study report

a. Based on information from the responses of deans and chairs in the Accreditation Web Survey, interviews with UW System Regents and Board of Visitors, and students there appears to be a clear understanding and consensus of interpretation of the institutional mission.

b. There is a clear sense of commitment and integrity in the enunciations spoken by faculty and students about the principles of the mission with recognition of the challenges posed by the dual nature of the mission with respect to the need for resources to enhance research standing while increasing access, retention, and graduation of underserved students.

c. Comments from Faculty Senate members and from graduate and undergraduate students clearly indicate a commitment to learning as a significant aspect of the mission of the University.

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

None

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

None

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

None

Recommendation of the Team

Criterion is met; no commission follow-up recommended

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

1. Evidence that Core Components are met

- a. The University's planning processes for the future seem to reflect a candid assessment of current and projected funding challenges, a commitment to a well-articulated vision of development as an urban research university offering broad access to underrepresented students, and a thorough analysis of environments: the economy of Milwaukee and that of Wisconsin, the immediate neighborhood of the University and University of Wisconsin System.

- b. According to a University official, “academic priorities drive the facilities plan,” A six-year master plan, updated every two years for the UW System, provides the basis for facilities planning.
- c. Resources allocations are clearly articulated in unusually transparent annual reports and appear closely aligned with the stated mission of the University. “Constant communication” between budget managers at UWM and the UW System contributes to effective management of “remarkably efficient and very lean” operations, according to a University budget official.
- d. The Team noted a pervasive tension between the two primary elements of the University’s missions of research and access. It found that on the whole this tension seems to stimulate creativity. A broad commitment to undergraduate research, for instance, effectively joins “the two missions” Also working to synchronize these commitments is the widely expressed conviction that “teaching and learning can be significantly better at a research university” (Letters and Science).
- e. A conversation with the president of the University System affirmed that the vision of the campus enjoys system level support and is regarded as realistic and distinctive. The President believes that research can happen through UWM’s realistic strategy of partnerships and will fit with the priority of the UW System on the development of high-paying jobs in the state.

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

- a. The work of the newly formed Enrollment Management Committee has been compiled into a collective report with action and implementation strategies. The report appears comprehensive, yet successful implementation will require sustained commitment and effort.
- b. There appears to be considerable confusion about the manner in which indirect costs get re-distributed across the University. The Team noted that different deans distribute the percentages differently. There is consensus that the distribution method should be known and widely circulated among the deans.

- c. There appears to be a perception that facilities changes seem to take considerable time to get accomplished. There is confusion among researchers as to which administrator has final authority on facility requests
- d. The support for research may be a barrier. Researchers expressed the belief that Research Administration and the Contract Office are understaffed and not prepared to handle the complexity of the contracts that may come before them.
- e. Some researchers expressed the opinion that grants take far too long to be processed, and the institution becomes "reactive" when confronted with a new type of grant.
- f. According to some researchers, it appears that the institution has no stable manner to deal with "bridge" funding, i.e., no money between grants

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

- a. Interviews with administrators, demonstrations by students, testimony from faculty and staff, and institutional data regarding retention and graduation of underrepresented students (13% graduate rate for black students) provides inadequate evidence of reasonably expected progress in race and ethnic diversity since the last comprehensive review in 1995.
- b. The Team learned that there has not been a targeted recruitment program in the city schools of Milwaukee. Careful attention to the demographic profile of the city schools (more than 40% of Milwaukee Public Schools are Black students) and the University's role in a multicultural society seems to necessitate increased emphasis in these areas.

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

None

Recommendation of the Team

Criteria is met; commission follow-up recommended
Progress Report on Enrollment Planning for Race and Ethnic Student
Recruitment, Retention and Graduation 5/01/2008

CRITERION THREE: STUDENT LEARNING AND EFFECTIVE TEACHING. The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.

1. Evidence that Core Components are met

- a. Assessment is increasingly valued as an important element within the University culture. The University's recent appointment of an assessment director offers explicit evidence of this commitment.
- b. The University has a clear commitment to the support of instruction and to the professional development of its faculty. As the Self-Study indicates, two distinct offices, the Learning Technology Center and the Center for Instructional and Professional Development, carry out this commitment.
- c. Technology on the campus seems to reflect a policy of thoughtful investment to support teaching effectiveness and student learning. There appears to be no indication of a pressing need for unprovided technology.
- d. Both undergraduate and graduate students seem to be provided environments and opportunities to learn by assisting faculty on numerous research projects, many of which are connected with the large number of research centers on campus, such as the Centers for Urban Initiatives and Research, Great Lakes Water Institute, and the laboratory for Surface Studies.
- e. The work of the Graduate college and campus IT seem to provide learning resource support through the implementation of the PeopleSoft management system software to make it responsive to graduate student and college needs. For example, the software can be easily used for the retrieval and analysis of graduate student data as well as provide an all-electronic application process.
- f. Teaching effectiveness is one of the factors considered during tenure and promotion review. The University has identified several direct and indirect measures to assess and promote student learning.

