

# Wisconsin Lutheran College

## Self-Study Report January, 2005

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Submitted to  
The Higher Learning Commission of the  
North Central Association of Colleges and Schools  
In preparation for a comprehensive visit to be conducted  
March 14-16, 2005

# Wisconsin Lutheran College

## 2004 SELF STUDY REPORT

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NOTE: Binders are maintained for each academic major and minor. These binders will be available in the Resource Room and contain:

- Department goals
- Budgets
- Comprehensive program reviews
- Annual assessment reports
- Criteria for evaluating faculty scholarship in the discipline

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## Introduction and Background

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### A Brief History of Wisconsin Lutheran College

Wisconsin Lutheran College is affiliated and in doctrinal agreement with the Wisconsin Evangelical Lutheran Synod (WELS), a conservative Lutheran church body with congregations, elementary schools, and Lutheran high schools located throughout the United States. The majority of WELS members, however, live in the upper Midwest, more than half of them in the state of Wisconsin. The WELS in its present form came into being through an alignment of smaller Lutheran synods in Wisconsin, Minnesota, Michigan, and Nebraska during World War I. From its beginning, the WELS has had a strong tradition of maintaining its own colleges to provide pastors to serve its congregations and teachers for its elementary parish schools: Wisconsin Lutheran Seminary in Mequon, Wisconsin, founded in 1863; Northwestern College in Watertown, Wisconsin, in 1865; and Dr. Martin Luther College in New Ulm, Minnesota, in 1884. Northwestern College and Dr. Martin Luther College were amalgamated into a single new college, Martin Luther College, on the New Ulm campus, in 1995.

All the previously mentioned colleges and seminaries, as well as a preparatory high school in Watertown, were founded by their respective synods and maintained by the combined synod throughout their histories. Synodical administrators determine policies, call teachers, and institute curriculum at all of these “synodical schools.” By contrast, Wisconsin Lutheran College was founded more recently through an initiative of concerned Wisconsin Synod clergy and lay members in the Milwaukee area. While affiliated with the parent church body, the College has never been owned and operated by the Synod and is not properly regarded as a “synodical school.” The purpose of Wisconsin Lutheran has not been to prepare pastors and teachers for WELS parishes but to provide a liberal arts education for lay members of the Synod. Wisconsin Lutheran raises its own operating funds, calls its own faculty members, and directs its own policies through its Board of Regents.

In fact, the impetus to begin a Lutheran liberal arts college in Milwaukee arose partly in opposition to the synod’s 1969 convention resolution to close a two-year synodical college, Milwaukee Lutheran Teacher College, which served as a junior college to feed Dr. Martin Luther College in New Ulm. (For a time, MLTC was called Wisconsin Lutheran College, a source of confusion for college historians). In addition, the impetus to found the College came as a reaction to perceived theological liberalism arising in The Lutheran Church—Missouri Synod during the 1960s, particularly as it was believed to exist at Valparaiso University in Valparaiso, Indiana. Similar to Wisconsin Lutheran, Valparaiso regards itself as a Lutheran university of Missouri Synod heritage but has no legal affiliation with any church body. Valparaiso is not a part of the Concordia University System, just as WLC is not a WELS college.

Wisconsin Lutheran opened its doors in 1973 as a junior college to sixteen freshman and one sophomore student, utilizing classroom facilities at Wisconsin Lutheran High School



and borrowing teachers primarily from that high school. Most significantly, the College began with no money. Pastor Robert Krause, Wisconsin Lutheran High School principal, served as provisional president of the fledgling college until 1975, when Dr. Gary J. Greenfield accepted the call from the Board of Regents to be the first full-time president of WLC. After housing its administrative offices, student life center, and dormitory rooms in a single family home across the street from the high school for three years, the College purchased in 1977 an 8.5 acre campus located less than a half mile away, on West Blue Mound Road. Constructed in 1929 as the House of Good Shepherd, this campus provided residence halls, classrooms, and office space to accommodate 29 students and a full-time faculty of five. In 1982, the College purchased the 60,000 volume library of Milton College, a small liberal arts college midway between Milwaukee and Madison which had recently closed. In 1985, the College acquired and installed science laboratory furnishings from the University of Wisconsin Center System school in Medford.

In 1984, Wisconsin Lutheran's Board of Regents approved a plan to expand the curriculum to offer baccalaureate degrees in eleven majors, and the College embarked on its first capital campaign with a goal of three million dollars. With North Central Association approval, the first juniors were admitted in 1985, and the first four-year baccalaureate degrees were awarded to a class of twelve graduates in 1987. The Board also approved a master plan for campus expansion. A program of continuous acquisition of additional properties adjacent to the original Good Shepherd campus, as well as the purchase of a parcel for athletic fields approximately ½ mile from campus from Milwaukee County in 2003, has increased total College holdings to its present size of approximately 52 acres.

Upon successful completion of the three million dollar "Agenda for Leadership" campaign, the College launched its next three year "Leadership Challenge" capital campaign in 1987 with a goal of nine million dollars, reaching that goal ahead of schedule. Concurrently, the College embarked on an aggressive building program, which continues into the present and which has resulted in the remodeling or new construction of more than 90 percent of its facilities and a complete reconfiguration of the campus. In 1988, the three million dollar Marvin M. Schwan Library was dedicated. Four years later, the 6.5 million dollar Recreation Complex was completed. In 1996, the 9.1 million dollar Center for Arts and Performance was opened. A newly created campus center, including dining facilities and student union, incorporated as an addition to the original building purchased from The Sisters of the Good Shepherd, was dedicated in 1998. Twin residence halls, accommodating 250-300 students and built at a cost of 14.7 million dollars, were opened to students in 2000. A centralized chiller plant was completed in 2002. In 2004, the 17.2 million dollar Science Hall was dedicated. In addition, the College purchased 31 acres of land from Milwaukee County in 2003 for the construction of a football stadium, soccer game and practice fields, softball and baseball fields, and tennis courts. The Warriors played their first home football game at what will become Raabe Stadium on September 18, 2004.

The history of Wisconsin Lutheran College for the past 20 years is inextricably woven around the extraordinary level of financial support provided by Mr. Marvin Schwan and, after his untimely death in 1994, by his foundation. The personal friendship between President Greenfield and Marvin Schwan led to his contributing more than 19 million dollars between 1984 and 1994, and during the most recent ten years, the Schwan Foundation has contributed almost 60 million dollars, beginning with an unrestricted gift of \$25 million in

the 1994-95 academic year. WLC is one of only seven named beneficiaries of the Schwan Foundation. This extraordinary relationship has resulted in securing the financial future for WLC, and has largely made it possible for the College to develop as rapidly as it has. At the same time, this unusually high level of financial support does not receive much notice in College publications because of its possible negative impact on future resource development efforts.

The growth of Wisconsin Lutheran College between 1977 and 2004 cannot, of course, be measured purely in terms of campus expansion and completed construction projects. In the 27 years from 1977 to 2004, student enrollment has grown from 27 to 716 students, and full time ranked faculty to 5 to 57. In 1977, the purchase price for the House of Good Shepherd was \$750,000. President Greenfield remarked in 2002 that the College now spent that much money in its normal operation *every nine days*.

The parallels between Wisconsin Lutheran College and Valparaiso University go well beyond their lack of designation as “synodical schools” for their respective church bodies. James Neuchterlein in a 1988 article in *The American Scholar*, entitled, “Athens and Jerusalem in Indiana,” detailed the history and development of Valparaiso from his own experiences as an undergraduate in the 1950s and since his return as a professor in the 1980s. His article stands in many ways as both instructive and cautionary for WLC. Indeed, by changing a few names, dates, and events, Neuchterlein’s article could be describing the course of Wisconsin Lutheran.

What Neuchterlein said about Valparaiso’s dynamic leader O.P. Kretzmann could equally be said about Gary Greenfield: during his tenure the College “came to see itself not simply as a sanctuary from the larger American cultural scene but as itself a distinctive cultural force with the potential for making its presence felt in the wider world.” Dr. Greenfield’s repeated encouragements that the College be a place that equips “servant leaders” for their congregations and communities is evidence of that vision.

Like 1950s Valparaiso, the student body of Wisconsin Lutheran contains a high percentage of young men and women who are first-generation college students or whose families encountered higher education almost exclusively in WELS schools preparing for the ministry. Its student body remains predominantly WELS and more than 80% Lutheran. Many parents who send their sons and daughters to WLC may have little interest in a traditional liberal arts education and even less appreciation of its value. Instead, they may prefer Wisconsin Lutheran primarily for its conservative Christian environment---safer for their children’s faith than the state university system or those once denominationally-affiliated Christian colleges which long ago abandoned their theological moorings--- where their sons and daughters will acquire adequate vocational preparation, receive dependable moral and religious training, and perhaps find religiously and socially compatible spouses.

From the start, the relationship between Wisconsin Lutheran and its parent church body has been tenuous, even contentious. Friends and alumni of the previous incarnation of WLC (Milwaukee Lutheran Teachers’ College) still remember their alma mater as “Chicken Little,” a nickname that denotes the affection students felt for its cozy, supportive environment. But the nickname also recalls a time when a college named Wisconsin Lutheran offered little to fear from synodical schools and their supporters. This Wisconsin Lutheran College, in

2004, though it remains a small liberal arts college, is hardly a “Chicken Little” in the WELS. Some Synod members fear that every student who attends WLC and every dollar contributed to it is a student or a dollar lost to MLC or the seminary. WLC has at times come under criticism from some synodical members for various reasons: its growing percentage of non-WELS students; the presence of women in called faculty and key administrative positions; the number of faculty members who, while currently WELS members, have not come through the synodical school system and who are thus perceived to be less solidly grounded in the synod’s doctrinal position and less familiar with its culture; the decision to host numerous convocation speakers from non-WELS or non-Lutheran denominations; the acquisition of financial support from individuals and corporations outside the WELS; the perceived liberal leanings of some of its professors; and a general sense of hubris they detect in Wisconsin Lutheran’s impressive campus buildings, aggressive programming, attractive promotional literature, and bold administrative procedures.

In a telling comment about 1950s Valparaiso, Neuchterlein wrote that most of its students and faculty “kept a critical if affectionate distance from the more retrograde attitudes” of the Missouri Synod. “Indeed,” he recalled, “we imagined ourselves, with a certain touch of superiority, as the generation that would lead the Missouri Synod kicking and screaming into a necessary encounter with the modern world.” Similar expressions of synodical misgivings have occasionally been heard on Wisconsin Lutheran’s campus. Although usually tongue-in-cheek, such comments express the uneasiness that can surface between the church body and the College. Many in the synod support, admire, and even praise Wisconsin Lutheran College, but their voices are not as likely to be heard or responded to as those that express concerns.

Based on the wide-ranging evaluative information contained in this self-study, it would be accurate to say that Wisconsin Lutheran College is presently an adolescent institution. During adolescence, children’s physical growth is most rapid and most readily apparent, while maturation and internal growth comes later and more slowly. With basic campus construction largely completed and with a student population that has surpassed the optimistic goals of two decades ago, the College still needs internal growth of many kinds: improved development of faculty, strengthened support systems for students with special needs; expansion and improvement of curricular offerings, continued growth in technology, and others. Future capital projects to expand and enhance facilities are in the discussion stages and include expansion of the library and fine arts buildings, a new classroom building, and additional residence halls. Also common to adolescence is a crisis of identity. College leadership among administrators, faculty, and on the Board of Regents continues to support the goals and the mission statement of the College, that it be and remain an outstanding liberal arts college of the Wisconsin Synod, yet questions arise over its Lutheran identity, its future relationship with the WELS, and the service it will give to a student body with a higher percentage of non-WELS, non-Lutheran, and even non-Christian students.

In the space of two academic years, three significant leadership positions have undergone or will undergo change. After 28 years as its only full-time president, Dr. Greenfield retired in 2003. Dr. John Bauer, who served for more than two decades as Academic Dean and Vice-President for Academic Affairs, has remained at the College but now devotes his energies to The CHARiS Institute, a religious think tank located on the College campus. Paul Knueppel, Dean of Students and Vice President of Student Services since 1987, has

announced his retirement effective at the end of 2004-05 academic year. Dr. Timothy Kriewall became the new President in 2003, Dr. John Kolander became Vice-President for Academic Affairs in 2004, and the search for a replacement for Dean Knueppel has been recently completed. Current head football coach, Dr. Dennis Miller, will become the new Vice President for Student Services July 1, 2005. Because of their combined tenure of over 70 years, Dr. Greenfield, Dr. Bauer, and Mr. Knueppel have exerted considerable influence on the development and culture of Wisconsin Lutheran College. In August 2004 the College mourned the death of Dr. Greenfield after a year-long battle with cancer. The self-study process, the visit of Higher Learning Commission evaluators, and the reapplication for accreditation take place at a significant juncture in Wisconsin Lutheran's history. Data gathered and decisions made at this time will have a profound impact on what kind of school Wisconsin Lutheran will be well into the future as it moves out of its adolescence to greater maturity.

### **Institutional Context and Distinguishing Features**

Since its earliest history as a two-year college serving all levels of academic ability, Wisconsin Lutheran has become an increasingly selective liberal arts college. It has remained consistent in its focus on enrolling and retaining traditional-aged men and women, its goal of maintaining a 75% rate of its students living in college-owned apartments and residence halls, and its desire to maintain a campus culture that allows students opportunities for involvement in a wide range of co-curricular activities and Christian service.

WLC is a distinctively Lutheran, Christian college, not merely in its historic roots or denominational affiliation, but in its day-to-day workings. A high percentage of students attend daily, voluntary chapel services and occasional evening worship services. There is also wide student participation in service opportunities in local congregations, church-related charities and agencies, and in the community. In its mission statement and in one of its ten academic goals, a stated outcome for students is that they grow to become Christian leaders in their homes, churches, businesses, and world-wide communities. Academic and residence life programming support these goals.

Although Wisconsin Lutheran College has a strong program in teacher education, the character of the college remains that of a traditional liberal arts college. Even applied majors are heavily anchored in liberal arts requirements. A strong internship program has been developed, and all students are encouraged to enroll in at least one internship during their college career.

Finally, WLC has been able to grow and develop according to the dictates of its mission and has not had to face many of the challenges that often confront small colleges due to limited financial resources. As mentioned earlier, the generosity of the Schwan Foundation has given the leaders of Wisconsin Lutheran College the unique opportunity to define the terms under which the College will grow, who it will serve, and which academic and student life programs it will support. Although there remains the constant need for additional financial resources, and although the College is in fact gearing up to launch a ten-year, \$100 million campaign so the College can grow to the next level of its planned development, the fact remains that WLC is a very financially stable institution which has been blessed in extraordinary ways.

## Accreditation History

Wisconsin Lutheran College began seeking accreditation as early as 1976, but with no full-time faculty, staff, or facilities to call its own, the College clearly lacked the necessary resources to be considered a candidate for North Central accreditation. Two years later, however, the College submitted a status report to North Central and an NCA team conducted a visit in 1978 and recommended that the College be considered as a candidate for accreditation as a liberal arts junior college.

In 1980 a second team of consultant-evaluators conducted the first biennial visit to the College and reported significant progress in previously identified areas of concern. The team also indicated areas that needed attention. In 1982 College administrators and faculty prepared a comprehensive self-study toward application for accreditation—two years in advance of the expiration date of its six-year candidacy period. The visiting team recommended accreditation with a follow-up focused evaluation to occur in two years. The review committee assigned to study the team report and institutional documents did not concur, however, and recommended continued candidacy. The Executive Committee of the Commission agreed with the recommendation of the review committee.

In its 1984 annual meeting, the Wisconsin Lutheran's Conference delegates approved a Board of Regents' master plan authorizing the administration and faculty to undertake the transition from a two-year to a four-year college program. The Board of Regents adopted the four-year curriculum proposal in September 1984, and the Commission accepted the application of the College for a change in affiliation status.

The 1984 self-study reflected the significant progress the College made in the areas of concern that the 1982 visiting team had cited, and it addressed areas which would need to be satisfactorily faced for the institution to attain its goal of developing a quality baccalaureate program. The visiting team evaluated the College as an applicant for continued candidacy as a four-year baccalaureate degree-granting liberal arts college. The visiting team cited the "unbelievable drive and commitment of the faculty and administration to their mission and goals, their creative and sensitive administration, and their use of existing resources" (1984 Self-Study, p. 19) as rationale for its recommendation that the College be granted continued candidacy at the baccalaureate degree-granting level. At the same time, the team expressed concerns regarding the efforts of the College in admissions, the need for further development of student life programs, the desirability of having a college or university professor on the Board of Regents, the ability of current maintenance staff to maintain the facility, the need for detailed strategic academic planning, and the necessity of comprehensive faculty evaluation.

The 1986 self-study analyzed the manner in which the College addressed the concerns voiced by the previous visiting team, especially detailing the manner in which the College had overcome its deficiencies. In addition, it expressed optimistic confidence that the College possessed sufficient material and human resources, engaged in appropriate levels of planning, and operated within a constituency which would provide adequate support to assure a sound future as a baccalaureate degree-granting institution of higher education able to satisfy the affiliation demands of the NCA. This optimism arose from three significant factors which boded well for the future of the College: substantial financial support from

individuals, corporations, and foundations; the growth and quality of the faculty; and a positive admissions record.

In February 1987 a team of NCA consultant-evaluators reviewed the progress of the College over the two previous years and evaluated its programs in light of the 1986 self-study. The recommendation of this team, the review committee, and the Executive Committee of the Commission, was to grant initial accreditation to the College for a period of three years.

The accreditation renewal process three years later was capped by a visit of consultant-evaluators in February 1990. This team noted the completion of a new three million dollar library, plans for a recreational complex, and the demonstrated ability of the college to generate significant gift revenue to fund its operation and expansion. The team also expressed concern regarding the amount of gift revenue required to meet operating expenses, faculty input into decision-making processes, the need for administrative computing, and deficiencies in social sciences courses required for elementary education. The team recommended continued accreditation for seven years and further recommended that the College provide a report for the Commission staff in 1993 addressing progress made toward decreasing its dependency on gift revenue to fund the operating budget. This report was filed in 1993 and accepted by the staff. An additional report produced in 1994 further demonstrated the progress of the College toward reducing the dependency on gift revenue to fund the operating budget.

The 1997 self-study responded to the eight concerns of the 1990 visit. During the early and mid-1990s the College achieved its goal of receiving at least 65% of its income from tuition in order to reduce the heavy dependency on gift revenue for operating expenses, and it increased its financial aid commitment to students by 198%. Continued concerns, however, that the percentage of unfunded financial aid was too high in relation to the College's resources led the president in 1996 to appoint an enrollment task force made up of faculty and staff to study the relationships among tuition, financial aid, recruitment, and retention.

The peer evaluators noted considerable change in faculty participation in College governance, and noted that the committee structure of the faculty had been streamlined for more effective functioning. Faculty committees were more clearly defined and the legislative role of the faculty had been considerably clarified since 1990. Also since 1990, an administrative computing network had been put in place, and in 1994 a technology task force was appointed to evaluate the technology needs of the College, resulting in the hiring of a full-time Director of Information Technology.