- g Effective teaching appears to be valued by the University. Each year over 500 teaching assistants are prepared for their teaching assignments by participating in a two-day training orientation conducted by the Center for Instructional and Professional Development.

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

- a. It was widely acknowledged that many assessment efforts are in the beginning stages and that the very deliberate approach chosen, to work through ten-year program review, will require considerable time to effect campus-wide change. It will also take some time for the evolving “data warehouse” to reach its potential for supporting assessment.
- b. While the decentralized approach is evolving and seems to demonstrate a clear advantage for unit ownership, opportunities to extrapolate institutional findings from such disaggregated information may be limited.
- c. Several program administrators consistently cited the budget strains stemming from enrollment growth and budget cuts having negative impact on pedagogical quality.
- d. Undergraduate enrollment growth may impede progress on the institution increasing the graduate enrollments necessary to achieve the desired graduate/undergraduate student mix.
- e. Managing enrollment caps of some programs by raising admissions grade point levels has challenged efforts to increase underrepresented populations in these programs.
- f. The present process of tuition disbursement developed to enhance enrollment growth in past years does not appear to be uniformly effective across programs at present. There are indications that maintenance of quality instruction and retention efforts are somewhat stifled in programs requiring lower faculty/student ratios for effective instruction.

3. **Evidence that one or more specified Core Components require Commission follow-up.**
- a. The extensive use of academic staff instructors in some instances may result in limited exposure to tenure track faculty by students in some degree programs.
 - b. Interviews with academic and classified staff raised concerns regarding the need to improve campus and classroom climate. Concerns expressed by staff indicated that classroom climate may be negatively impacting retention of students of underrepresented groups.
 - c. Concerns exist among some academic staff that workload assignments are not being administered equitably across campus units. In some instances it is viewed that unreasonable expansion of job duties may be causing the collapse of positions to meet budget cut demands.
 - d. Concerns were expressed that academic staff are frequently given limited advance notice of teaching assignments which precludes reasonable preparation for their assignments.
 - e. A number of both classified and academic staff expressed frustration at administrative climate and practices that reflects a lack of value and recognition for the importance of their contributions to the delivery of students experience at UWM.
 - f. Some academic programs, while attempting to engage in assessment, require more support and guidance in developing their programs. While the program review requirements help insure assessment continues, the question remains, "how will the institution provide the support necessary to help departments continue to establish their assessment programs?"
4. **Evidence that one or more specified Core Components are not met and require Commission follow-up. (Sanction or adverse action may be warranted.)**

None

Recommendation of the Team

Criterion is met; Commission follow-up is recommended.

Progress Report on Assessment of Learning and Teaching Effectiveness
5/01/2008

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

1. Evidence that Core Components are met

- a. To promote scientific inquiry several significant campus efforts to support campus research have occurred since the last accreditation visit. Included in these efforts are:
 1. a federal relations initiative including a UWM lobbyist in Washington,
 2. an office for technology transfer,
 3. training of new faculty regarding where to go for research assistance,
 4. the integration of research goals in strategic planning,
 5. a grant matching fund for equipment,
 6. and Arts & Humanities Travel fund, and
 7. junior faculty grants (up to \$15k).
- b. The campus has a rich tradition of conducting applied research that promotes social responsibility in the Greater Milwaukee area. Research efforts in the professional schools of Architecture, Nursing, and Health Professions are worthy of recognition in this regard.
- c. The new Chancellor invested \$1M to solicit research proposals from campus resulting in eight proposals. The selected proposal was later used to garner an additional \$14M in external funding.
- d. The encouragement of faculty across disciplines to work in research clusters on research projects is being well received by the campus. Early results seem to indicate some success in obtaining external support. For example, faculty in Engineering, Nursing, and the Health Sciences are working together on a grant

from General Electric acquiring \$8M in equipment and the funding of 3-5 graduate assistantships.