The Board of Regents responded to a retirement program deemed "seriously inadequate" by providing a maximum 2% match of gross salary to be contributed to employees' tax-sheltered annuity. The amount of the match was gradually increased to its current level of 5%. The Board also adopted goals for median levels of salary linked to published CUPA medians for church-related colleges with enrollments of 800 or less. Each year since the 1990 visit, salaries outpaced annual rates of inflation as well as average salary increases for cohort institutions. These regular increases in salary resulted in current salary levels that correspond to the median salaries for all church related colleges and universities, as well as to the published salary means for the member institutions of the Wisconsin Association of Independent Colleges and Universities (WAICU).

In concluding its visit, the 1997 team noted ten institutional strengths. These are listed beginning on page 10 of this report. The team also identified ten areas of concern. These are also addressed in this report beginning on page 10, with appropriate cross references to supporting evidence in the five criteria. No reports were required and the next comprehensive visit was scheduled for 2004-2005. A significant part of the rationale was the anticipated change in senior leadership, and in hindsight most in the College would agree that the recommendation of the team was prescient to the extent that what had only been surmised in 1997 has indeed occurred during the past two years.

### **Purposes of the Self-Study**

In consideration of the rapid growth of Wisconsin Lutheran College and aware of the concerns such growth raises concerning the future strength and success of the College, this self-study was initiated in August of 2003 with the purpose of achieving the following four objectives:

1. To evaluate the institution for continued accreditation according to the newly adopted criteria for accreditation by the Higher Learning Commission (2003) of the North Central Association of Colleges and Schools.
2. To evaluate the effectiveness of administrative structures and planning processes to manage continued and balanced growth and expansion.
3. To evaluate the culture of the institution for internal and external consistency with its mission.
4. To evaluate the program of academic outcomes assessment and its ability to generate improvements in student learning.

### **Self-Study Processes**

Due to the small size of the College, earlier self-studies (1982, 1985, 1987, and 1990) utilized existing administrative structures and planning processes. The 1997 self-study effort was managed by a self-study coordinator and a steering committee composed of faculty and staff. The individuals comprising the steering committee each chaired a subcommittee that focused on one of the functional areas of the College (for example, academic affairs, student affairs, etc.). The former vice president for academic affairs served as the self-study coordinator for all the previous self-study efforts and was essentially the author of all previous final documents.

This self-study was conducted in a considerably different way from those in the past. The change in methodology for this self-study was enacted to relieve the former vice president for academic affairs from the responsibility of playing such a large role in this effort, but was also designed in such a way that an interim vice president or a new vice president for academic affairs would not have the entire burden of the self-study placed on him. In addition, the change was intended to place the responsibility for gathering and evaluating

evidential data on a wider cross section of students, staff, faculty, administrators, and Regents of the College.

Two faculty members were chosen as co-coordinators. The first was assigned to keeping members of the five criteria committees on task so that they would complete their assigned objectives in a timely manner. The second was assigned to editing the work of the five committees and providing an introduction and a summary for the report.

Five other individuals--- two faculty and three staff--- along with the co-coordinators, comprised the steering committee. These five individuals each chaired a subcommittee gathered to focus on one of the five criteria for accreditation. It was initially recommended that each subcommittee be made up of seven members from among faculty, staff, and students. Actual subcommittee assignments came to vary in size at the discretion of the chair persons and in view of other responsibilities of subcommittee members. Subcommittees were also encouraged to involve alumni, community representatives, parents, Board members, and others through both direct and indirect means. Administration division leaders were consulted on an as-needed basis. The College's information systems analyst served in an advisory capacity to the steering committee and posted many resources to the College's intranet. The former vice president for academic affairs, in view of his experience with previous self-studies and his current membership on the Higher Learning Commission's peer evaluator corps, served as an ongoing consultant. Self-study coordinators reported directly to the interim vice president for academic affairs. Periodic progress reports were made by the coordinators to the president and the president's cabinet. The administrative assistant of the vice president for academic affairs provided support and arranged for clerical assistance.

Draft copies of the self-study were made available to faculty, staff, and students for review and comment. Numerous suggestions for improvements were provided with the result that the final report reflects the critical analysis of the campus constituency and presents a genuine presentation of the state of Wisconsin Lutheran College as it exists today.

### **Committee Assignments for the Self-Study process**

#### Criterion # 1: Mission and Integrity

Daniel Schmal, chair, Director of Fine Arts Programming  
Kristin Gjerdsset, Associate Professor of Art  
Vicki Hartig, Vice President of Public Affairs  
Levi Nagel, Senior WLC student  
Nathan Strobel, Campus Pastor  
Craig Swiontek, Director of Admissions  
Deborrah Uecker, Associate Professor of Communication

#### Criterion # 2: Preparing for the Future

Diane Hoehnke, chair, Controller  
Mel Friske, Professor of Mathematics  
Linda Loeffel, Director of Financial Aid  
James Rahn, Assistant Professor of Education  
Cheryl Pasbrig, Associate Athletic Director



Brian Jacobsen, Assistant Professor of Business Economics  
Kris Metzger, Director of Corporate and Foundation Giving

Criterion # 3: Student Learning and Effective Teaching

Jerrod Erbe, chair, Associate Professor of Biology  
Joel Pless, Assistant Professor of Theology  
Rebecca Eernisse, WLC student  
Cindy Schultze, Senior WLC student  
David Brightsman, Assistant Professor of Education  
Amy Klebs, Senior WLC student  
Jerry Poppe, Assistant Professor of Political Science  
Nick Raddatz, Senior WLC student,  
Leanne Olson, Associate Professor of Psychology  
Rachel Sowatzke, Senior WLC student  
Jen McTavish, Junior WLC student  
Jenny Baker, Reference Librarian  
Jeff Nagel, Network Support Specialist  
Patrick Steele, Assistant Professor of History  
Olya Finnegan, Web Developer

Criterion # 4: Acquisition, Discovery, and Application of Knowledge

Glen Thompson, chair, Associate Professor of History  
John Freese, Associate Professor of Political Science  
Edward “Skip” Noon, Athletic Director  
Brett Valerio, Registrar  
Joel Mischke, Dean of Enrollment Services  
Gregory Schulz, Associate Professor of Philosophy

Criterion # 5: Engagement and Service

Jeff Weber, chair, Director of Counseling and Career Services  
Elizabeth Clemons, Senior WLC student  
Mary Heins, Assistant Professor of Communication  
Jennifer Herther, Sophomore WLC student  
Starla Siegmann, Director of Library Services  
Wes Werner, Director of Publications

Co-coordinators

Paul Beck, Professor of History  
Mark Braun, Professor of Theology

## Organization of the Self-Study Report

This self-study is organized around the five new criteria for accreditation established by the Higher Learning Commission of the North Central Association of Colleges and Universities. The report is written in seven chapters.

Chapter one provides an introduction and brief history of the College, distinguishing features of the College, a summary of the College’s accreditation history, the purposes of the

self-study, the organization of the self-study, a listing of self-study committee assignments and processes, a description of self-study meeting processes, a summary of strengths from the 1997 visit, institutional responses to the 1997 visit, and a summary of federal compliance.

Chapters two through six present evidence that the College fulfills the five criteria for accreditation. Because each criterion subcommittee was charged with documenting evidence that corresponded to its respective criterion, the self-study does contain areas of redundancy. Unnecessary repetition was removed as much as possible, but when evidence was germane to the criterion and necessary to validate its fulfillment, redundant information was allowed to remain. The five chapters corresponding to the Five Criterion document the College's case for continued accreditation. The College have clearly stated mission and goals and operates with integrity to ensure their fulfillment. It has organized and allocated its resources and processes in order to fulfill its mission, improve the quality of its education, and respond to future challenges. It demonstrates teaching and learning effectiveness. It promotes life-long learning for its faculty, staff, and students by supporting an academic culture that reflects its mission. And it serves its constituency in ways that are appropriate to its mission. (Appendix A lists the resources used by each criterion subcommittee.)

Chapter seven contains a summary of the evidence and the rationale for continued accreditation with the Higher Learning Commission. It also summarizes those areas that will need strengthening as the College moves forward and the recommendations that were advanced to ensure continuous improvement. Finally, the chapter will evaluate the extent to which this self-study process has fulfilled its four objectives.

### **Summary of Strengths from the 1997 Visit**

The 1997 team of consultant-evaluators observed many areas of progress since the 1990 visit. Its report detailed many areas of improvement and spoke optimistically about the College's future. Its report cited the following ten areas as particularly noteworthy strengths:

1. The College is blessed with a highly capable, supportive, and forward-looking Board of Regents.
2. All members of the College community appear to share a high level of understanding of and commitment to the institutional mission.
3. The growth and development of Wisconsin Lutheran College is a direct result of visionary leadership.
4. College programs and students benefit from a dedicated and engaged faculty.
5. Staff members demonstrate deep devotion to the College.
6. Students, are bright, enthusiastic, genuine, and friendly.
7. Recent advances in the physical plant, as well as planned projects, are evident of the College's commitment to growth and development as outlined in long-range plans.

8. Significant growth in athletics, including opportunities for participation and excellent recreational facilities, has taken place since the last visit.
9. The College offers an impressive array of internship experiences, thus promoting hands-on learning and potential career opportunities for students.
10. The long-term viability of the College has been significantly enhanced by receipt in recent years of a major estate gift.

### **Institutional Responses to the Challenges Cited by the 1997 Team**

The 1997 team noted that WLC was still in a state of evolution and had a number of areas that required attention. The following challenges were cited and a summary of the steps that were taken by the College to address those challenges is provided. Appropriate cross references to the five criteria as well as to appendixes and resource room materials are also provided.

1. While the addition of the position of Director of Information Technology has enhanced the College's computing capability, there remains serious shortcomings in the level of technology support for learning and teaching.

Technology has received significant attention since 1997. (Criterion 2, p. 41; Criterion 3, pp. 75-77; Criterion 4, pp. 93-96) With respect to hardware, instructional laboratories are located throughout the campus and include labs devoted to general purpose computing, English composition, music theory and composition, graphic design, mathematics modeling, and computer science. Every classroom and laboratory, every residence hall and dorm room, and every office is tied to the network. Residence halls provide "one port per pillow" to assure easy access.

Media support and audio-visual services have been separated from academic computing, thus providing much better support for the use of technology in instruction. All classrooms provide VCR/DVD support and the new classrooms and laboratories in the Science Hall provide computer controlled digital video IPTV support. Through the use of wireless laptop carts, any classroom in the Science Hall has the capability to become a computer-based instructional laboratory. Course management software (U-Compass) is employed by more than half the faculty at varying levels.

The technology staff has grown significantly to support the expanding level of technology use. The technology division, now headed by a chief information officer who reports directly to the president, also includes a full-time network support specialist, a full-time voice and one-card services technician, and a full-time help desk coordinator to oversee student technology workers. The college's webmaster also reports to the CIO.

A leasing contract with Gateway Computers assures that all campus computers are replaced on a three year cycle, with specialized systems upgraded more frequently. Hardware and software are current and well-supported.

2. While the Schwan Library offers an attractive facility whose space is potentially adequate for decades, the existing collection, the level of acquisitions, and the collection development plans are seriously inadequate.

Although WLC has been a forerunner in providing greatly expanded access to library materials through a consortium of college libraries, the means to evaluate collections in 1997 relied on the traditional ALA rating scales based on the number of volumes on site and the number and type of journal subscriptions. Proceedings from the 1998 and subsequent annual meetings of the North Central Association include presentations on the benefits of collaboration among institutions to provide expanded access. The Southeastern Wisconsin Information Technology Exchange (SWITCH), of which WLC was a founding member, was a forerunner of such library collaborations and was featured in one such NCA presentation by a consortium member. This consortium is unique in that it not only provides a shared library data-base and web-based computer check out of materials, but also provides 24 hour delivery of materials to each home campus circulation desk.

Membership in SWITCH, along with providing inter library loans from other public and private systems, means that Wisconsin Lutheran does not need to physically maintain as large a collection of holdings at this site because students, faculty, and staff have access to all of the library materials at all consortium institutions. Nevertheless there have been ongoing improvements in library resources, particularly media and electronic services. Faculty requests for specific titles are honored. Still, the WLC library faces budget challenges especially in the face of increased journal subscription costs (See Criterion 2, p.47). The library does have potential for expansion of its space as classrooms and computer labs in the lower level are eventually released from service when other new academic buildings are completed. (See Criterion 3, pp. 89-93 for an expanded description of progress in this area.)

3. Although some progress has been made in the assessment program, the College needs to attend to additional design and implementation issues. To facilitate needed programs, the department plans should be considered for approval and a timetable should be attached to the assessment plan for general education.

Assessment has become much further embedded in the academic culture of Wisconsin Lutheran since the 1997 visit. The assessment committee became a very active faculty committee since its inception in 1997, resulting in the development of the annual Assessment Day in 1999, the collection of multiple forms of assessment from all areas of campus life, and review of information contained in student portfolios, written essays, and annual reports. The position of Assistant Dean for Assessment was created in 2002 in order to bring sustained and concentrated attention to this vital area. She continues to monitor and report on a wide range of assessment activities and issues, to provide leadership and support for the faculty assessment committee, and to provide management support and supervision to the assessment program – both at the institutional and departmental level. The College has made commendable progress on assessment, a fact that has been acknowledged by other institutions which, while recommended as models for our assessment program, have in fact proved to be far less developed than WLC. Admittedly, the ongoing challenge of interpreting the results of assessment measures and making meaningful recommendations based on the data remains a focus of faculty attention. It is probably also true that, while the

College has acquired a noticeable “culture of assessment,” this has not taken place in all departments and disciplines. (See Criterion 2, pp. 53-57; Criterion 3, pp. 62-69)

4. The lack of more fully developed social science offerings is inconsistent with the College’s expressed aspiration to be an excellent traditional liberal arts college. This point was noted as a concern by the 1990 team and continues to be a concern in view of the lack of response by the College in the intervening years.

At the time of the 1997 visit, the College had admittedly not placed sufficient emphasis on expanding curricular offerings in the social sciences. This was due partly to some difficulty in identifying and recruiting qualified faculty in these areas and due partly to the press of other priorities with respect to curriculum, faculty, and facilities. Since 1997, however, additional courses in anthropology and sociology were added. A new major in political science was added and staffed. Major revisions to the business/economics major resulted in expansion of offerings in economics. Revisions to the history and psychology majors were approved. Admittedly there is further work to be done in order to flesh out the curriculum. The long range curriculum plan, *Vision 750*, completed in 1999, calls for the eventual completion of minors in economics, sociology and anthropology. A copy of *Vision 750* is available in the Resource Room as Exhibit A.

5. The lack of a required curricular component that promotes knowledge and understanding of multicultural issues is inconsistent with student outcome goals as specified in the 1997-1999 College Catalog.

The academic goal dealing with “intellectual diversity” certainly includes the need for students to develop an awareness and appreciation for cultural, as well as intellectual, diversity. All students are required to take one course from a list of electives that explore either non-western studies or examine directly the issue of cultural diversity. (See 2003-2005 College Catalog, pp. 51, 53.) In addition, the division of student affairs provides numerous campus life programs which celebrate diversity, encourage service to underprivileged individuals, and provide forums for student discussions of related topics and issues. This strong partnership between academic and student affairs around racial and cultural diversity issues has resulted in a living and learning environment which is accepting and supporting. (See Criterion 2, pp. 36-37; Criterion 4, p. 115; and Criterion 5, p. 130)

6. The catalog must reflect accurately the College’s courses and programs of study. In particular, care must be taken to ensure that all “areas of study” listed in page 49 are indeed available and include more than individual courses periodically.

This concern was immediately corrected in subsequent printings of the College Catalog. Only those “areas of study” which result in at least an academic minor are listed with the exception of Greek which consists of four sequential courses.

7. The role of the faculty in governance, planning, budgeting, and developing expressions of institutional vision needs to be clarified.

The faculty governance structure was changed in 2001 as the result of an ad hoc faculty committee on governance. (This report is available in the Resource Room as Exhibit B)

With a few modifications, the vice president for academic affairs accepted the faculty's report and implemented their recommendations. The faculty recommended that it be reorganized from the three-division structure to a ten department organization, each of which would be led by a department chair. These ten department chairs, along with the academic dean, the two assistant deans and the Student Senate president, comprise the Academic Council, the academic planning and policy body of the faculty. Of greater importance than mere organization, however, was its clarification of the roles and responsibilities of the faculty in institutional governance. These roles were modeled after Weingartner's three levels of faculty involvement in decision making: "all but determinative," "collaborative", and "consultative." This governance change was designed to give departments greater control of their budgeting and planning functions. Faculty members have historically been involved in the mission and vision statement development, at least as far back as 1989, and continue to be involved as the new president engages the faculty in the development of the next strategic plan.

8. The professional circumstances of the faculty—salaries, retirement benefits, support for grant writing endeavors, and professional development opportunities (including access to travel funds and sabbatical leaves)—are marginal in relation to the College's current academic programs, and insufficient to support qualitative improvements in those programs.

As reported previously, the Board of Regents responded to a retirement program deemed "seriously inadequate" by providing a maximum 2% match of gross salary to be contributed to employees' tax-sheltered annuities. The amount of the match was gradually increased to its current level of 5%. The Board also adopted goals for median levels of salary linked to published CUPA medians for church-related colleges with enrollments of 800 or less. Since the 1997 visit, salaries have outpaced annual rates of inflation as well as average salary increases for cohort institutions. These regular increases in salary resulted in current salary medians that correspond to the median salaries for all church related colleges and universities, as well as the published salary means for the member institutions of the Wisconsin Association of Independent Colleges and Universities. Even when budget constraints have limited salary expansion, the overall faculty salary budget rose at a rate higher than the Consumer Price Index and at a pace with similar colleges. In addition to salary, 95% of health insurance premiums are paid by the College and full contributions to the WELS' Pension Plan are paid, as are premiums for life insurance, and long term and short term disability insurance. Additional options for dental insurance and expanded life insurance are also competitive. Overall, the salary and benefit packages paid to WLC faculty are very comparable to similar institutions. (Faculty salary information is available from the vice president for academic affairs.)

The hiring of Kris Metzger as Director of Corporate and Foundation Giving was meant to alleviate the grant writing concern, and she regularly alerts faculty to opportunities for grant applications. The mini-grant program administered by the Faculty Development Committee has made up to \$10,000 available for faculty use for travel and study costs, research, etc. Support for graduate tuition assistance, conference attendance, and professional memberships totaled \$109,554 in 2003. (See Criterion 2, p. 46) Generally, faculty have 100% of conference attendance expenses paid in order to attend one national and one local or regional meeting per year. While several veteran faculty members have taken sabbaticals

during the last seven years, few faculty have applied and the scope and nature of the policy remains unclear to many faculty.

9. Although the College has expressed a desire to build a diverse student body, there is no clear plan to achieve that diversity.

This concern must be qualified and addressed within the constraints of the College makeup and mission. Because the institution is a Lutheran liberal arts college in affiliation with the WELS, its student body will inevitably reflect the racial and ethnic diversity of the church body, which is predominantly of white Germanic and Northern European background. Because the academic quality and intensity of Wisconsin Lutheran has been raised by design during the last decade, the College is in some ways less likely to increase its diversity if minority students are not academically prepared for the WLC learning environment. Nevertheless, the minority and international student enrollment at WLC is comparable to other selective liberal arts colleges in the upper Midwest. That is not to say that such a comparison represents an acceptable norm, but rather reflects the reality that there exists intense competition for academically well-prepared minority students. The addition of football in 2001 has resulted in a slight increase in African American male students.