- e. A new position of Vice Chancellor for Research has been recently created to give added visibility and support for campus research efforts. It is hoped the new Vice Chancellor's experience in the private sector will assist UWM in the acquisition of additional private support.
- f. The Center for Instructional and Professional Development offers faculty and instructors a continuum of teaching improvement opportunities, from skills development to the completion of Scholarship of Teaching and Learning (SoTL) research projects
- g. The College of Engineering has been successful in steadily increasing extramural funding of research in the past five years in a period of budget declines and concomitant enrollment increases. This is strong evidence of the caliber of the faculty and their commitment to building a strong research enterprise in CEAS.

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

- a. While there was broad recognition of the growing importance of research and creative work as a fundamental mission of the University, there appear to be deficiencies in the research infrastructure. The Team noted an inconsistency across schools and colleges in the assistance provided to faculty in grant and budget preparation. Inadequate and non-competitive funding of graduate stipends could become a major obstacle for the advancement of the research agenda.

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

None

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

None

Recommendation of the Team

Criterion is met, no commission follow-up recommended.

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

1. Evidence that Core Components are met

- a. UWM has endeavored with particular success to identify its stakeholders—its neighbors in the community, the small businesses of Milwaukee, the educationally underrepresented in the metropolitan area—and to address their needs, from the appointment of an official entrusted with neighborhood relations, to the creation of a Small Business Development Center, to the development of extensive support services for at-risk students and the creation of the position of Vice Chancellor for Partnerships and Innovation.
- b. Members of both the University system's Board of Regents and of the campus's Board of Visitors testified to the University's deep and effective engagement with its multiple constituencies. Community leaders wholeheartedly endorsed the engagement of the University with the community. The "Milwaukee Idea" seems to remain a compelling umbrella for a variety of initiatives directed to community and student needs--most recent seems to be the Small Business Development Center directed to the small business backbone of Milwaukee.

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

- a. While the School of Continuing Education serves a large number of important constituents, various faculty and administrators from schools and colleges expressed concern that the School develops curricula and hires faculty independent of campus counterparts. Concerns about duplication of effort, quality of instruction and lack of coordination were repeatedly expressed.

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

None

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

Recommendation of the Team

Criterion is met; no Commission follow-up is recommended

V. STATEMENT OF AFFILIATION STATUS

A. Affiliation Status

No Change

B. Nature of Organization

1. Legal status

No Change

2. Degrees awarded

No Change

C. Conditions of Affiliation

1. Stipulation on affiliation status

No Change

2. Approval of degree sites

No Change

3. Approval of distance education degree

No Change

4. Reports required

Progress Report on Enrollment Planning for Race and Ethnicity 5/01/2008

The Team recommends a progress report on:

- a) the establishment and implementation of a targeted recruitment program in the City of Milwaukee and other areas of the state for underrepresented and first generation undergraduate students.
- b) the final conclusions and recommendations from the Task Force on Race and Ethnicity that addresses the campus climate for underrepresented students, faculty and staff.
- c) the coordination of the multiple campus support service and retention programs for underrepresented and underserved students.
- d) the development of University supplemental sources of financial aid for low income and full financial need students.

Progress Report on Assessment of Learning and Teaching Effectiveness 5/01/2008

The Team recommends a progress report on:

- a) the development of evidence of the implementation of department assessment plans
- b) how assessment and results are being used for program improvement.
- c) the equitable uses of academic staff in providing quality instruction

1. Other visits scheduled

None

5. Organization change request

None

E Commission Sanction or Adverse Action

E. Summary of Commission Review

Next Comprehensive Visit 2014-2015

ADVANCEMENT SECTION

REPORT OF A COMPREHENSIVE EVALUATION VISIT

TO

University of Wisconsin – Milwaukee
Milwaukee, Wisconsin

April 25-27, 2005

FOR

The Higher Learning Commission
A Commission of the North Central Association of Colleges and Schools

EVALUATION TEAM

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Kelly L. Funk, Director of Student Learning Outcome Assessment, Michigan State University, East Lansing, MI 48824

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Phillip E. Jones, Chair, Vice President for Student Services and Dean of Students, University of Iowa, Iowa City, IA 52242

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I. OVERALL OBSERVATIONS ABOUT THE ORGANIZATION

As is the case with many metropolitan and urban universities, there appears to be a tension at UWM between the undergraduate access mission and the research/graduate mission. Arguably, both missions are deeply grounded in the needs of the state. At one level, that tension can be a source of principled debate, energy, and institutional evolution. At another level, such tension can threaten a University's morale and confuse the public. Far better than most, UWM appears to be managing this tension to its advantage. With the clear vision of the chancellor widely understood and supported both by the University community and by the president of the University of Wisconsin System, the salient question is whether over time the state will in fact fund the expectations it has of its Milwaukee campus.