10. Support staff members are stretched very thin and serve multiple offices and roles.

The College has always placed the highest priority on adding faculty in order to ensure the continued growth and development of the curriculum and to maintain very high standards of academic quality. The disposition toward a “lean and mean” organization contributed to the condition described by the previous team. Since 1997 numerous staff have been added in a variety of departments, and although there have also been periodic analyses conducted to determine if the College is inefficient in its use of personnel, the continued growth of the support staff has been documented. (The effective use of human resources is discussed in Criterion 2, pp. 43-45.) Further efficiencies and cost savings have been obtained by continuing the practice of outsourcing for critical support services such as food service, bookstore, maintenance, and security.

### **Significant Changes Since the Last Comprehensive Visit**

The continued improvement of Wisconsin Lutheran College as an academic institution is evident in its continued rising in the rankings of the *U.S. News and World Report* listing of top colleges in the United States. It has enjoyed increases in enrollment, additions to faculty and staff, additional major and minor areas of study, and significant additions to its campus buildings and programs. These changes have been briefly mentioned and are well documented in the body of this self-study report.

The most significant change has been the rapid turnover in president, vice president of academic affairs and vice president of student affairs after long years of service by previous office holders. New leaders in those positions face the challenge of understanding and working with both its ecclesiastical and academic communities, the language, methods, and values of which can appear at times to be sharply at odds with each other. Rising educational costs, increased demand for student services, and the necessity of enlarging the

endowment fund constitute significant challenges for the new leaders of the College, its administrators and Board of Regents, and all of its supporters.

### **Application for Continued Accreditation**

The narrative and evaluations which follow in this self-study report validate that Wisconsin Lutheran College is fulfilling the five criteria for accreditation by the Higher Learning Commission of the North Central Association of Colleges and Schools. Wisconsin Lutheran College believes it has demonstrated sufficient quality and integrity in its programs and in the outcomes of its students to justify continued accreditation. Since 1997, the College has dramatically increased its physical campus facilities, improved the quality of faculty and course offerings, undertaken an extensive program of ongoing academic and institutional assessment, and increased its financial support base. This self-study is presented with the confidence that the representatives of the Higher Learning Commission will concur, and will return a recommendation that recognizes these accomplishments, while confirming the areas that need continued attention, and supporting the College in its efforts to act on the recommendations that have resulted from this self-study.

### **Federal Compliance**

This self-study will demonstrate that Wisconsin Lutheran College operates in compliance with all pertinent federal regulations and policies. This compliance will be documented as follows:

1. Credits, Program Length, and Tuition. The College provides evidence that it equates its learning experiences with semester hours in a manner which is consistent with other liberal arts colleges. In addition, tuition and fees are comparable to those charged at similar accredited institutions. This information is contained in the 2003-2005 College Catalog.
2. Compliance with the Higher Education Reauthorization Act. Title IV requires institutions to make available for review and consideration the most recent default rates and other documents concerning the institution's program responsibilities under Title IV of the Act, including any results of financial or compliance audits and program reviews. These reports and documents will be made available to the team by the Director of Financial Aid during the visit.
3. Advertising and Recruitment Materials. References to the College's affiliation with the Higher Learning Commission include the Commission's address and telephone number.
4. Organizational Records of Student Complaints. Records of formal student complaints are maintained in the offices of the Vice President for Academic Affairs if the complaint is of an academic nature, and the Vice President for Student Services if the complaint involves a student life issue. Responses to written student complaints are generally in writing and copies of all correspondence are kept in the respective offices. These files will be made available for the two prior years upon request by the team.



## Criterion One: Mission and Integrity

**Criterion Statement: The organization operates with integrity to ensure fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.**

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### Introduction and Background

The mission of Wisconsin Lutheran College identifies the core of the institution's existence and serves as the foundation for all functions, operations, programs, and activities of the College. This self-study aims to demonstrate the integrity of the College in its programs, services, and relationships as the criteria for accreditation are evaluated in the context of the College's mission.

The purpose of Wisconsin Lutheran College is to serve as a Christian school of higher education that offers a liberal arts education. The Christian character of the school is paramount in its purpose and mission. The College integrates the truths of Scripture in every discipline and endeavors to prepare students for lives of Christian leadership.

Although still a relatively young institution, the College has remained faithful to its purposes and to its Christian identity. Even a cursory evaluation of the College leads one to see this Christian identity reflected in the College's curriculum and in the conduct of its faculty, staff, and students. One cannot also help but note the blessings of God evident in the quality facilities on the College campus, the community relationships that are enriched by these facilities and programs, and the general perceptions of the larger community about the ethical and Christian manner in which the College represents itself.

The College is owned and operated by a national conference of member congregations of the Wisconsin Evangelical Lutheran Synod. These individual congregations maintain ultimate control of the school through their appointed delegates. The delegates annually elect individuals to the Board of Regents which oversees the activities of the College in consultation with and through the administrative officers of the College including the College president and six vice presidents.

The activities of the institution are governed by specific mission documents. These documents were thoroughly examined in reference to Criterion One. Foremost among these documents are the Master Plan and the statement of Academic Vision. The Master Plan defines short and long term goals and objectives. Part one of the Master Plan lists the Institutional Foundational Statements including the Mission, Vision, and Philosophy. Those statements are included in this introduction. (A copy of the Master Plan is found in Appendix B.)

**Mission**

*Wisconsin Lutheran College, affiliated with the Wisconsin Evangelical Lutheran Synod, is a Lutheran liberal arts College for Christian men and women. The College is committed to providing quality teaching, scholarship, and service that are rooted in Holy Scripture; promoting the spiritual growth of students, faculty, and staff; and preparing students for lives of Christian leadership.*

The mission statement, originally adopted in 1988, has undergone only one minor revision. In 1997 the last phrase emphasizing the preparation of Christian leaders was added. The statement makes clear the affiliation the College has with the Wisconsin Evangelical Lutheran Synod and the Christian focus of the College. The statement defines the College as a liberal arts institution which in turn determines the courses of study and degrees to be granted. The instruction offered is further defined as rooted in Holy Scripture with an emphasis on life-long spiritual growth of faculty, staff and students. The ultimate goal is to prepare students to be Christian leaders throughout their lives.

**Vision:**

*Wisconsin Lutheran College strives to establish a distinctive identity as one of America's finest liberal arts Colleges characterized by faithfulness to the Lutheran Confessions, rigorous pursuit of academic excellence, and dedication to preparing Christian leaders for the Church and the world.*

The vision statement provides direction for the future of Wisconsin Lutheran College: it will strive for excellence as a liberal arts College in the United States; it will continue to adhere to the Lutheran Confessions; its faculty and students will continue to pursue excellence in teaching, learning, and discovery of knowledge; and, it will provide servant leaders for church and society.

A paradox in the vision for the College exists in that although the future goals are attainable, they are never to be completely realized. This apparent contradiction actually allows the College to move closer to, or “live” its vision while never outliving its purpose for existence or surpassing the high standards it has set for itself.

The third Foundation Statement of the Master Plan identifies the philosophy under which the College carries out its mission and vision. The religious nature of that philosophy statement requires the College to hold firmly to its Scriptural foundation in providing a Christian post-secondary liberal arts education for its students.

**Philosophy:****Declaration of Faith**

*Wisconsin Lutheran College believes, teaches, and confesses that the sixty-six canonical books of the Old and New Testaments-in all their words and parts-are the inspired and inerrant Word of God, that these Holy Scriptures are the only source and authority for*

*Christian doctrine and life, that they are efficacious in presenting God's plan of salvation through the Law and Gospel, and that they are sufficient and clear in revealing God's truth.*

*Wisconsin Lutheran College believes, teaches, and confesses all the symbols of the Evangelical Lutheran Church as contained in the Book of Concord 1580 without reservation, not insofar as, but because they are a correct presentation and explanation of the Word of God and a summary of the faith of the Evangelical Lutheran Church. These symbols are the three ecumenical creeds (Apostles', Nicene, and Athanasian), Dr. Martin Luther's Small Catechism, Dr. Martin Luther's Large Catechism, the Unaltered Augsburg Confession, the Apology of the Augsburg Confession, the Smalcald Articles, and the Formula of Concord.*

### **Adherence**

*All that is done or taught at Wisconsin Lutheran College shall be in accordance with the Word of God. Likewise, any controversies or disputes shall be settled by the norm of Holy Scripture.*

### **Confessional Affiliation**

*Wisconsin Lutheran College shall maintain fellowship only with a church body that holds to all the truths of God's Word in doctrine and practice and is bound to the confession of faith set forth in the declaration of faith if, and as long as, such a church body exists.*

### **Principles of Education**

*Wisconsin Lutheran College accepts the principle that education is inseparable from religion, that all knowledge in all areas of human thought and endeavor is worthy of inquiry when viewed in the light of human sin and divine grace. It is also committed to the total development of its students, not just intellectually, but also spiritually, emotionally, physically, and socially. In this Christian College the main source of life and growth is God's Word. As members of the Body of Christ, all serve and are served, all teach and learn. All recognize that the freedom of the Christian life lies within the bounds set forth in Holy Scripture.*

The second major mission document is the Academic Vision. The Academic Goals contained within that vision direct all student/faculty interaction and define the purposes the College intends to achieve with its students. The respective goals and objectives clearly state the learning outcomes expected of the students. These Academic Goals are found in the College Catalog as well as in many other documents that relate to the academic program of the College. In addition, specific objectives for each goal are also found in the mission documents. Because of the length and detail of the specific objectives, they have not been listed here but are published in the College Catalog, pp. 50-52).