Another distinctive characteristic of the University is its robust commitment to shared governance, which, in the words of one faculty member, "confers tremendous authority and responsibility on the faculty." For instance, tenure recommendations *require* the assent of a faculty member's home department, assessment plans are largely unit-based and unit specific, faculty evaluation forms are unit-specific, department chairs are elected annually and remain answerable to the faculty, and the chancellor presides at meetings of the Faculty Senate. There appears to be a clear sense of pride in this tradition, but the defect of this virtue, if there be one, may lie in a lack of agility and the capacity to mount timely responses to emerging challenges.

A member of the (system) Board of Regents acknowledged that UWM has received "short shrift" over time in terms of budget support. The essential question is whether the State of Wisconsin, given its economic base and structural deficit, can *afford* two doctoral universities. Yet the board member acknowledged, "We must back up what we are expecting from the UWM."

II. CONSULTATIONS OF THE TEAM

A. Learning Assessment

The team learned that since its implementation in 1984, the General Education program has seen a broad proliferation of courses. Courses once added to achieve breadth may now represent critical budget stakes. With the exception of math, composition, and foreign languages, courses for the most part show little evidence of reform.

However, now under way through the program review system is a requirement that all

General Education courses be justified as to how they address institutional learning expectations. Moreover, campus-wide guidelines for syllabi now require explicit statements of learning objectives.

The present process of tuition disbursement developed to enhance enrollment growth in past years does not appear to be uniformly effective across programs at present. There are indications that maintenance of quality instruction and retention of efforts may be somewhat stifled in programs requiring lower faculty/student ratios for effective instruction. This may be a factor to consider in enrollment management planning.

To the University's credit, areas of strength in professional programs seem to be clear, but even in Letters and Science, there is a broad commitment to the clarification of learning objectives, to the application of appropriate means of assessment, and to the use of the information to create program improvements.

The assessment program is very new and departments are at various places in building and implementing programs. The institution plans to use a form of program review to insure that assessment remains a viable activity on campus. However, the language of the program review requires a description of how course content and activities help students meet course objectives but this does not seem to be a measurement of whether or not students achieve those learning objectives.

Some academic programs, while attempting to engage in assessment, require more support and guidance in developing their programs. While the program review requirements help insure assessment continues, the question remains "how will the institution provide the support necessary to help departments continue to establish their assessment programs?"

Both the College of Nursing and the College of Health Science have rigorous, robust, and mature assessment processes in place. These processes engage a wide range of constituencies and use multiple methods of direct and indirect measures. Considerable knowledge and experience in program outcome assessment resides among the faculty and staff of these colleges. These units are a valuable assessment resource of the University that could benefit other units that are still developing their capacity and processes of assessment.

There has not been a history at the University of campus-wide coordination and leadership of program assessment and evidence exists of considerable variation in the level, extent and maturity of assessment practices in campus units. The recent

appointment of a campus Director of Assessment is a very positive step toward unifying assessment activity and is enthusiastically supported by the faculty and staff.

B. Enrollment Management

There is a decentralized approach to Enrollment Management. While this responsibility is under the auspices of the Vice Chancellor for Student Affairs, it is not an identifiable entity.

Retention and graduation of students of color is a persistent problem, with inadequate progress having been made. The low graduation rate is also evident for student athletes of color.

Student enrollment has been increased; however, this has been accomplished non-selectively. The graduation rate of under-prepared African American students was 13%. Poor retention and graduation rates of some African American male student athletes has resulted from recruitment of some at-risk student athletes.

The University would be well served to align recruitment and outreach, financial aid and enrollment services as "Enrollment Management" and to clearly identify senior administrative accountability for integrated leadership, accountability and outcomes. This might insure an integrated approach to recruitment, retention, achievement and graduation of ALL students. Additionally, it would facilitate ongoing assessment and utilization of data to establish annual benchmarks and long term goals, with priority on progressively reducing the persistent gaps for students of color.

UWM Enrollment Management Strategic Plan: Report of the Enrollment Management Steering Committee with Subcommittee Reports and Milwaukee Commitment (April 2005) is evidence of beginning serious attention and action planning regarding the critical issues of retention and graduation. However, planning may be incomplete; timely, effective and sustained action needs to be taken. Resources need to be directed at programs that produce measurable student learning outcomes. A review of the effectiveness of current programs and the allocation/reallocation/restructuring of fiscal and human resources should be included in this process.