**Academic Goals:**

*Wisconsin Lutheran College strives to meet the following goals in each of its students:*

***Christian Faith and Living:*** *An educated Christian will grow in faith, character, ability to serve, and involvement in the community of believers.*

***Communication Skills:*** *Given the charge to “go and tell” by Christ Jesus, the ability to communicate effectively is essential. The organization and presentation of ideas in written and oral communication is vital for empowering the individual to lead and influence others.*

***Mathematical Skills:*** *The complexities of technology illustrate the profound influence of mathematics in shaping today’s world. Mathematics provides a mode of thinking which enables the individual to abstract, conceptualize, reason, and communicate in numeric, symbolic, and graphic forms.*

***Technological Proficiency:*** *Information technologies have become an essential part of daily life in today’s society. A well-educated individual needs to understand the various information technologies and how to use them for communication and problem solving.*

***Scientific Reasoning:*** *An educated Christian should understand basic scientific principles to make informed decisions and appreciate the many physical blessings God has given us.*

***Behavioral Analysis:*** *An understanding of the interaction between and among various social systems as well as the nature and behavior of persons both as individuals and in relation to others is essential to the life and development of a Christian.*

***Aesthetic Sensibility:*** *The educated Christian should have a sensibility to the various ways in which humans have artistically represented their culture along with a knowledge of how humans have been moved to express themselves in response to social, technological, religious, political, and historical contexts in which they have lived. Knowledge of the creative endeavors of humans, however, is not in itself sufficient to stimulate creativity. Participation in the creative process allows students the opportunity to experience their world and give meaning to individual feelings and values.*

***Intellectual Diversity:*** *The Christian student must be open to different ways of looking at the world. Appreciation for the complexity and diversity of human experience is essential if the Christian student is to effectively address human needs with the Gospel.*

***Wisdom:*** *Ultimately an educated Christian seeks to exercise wisdom in his or her life. Wisdom encompasses knowledge, reasoning ability, discernment, decision making, and proper motivation. It applies, analyzes, synthesizes, and evaluates facts and principles, methods and disciplines.*

***Leadership:*** *The educated Christian realizes that the translation of his or her learning into leadership in the home, church, community, and nation is the natural outcome of a*

*distinctively Christian liberal arts education. Effective Christian leadership begins with an attitude of humble service to Jesus Christ and active followership of the Gospel. It consists of independent and public activity based on an ability and willingness to take initiative.*

Having identified the foremost mission and vision documents of Wisconsin Lutheran College, a thorough review of these statements was conducted. This analysis was completed as part of the self-study in light of Criterion One and its core components, and thereby examined the mission and integrity of the institution.

### **Methodology**

What follows is an analysis of the integrity and effectiveness of the College's mission and vision to direct the actions of the College toward greater improvement and toward achieving its preferred future. It was determined that the most valuable method of data collection was through focus groups drawn from the various constituencies. These focus groups included a freshman student group, a sophomore/junior student group, a senior student group, an alumni group, a faculty/staff group, and a Board of Regents group. An average of 12 people participated in each focus group with a total of approximately 90 people in all groups. A discussion guide was developed for the focus group meetings and piloted it with two different groups to ensure reliability. The discussion guide divided the statement into its various components, with suggested definitions. Discussions revolved around awareness of the school's mission, perceptions and understandings of its mission, the degree to which the College is carrying out its mission, and perceived sense of personal ownership of the mission. Detailed notes from the focus groups will be available in the visiting team's Resource Room as Exhibit C.

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### **Core Component 1A: The organization's mission documents are clear and articulate publicly the organization's commitments.**

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As described above, the College has taken deliberate care to create and refine statements of mission, vision, and philosophy which describe the unique nature and qualities the College values and which it strives to achieve. Apart from perceptions of their sufficiency, the statements in and of themselves represent clear indications of the College's commitments. Evidence obtained through the self-study process that supports the argument that these mission documents are appropriate and adequate for their purpose, and that supports the argument that the first criterion is met through this core component is presented in the following.

#### **Evidence that demonstrates the criterion is met:**

- The Board of Regents has adopted statements of Mission, Vision, Philosophy, as well as a Master Plan and Academic Vision that together make up the mission documents and which clearly and broadly define the College's mission.

- The Mission, Vision, Philosophy, Master Plan, and Academic Vision acknowledge the varied internal and external constituencies the College intends to serve. They describe the College as committed to the spiritual development of faculty, students, and staff. They articulate clear learning outcomes along with commitments to measure progress and improve programs to accomplish those stated aims.
- The mission documents include a strong commitment to high academic standards that sustain and advance excellence in higher learning. On the basis of these documents, standards for admission were gradually raised over time. On the basis of the expectation for excellence, budgetary allocations can be documented which ensure the building and maintenance of outstanding facilities. Engagement of support staff in critical areas is documented to show the College's commitment to serving students, faculty, and staff with physical and academic support.
- The mission documents are printed and distributed in a variety of ways:
  - The most public forms of communication for the mission documents include the College Catalog, the College website, *Today* magazine, and the College annual report.
  - In-house publications which include the mission documents are the Master Plan, the Faculty Handbook, and the Student Handbook.
  - Publications distributed at public events that include portions of the mission documents are the opening service program, inaugural and installation programs, the commencement program, and programs from arts and athletic events.
  - Other items that include mission documents are admissions brochures and athletic recruitment materials as well as some class and course materials.
- The mission of the College is communicated through religious art such as Max Greiner's "Divine Servant" statue on the campus green. Smaller replicas of the statue are used to honor past board members, and recipients of the Gary and Sandra Greenfield Christian Leadership Scholarship.

**Evidence that needs strengthening:**

1. The College's mission statement is somewhat buried in a few of these documents and not readily in front of the campus community. Even though the mission and vision statements are periodically published in College documents, the College has not gone to any great lengths to print and post the mission and vision statements in prominent places on campus. Consequently, any individual who desires to quickly access the mission statement would find it necessary to consult one of a limited number of College documents, such as the College Catalog.

**Recommendations concerning Core Component 1A:**

1. Additional ways to publicize the mission of the College should be continually considered and pursued by all campus constituencies. For example, there could be displays of the mission statement in campus facilities. Tag lines capturing the essence of the mission statement could be placed on the back of faculty and administration's business cards. The mission statement should be linked directly to the College's website.

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

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Wisconsin Lutheran College does not exist for its own sake, nor does it limit the scope of its service to the faculty, staff, and students who happen to work and learn on campus. The College functions in the context of numerous communities and expresses through its mission documents the responsibility it has to serve those communities. From the mission documents it is clear that higher learning is not an end in itself, but must be directed ethically and deliberately in service to the world in which the College and its students function.

With respect to its students, the mission documents are inclusive, affirming, and accepting of all students who seek a Christian college education. The mission and vision statements describe the goal of providing leaders for the church and the world. The Academic Goals describe the behaviors of “the educated Christian” in their homes, their churches, and their communities and the responsibilities that are inherently part of leadership in those domains.

Evidence that substantiates this social responsibility, both to meeting the educational needs of a diverse student body and to serving larger communities is presented below. Through this evidence, the argument is advanced that this criterion is met through this core component.

**Evidence that demonstrates the criterion is met:**

- The mission documents present the College’s function in a multicultural society, and are reflected in numerous campus student organizations which have as some or all of their purpose the responsibility to promote understanding and appreciation for diverse populations, e.g., Cross Boundaries (a student-led forum which discusses social and religious problems); Cultural Diversity Club; Center for Urban Teaching; and Warrior Executive Leadership Organization.
- The mission documents affirm the College’s commitment to honor the dignity and worth of individuals, as evidenced by the following citations:
  - “It is committed to the total development of its students, not just intellectually, but also spiritually, emotionally, physically and socially.” (Philosophy: Principles of Education)
  - “Christian Faith and Living: An educated Christian will grow in faith, character, ability to serve, and involvement in the community of believers.” (Academic Goals)
  - “Leadership: The educated Christian realizes the translation of his or her learning into leadership in the home, church, community, and nation is the natural outcome of a distinctively Christian liberal arts mission.” (Academic Goals)
- The mission documents provide a guide for the College’s attempts to address diversity, as evidenced by the following:

- The College has an international club for foreign students, offering meetings and activities for the general student population to enhance understanding and appreciation for racial, cultural, and ethnic differences. This organization has sponsored an international fair and provides support and orientation for new international students.
- The College reflects the diversity of its learners through its nondiscriminatory policy in admission brochures, the College Catalog, and student organizations: “Wisconsin Lutheran College does not lawfully discriminate in its policies, procedures or practices on the basis of race, sex, color, national origin, religion, disability, marital status or status as disabled veterans or veterans of the Vietnam era.”
- The College has increased the number of academic courses which address a multi-cultured society in the last few years. These courses include: Art 307- Non-Western Art, Bio 283-Marine Ecology in Jamaica, BEC 371-Cross Cultural Management, COM 409-Intercultural Communication, EDU 451-Human Relations for Educators, ENG 341- Asian-American Literature, GER360-German for International Business Communication, HIS 341-History of Latin America, HIS 351-History of Africa, HIS 352-Islam and the Middle East, HIS 361-Modern Asia, HIS 362-Rising Sun: Japan from 1853 to the Present, HIS 371-Native American History, POL327-Ethnicity, Gender, Race and Religion in American Politics, POL341-US International Relations, POL343-International Organizations, THE 421-Religion in America, and THE 431-Introduction to World Religions.
- The College addresses the diversity of its learners in College 101, an introductory freshman course (Cf. the Fall 2004 course syllabus for College 101). This seminar contains a number of learning objectives that relate to understanding and appreciating differences and in resolving conflicts.
- The College recognizes the greater society it serves, as evidenced by the invitation to the diverse Milwaukee community to make use of its facilities and programs (e.g., the Guest Artist Series program offerings, Jackie Robinson Summer Academic Camp, Summer Arts in the Park concerts, School Time theater productions, the monthly College Friends program for developmentally disabled individuals, AAU basketball tournaments, and numerous courses, seminars, lectures, and workshops for the church and the general public).
- College facilities are handicapped accessible, as evidenced by the designated handicapped parking spaces and wheelchair facilities.

**Evidence that needs strengthening:**

1. As growing diversity occurs in the constituencies the College serves, the College must continually address and meet the needs of these changing demographics. This is most certainly true of growing minority enrollments, but is also true of increased numbers of non-Lutheran and non-Christian students as well.



**Recommendations for Core Component 1B:**

1. The College should create and implement a plan to prepare students to serve and work in diverse settings. Both faculty and student affairs personnel should develop programs to better enable students to confront economic and multicultural differences.

**Core Component 1C: Understanding of and support for the mission pervade the organization.**

Even though the mission and vision statements are not conspicuously displayed on campus, there exists a strong understanding of and commitment to the College's mission on the part of faculty, staff, and students. Interviews with individuals from various College constituencies reveal that even though they may not be able to recite the mission statement verbatim, they certainly understand the nature and purposes of the College and function in their daily capacities in a manner that bespeaks their support. And although there are numerous instances of healthy and lively discussion among faculty as to the application or emphasis of conceptual components of the mission documents, there is still universal understanding of the mission and support for its fulfillment. That such understanding of and support for the mission is pervasive is argued through the following artifacts of evidence:

**Evidence that demonstrates the criterion is met:**

- The College Board of Regents, administrators, faculty members, staff, and students understand and support the College's mission in varying degrees (Cf. Student and Faculty Focus Group Documents: Students: Freshmen are largely uncertain of the mission, while seniors embrace it. Faculty: Quotes 1, 3, 10 and 11 of the Faculty Focus Group document. Resource Room Exhibit C.).
- All full-time faculty members are also members of the Wisconsin Evangelical Lutheran Synod, and thus they share a commonness of faith that enable them to carry out the religious mission of the College. This confessional unity is evidenced by the "call" process through which faculty and staff candidates are sought, qualified, and employed. (See Faculty Handbook, pp. 21-22) Following is the College's employment practice:

"Education at Wisconsin Lutheran also involves the spiritual development of our students. Because of this spiritual dimension, a Wisconsin Lutheran faculty or academic staff position is a form of public ministry. Accordingly, the College seeks to recruit faculty and staff who are active members of the Wisconsin Evangelical Lutheran Synod (WELS) or the Evangelical Lutheran Synod (ELS) who share our commitment to quality Christian higher education and faithfulness to the Scriptures. After identifying qualified candidates, the College (under the auspices of the presidium of the Southeastern Wisconsin District of the WELS) forwards a "call" document to the selected individual." (WLC website: [www.wlc.edu/hr/](http://www.wlc.edu/hr/))

- The College’s strategic decisions, planning, and budgeting priorities flow to a high degree from the mission, as evidenced by the Master Plan. The following planning assumption underscores the College’s commitment to maintaining the integrity of its staffing policy, believing strongly that the future ability of the College to fulfill its mission is dependent upon its ability to call faculty and staff who share its philosophical and theological commitments.

“**Faculty.** It shall be assumed that sufficient number and quality of faculty candidates exist within the fellowship of the WELS to support current and future programs of the College (Master Plan II. Institutional Plan, Planning Assumptions, #1).

- The goals of the administrative and academic subunits of the College are congruent with the College’s mission, as evidenced by department mission statements and the Master Plan. For example:
  - English department mission statement: “In all aspects of the English program at Wisconsin Lutheran College, professors strive to approach their subjects through the frame of Scripture. Students are challenged to develop a thoughtful and thoroughly Christian approach to art and life.”
  - “**Church Affiliation.** The College will maintain its confessional affiliation with the Wisconsin Evangelical Lutheran Synod (Master Plan, II. Institutional Plan, Planning Assumptions, #6)
- In general, the College’s internal constituencies articulate the mission in a consistent manner, as evidenced by the Warrior Athletic Character contract. This document is signed by all students who participate in intercollegiate athletics and provides a tangible application of the mission to the life and conduct of students.
- Students reflect the mission in academic activities, such as student art exhibits, performing arts programs, and service projects in courses.
- The opening of the new Science Hall in 2004 demonstrates the continued efforts of the College to fulfill its commitment to outstanding quality in education. This 17.2 million dollar facility provides a visible example of the strong commitment the college has to supporting learning in the mathematical, biological, and physical sciences, as well as encouraging research opportunities for faculty and students.

**Evidence that needs strengthening:**

1. Although WLC is clearly an institution for “Christian men and women” (Mission Statement), there is evidence of some confusion among faculty, staff, and students regarding whom this “WELS-affiliated” College should be serving. There also is some misunderstanding of words and phrases contained within the Mission Statement such as “affiliated with” and “Christian leadership.” Notes taken at the various focus group sessions, illustrate why this concern exists. (A complete compilation of the focus group notes will be available in the Resource Room as Exhibit C.)

**Recommendations for Core Component 1C:**

1. The president and his cabinet should involve board members and other constituencies in an ongoing discussion of the mission documents, especially as they are used to establish the College’s identity and the constituencies it chooses to serve.
  
2. Communication about the mission should be carried out through the orientation of new faculty, staff, and board members. An orientation team should be created to develop an organized, consistent and thorough orientation process that addresses the mission of the College, explains and amplifies its meaning to the educational and other programs of the College, and gives new faculty, staff, and board members an opportunity to discuss its implications for their work.
  
3. The mission documents have been reviewed at times in the past, but not under a prescribed schedule. To provide a regular schedule for the review of the College’s mission documents, the following plan involving board, administration, faculty, staff and students is proposed:
  - Board of Regents: Evaluate mission documents every three years.
  - Faculty and Staff Members: Revisit annually in a four year rotation one of the four aspects of the mission, including a Scriptural World View; the Divine Call and Ministry; Diversity and Fellowship; and Christian Leadership.
  - Students: Introduce/or review the mission documents in College 101. Add questions regarding the mission to the Student Satisfaction Inventory administered to freshmen and seniors.
  - President: Follow up with campus leaders to see that the mission documents are evaluated regularly.
  - An assessment effort should be designed to ascertain the effectiveness of the above efforts.
  - The Master Plan/Strategic Plan should be reviewed annually and revised and adopted by the Board of Regents every three years.

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

One of the strengths recognized by previous teams (1987, 1990, 1997) was the outstanding leadership provided by the president, his division administrators, and by a highly skilled and committed Board of Regents. The governance and administrative structures they created served the College well during its phase of rapid growth and expansion. As the College has now reached a level of financial and enrollment stability, and as a significant change in senior leadership has occurred with the retirement of the president, vice president for academic affairs, and the imminent retirement of the vice president for student affairs, a reexamination seems appropriate to ensure that these structures and processes foster the kind of

collaborative participation that is appropriate for a maturing institution. The new president has already instituted a variety of changes in the administrative structure and has engaged the Board of Regents in new ways of thinking about their roles and responsibilities. The recommendations regarding faculty governance that were adopted in 2001 continue to be refined so that the faculty will continue to understand and function effectively in its areas of responsibility. Evidence of how these structures and processes work to advance the mission is documented below. (See the College's organizations charts in Appendix D.)

**Evidence that demonstrates the criterion is met:**

- The Board of Regents demonstrates its support for effective leadership and focuses its efforts on achieving the College's mission, as evidenced by its review and approval of the Master Plan, as demonstrated in their own lives of Christian leadership, and in their significant levels of financial support. Since 1997 the Board of Regents as a whole has contributed an annual average of \$250,000 to College operations and capital projects.
- The Board, the president, and his cabinet demonstrate their support of effective leadership and collaborative processes in the following ways:
  - Faculty and other campus leaders share responsibility for the coherence of the curriculum and the integrity of academic processes, as evidenced by faculty curriculum and governance policies. These governance structures have greatly improved the faculty's understanding of its roles and responsibilities, and have defined more clearly the areas over which it has direct purview, those over which it collaborates in decision-making, and those areas in which it plays a consultative role. The reorganization of the faculty in 2001 and the adoption of governance principles has greatly mitigated some of the issues that were identified by previous teams.
  - The modified department structure has provided opportunities for greater leadership development among faculty. Ten chairs meet regularly with the vice president for academic affairs, both individually as he supports them in their departmental leadership roles, and also collectively as they meet with him monthly in the Academic Council. This greatly expanded leadership responsibility has promoted a larger sense of ownership among more faculty. (Cf. the Organizational Chart, and the Faculty Governance Chart in Appendix D.)
  - Students are also involved in College leadership and governance structures and processes. Individual members of the Student Senate are voting members of numerous faculty and administrative committees, including the Academic Council. The College also supports a Student Judicial Board which adjudicates student conduct violations and other student complaints. The mission emphasis on developing future leaders is carried out through numerous student clubs and organizations, student athletics, artistic endeavors such as choir, band, and theatre, and in leadership roles in planning and conducting worship and religious life programs. (See organizational charts and committee rosters in Appendix D to document the level of student involvement in governance.)
  - The president conducts three all-campus meetings each year in which he relates the mission and vision of the College to current and future plans and programs.

- The Institutional Advancement Office of the College has been substantially restructure to generate the financial resources necessary for the College to achieve its goals. A capital campaign Executive Committee has been created with representatives from many constituency groups. These dedicated volunteers have already demonstrated their zeal in extending support for the mission of the College.