University efforts to enhance retention and graduation of students of color would be well served by: 1) analyzing and addressing policies and processes regarding admission and support services for under-prepared students; 2) identification of clear geographic target areas for aggressive and strategic recruitment of qualified students of color for pre-college programs and University admission, including Milwaukee; 3) identification of effective programs as models in producing sustained student learning outcomes and

achievement; 4) enhancing FYE programs with best practices; 5) monitoring and analyzing participation rates of students of color across retention and engagement programs and services, 6) establishing and enhancing articulation agreements with community colleges for some developmental coursework and 2 + 2 programs, and 7) data mining across the recruitment, enrollment, achievement, retention, and graduation continuum. It is suggested that these recommendations are considered in conjunction with the April 2005 Report of the Enrollment Management Steering Committee.

*Team Recommendations for the
STATEMENT OF AFFILIATION STATUS*

INSTITUTION and STATE: University of Wisconsin-Milwaukee, WI

TYPE OF REVIEW (from ESS): Continued Accreditation

DESCRIPTION OF REVIEW: Comprehensive Evaluation Visit for Continued Accreditation

DATES OF REVIEW: 4/25/05 - 4/27/05

Nature of Organization

LEGAL STATUS: Public

TEAM RECOMMENDATION: No change

DEGREES AWARDED: B, M, S, D

TEAM RECOMMENDATION: NO Change

Conditions of Affiliation

STIPULATIONS ON AFFILIATION STATUS: International delivery of the Executive MBA is limited to Motorola (China) Electronics, Ltd. Out-of-state offerings are limited to courses.

TEAM RECOMMENDATION: No Change

APPROVAL OF NEW DEGREE SITES: Prior Commission approval required.

TEAM RECOMMENDATION: No Change

APPROVAL OF DISTANCE EDUCATION DEGREES: Prior Commission approval required for distance education programs other than those programs offered at the Master's and Doctoral degree level and those offered through the University of Wisconsin System Collaborative Nursing Program.

TEAM RECOMMENDATION: No Change

REPORTS REQUIRED: None

TEAM RECOMMENDATION: 5/01/2008; Progress Report on Enrollment Planning for Race and Ethnicity, and on Assessment of Learning and Teaching Effectiveness.

OTHER VISITS REQUIRED: None

TEAM RECOMMENDATION: No Change

Team Recommendations for the
STATEMENT OF AFFILIATION STATUS

Summary of Commission Review

YEAR OF LAST COMPREHENSIVE EVALUATION: 1994 - 1995

YEAR OF NEXT COMPREHENSIVE EVALUATION: 2004 - 2005

TEAM RECOMMENDATION: 2014-2015

ORGANIZATIONAL PROFILE - No Change

INSTITUTION and STATE: University of Wisconsin-Milwaukee, WI

TYPE OF REVIEW:

Educational Programs

	Program Distribution	Recommended Change (+ or -)
Programs leading to Undergraduate		
Associate	0	
Bachelors	83	
Programs leading to Graduate		
Masters	48	
Specialist	1	
First Professional	0	
Doctoral	19	

Off-Campus Activities

In-State:	Present Activity:	Recommended Change: (+ or -)
Campuses:	None	
Sites:	Janesville (UW-Rock County) ; Manitowoc (UW-Manitowoc) ; Sheboygan (UW-Sheboygan) ; Waukesha (UW-Waukesha) ; West Bend (UW-Washington County) ; Rhinelander (Nicolet Technical College) ; Baraboo (UW-Baraboo/Sauk County) ; Fond du Lac (UW-Fond du Lac) ; Madison (Madison Area Technical College) ; Marinette (UW-Marinette County) ; Milwaukee (Milwaukee Area Technical College) ; Rice Lake (UW-Barron County) ; Richland Center (UW-Richland) ; Waukesha (UW-Waukesha)	
Course Locations:	None	
Out-of-State:	Present Wording:	Recommended Change: (+ or -)
Campuses:	None	
Sites:	None	
Course Locations:	None	
Out-of-USA:	Present Wording:	Recommended Change:

(+ or -)

Campuses: None
Sites: Beijing, China (Motorola
Electronics, Ltd.)
Course Locations: None

Distance Education Certificate and Degree Offerings:

Present Offerings:

Certificate Program for Child Care Directors offered via Internet; Graduate Certif in Professional Writing & Communic offered via Internet; Graduate Certificate in State and Local Taxation offered via Internet; Masters in Library and Information Science offered via Internet; Ph.D. in Nursing offered via Internet; UWS Collaborative BS Nursing Program offered via Internet

Recommended Change:

(+ or -)