**Evidence that needs strengthening:**

1. As revealed in the minutes of past faculty meetings, the distribution of responsibilities as defined in governance structures and relationships is not always understood or implemented in a consistent manner. To be sure, changes in academic leadership have contributed to some of this, but there remain questions and concerns on the part of some about the extent to which the faculty is able to control those areas of responsibility, such as the curriculum and their conditions of service. As a result of this self-study, it appears that there remain issues that need to be addressed, perhaps not so much in terms of the structures or defined responsibilities, as much as in those areas of disagreement by some over implementation and execution of the governance system.
2. Varied interpretations of the Mission Statement on campus have led to some diminished collaboration and some questioning of governance policies (Cf. Faculty/Staff Focus Group Notes).

**Recommendations for Core Component 1D:**

1. The College should conduct ongoing discussions which relate the mission statement to institutional governance structures and processes, and which involve the faculty, staff, Board of Regents, students and administration in order to enable each to better fulfill their role in accomplishing the mission of the College.

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**Core Component 1E: The organization upholds and protects its integrity.**

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The College is especially sensitive about how it is perceived by its publics and with how it operates with respect to its internal and external constituents. Over the years there exists documented evidence that, while the College's leaders conducted themselves with the highest ethical standards, the actions taken by the College were called into question. Relationships with adjacent neighbors were often contentious, especially when the College was seeking to rezone residential property for campus expansion. In other instances, synod officials raised questions about personnel decisions which, even though facts and circumstances were closely guarded for the protection of all involved, appeared to those outside the College as being unfair or unwarranted.

The tensions described in the “Brief History of Wisconsin Lutheran College” between the College and church members at times were reflected in a lack of understanding or appreciation for some of the decisions that were made by College leaders.

Nevertheless, it can also be said that through adversity comes opportunity, and the College today enjoys a fine reputation with the City of Milwaukee and the City of Wauwatosa. The College’s new president has gone to extraordinary lengths to cement positive relationships with church leaders. At great cost, the College has established a long term commitment for limiting property acquisition and campus expansion so that neighbors are no longer uncertain about the College’s future plans. In all these areas, the College has operated with honesty and integrity, often having to pay the price in terms of time and money.

**Evidence that demonstrates the criterion is met:**

Included among artifacts of evidence to support the argument that the College upholds and protects its integrity are the following:

- The religious activities of the College are congruent with its mission, including the following examples of evidence:
  - Theology is a General Degree Requirement (Cf. 2003-2005 Course Catalog, p. 52)
  - A number of campus worship opportunities exist, such as everyday chapel; evening Vespers; small-group and guided Bible study opportunities; opening and closing services; mission outreach activities; and the Christmas address at the annual Christmas concert.
  - Devotions are a part of orientation with parents and incoming freshmen.
  - A fellowship brochure has been developed explaining Scriptural principles of fellowship.
  - Guest speakers representing diverse points of view are invited to speak at student forums.
  - The College is handicapped accessible.
- The College exercises its responsibility to its external constituencies to ensure that the College operates legally, responsibly, and with fiscal honesty (Cf. WLC’s Annual Reports found in Resource Room as Exhibit D.)
- The majority of the students participate in a leadership role while attending WLC in a variety of manners, including:
  - More than 300 student employment positions are filled every year, many representing a team leader role on campus.
  - Student Senate elected positions.
  - More than 20 clubs and organizations, all with elected leadership.
  - Judicial Board, all appointed leadership roles.
  - Fine Arts and Athletics clubs and teams, all participants accepting the role of leading by example.
- The College consistently implements clear and fair policies regarding the rights and responsibilities of each of its internal constituencies (Cf. 2003-2004 Student Handbook, Student Affairs brochures on alcohol; Faculty Handbook). This is

especially evident in student, staff, and faculty grievance procedures, as well as in the structure and operation of the student judiciary process.

- The College demonstrates its integrity as it promotes and encourages co-curricular and auxiliary activities (Summer Arts in the Park; Milwaukee Chamber Orchestra is our orchestra-in-residence; hosting of the AAU basketball tournaments annually; the Guest Artist Series; The CHARIS Institute programs.)
- The College responds in a timely manner to complaints and grievances. (Cf. 2003-2005 Course Catalog, p. 41). This is true not only about student complaints, for which internal processes are followed, but also for complaints received from neighbors, pastors, and other church and community leaders. Procedures for dealing with concerned parties are also included in the College's Crisis Plan. (Exhibit E)
- The College has frequently worked with community government leaders and citizens as the campus has expanded and developed. (*Today*, Resource Room Exhibit F)
- The College has a freshman seminar, College 101-102, which serves as an ongoing orientation to the College and its mission. This seminar provides opportunities for students to explore the many ways in which the mission drives and directs programs and services that support students and their learning and development.
- The students reflect the mission through extracurricular activities and internships, as evidenced by:
  - Positive feedback from constituencies in the community.
  - Mission statements from student groups such as the Business Club
  - Wisconsin Lutheran College Choir tours (Cf. Choir Tour Programs)
  - Cross Boundaries (A student led discussion forum.)
  - RA Cultural Diversity Seminar (Cf. 2004-2005 Orientation Schedule)
  - Spiritual mentor program for freshman in the residence halls (Cf. 2004-2005 Orientation Schedule)
- The College upholds and protects its integrity by 1) Calling only WELS members for full time called faculty and staff positions, 2) Identifying faculty candidates with a terminal degree in their field, and 3) Remaining committed to the liberal arts.

**Evidence that needs strengthening:**

1. Building on our strengths, and in order to continue to uphold and protect its integrity, the College should continue to pursue opportunities that build and develop relationships with the neighbors and church leaders.

**Recommendations for Core Component 1E:**

1. As the College becomes more diverse, it will be necessary to instruct the truths of the Gospel clearly and lovingly to all of our students, some of whom may be new to instruction from a Scriptural viewpoint. It will also be necessary to instruct WELS students more directly concerning appropriate understanding and appreciation of cultural diversity.

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## Conclusions, Interpretations, and Judgments Related to Criterion One

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The study of the mission and integrity of Wisconsin Lutheran College as it relates to Criterion One of the accreditation process has revealed that the College in its development has long recognized the need for a central focus. The institution's central focus is well stated in the Mission Statement and is further exemplified in the Vision, Philosophy, and Academic Vision, core documents that include, emphasize, and integrate the institution's mission. The organization endeavors to fulfill its mission through structures and processes that involve the board, administration, faculty, staff, and students. It does this with honesty and integrity.

The report from the 1997 accreditation visit was evaluated in light of those areas that related to the mission and integrity of the College. All areas of concern indicated in the report have been or are being addressed. While there are some tensions mentioned in connection with carrying out the mission and vision of the College, these tensions exist in an educational institution which also maintains a strong religious focus. As mentioned by the former visitation report, the mission and integrity of the College is one of the institution's strengths and this self-study process has led to the conclusion that this remains true today.

A thorough study of Criterion One has involved researching the publication of mission documents, examining the degree to which those documents articulate the mission of the College, and assessing the level of integrity with which these documents are implemented and understood by the various constituencies of the College. The study has involved an investigation of the documents themselves, their availability and accessibility, their clarity of the documents, and their ownership and implementation by the Board of Regents, administrators, faculty members, staff, and students. The primary vehicle for the examination of the criterion has been the interpretation provided by focus groups. Each group represented a different constituency of the College.

As each of the mission documents was considered and evaluated, examples of evidence of institutional strengths were found. In addition, some areas in which the College could improve were noted. These have been addressed and are listed as recommendations. In many cases, the implementation of the recommendations has already taken place or will be in process before the on-site visitation of the accreditation team takes place.

As a result of the College's documentation of evidence regarding Criterion One, the argument is advanced that the College meets the expectations implicit in the core components of Criterion One.



## **Criterion Two: Preparing for the Future**

**Criterion Statement: 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.**

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The organization realistically prepares for a future shaped by multiple societal and economic trends. The organization's resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future. The organization's ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly inform strategies for continuous improvement. All levels of planning align with the organization's mission, thereby enhancing its capacity to fulfill that mission.

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

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The College both plans for the future and prepares for the future. In terms of planning for the future, it will be shown that the College has engaged in meaningful institutional strategic planning for many years, and that tactical planning has been carried out on an annual basis in all departments. On the other hand, positioning itself to respond to unforeseen conditions in the future has placed the College in a state of strong preparedness. This preparation is characterized by the ways in which the College has organized and allocated its human, physical, and financial assets. Building on this stability, the College also plans strategically in order to identify and move deliberately toward its preferred future. It will be shown in this section of the self-study that planning and preparation work in tandem to secure a robust and responsive future.

#### **Evidence that demonstrates the criterion is met:**

Technology: The leasing program the College maintains with Gateway Computers assures that all campus computers (faculty, staff and computer lab computers) are replaced on a three year cycle. Special accommodations are made for systems that may require more frequent replacement. In addition, computer hardware employed by science, mathematics, and statistics classes have required upgrading in order to keep students current with software applications and scientific equipment.

During the last eight years, the technology staff has grown to include not only a full-time director but also a full-time network support specialist and a full-time help desk coordinator to oversee student technology workers. In the fall of 2004, Mr. Thomas Hausmann began service as the Chief Information Officer. He serves as a member of the president's cabinet

and reports directly to him. The significance the College attaches to this position is apparent from the criteria listed in his position description and the development of this new administrative division. (See Exhibit G in the Resource Room for Technology Plans, Programs, etc.)

The technology help desk provides customer service support for the entire campus community and offers excellent job opportunities for students. During the 2003-04 academic year, the technology department employed twenty-eight students; the hands-on experiences these students gain in trouble shooting, problem solving, and communicating with all areas of the College provide a valuable supplement to the students' classroom instruction.

Upon the determination that current administrative software was inadequate in many key areas, the College in 2003 initiated participation in an educational technology consortium project with several other independent colleges in Wisconsin. The goal of this consortium is to purchase an integrated administrative management software package through a cost-effective consortium approach. The number of colleges that will become a part of the consortium has yet to be determined. The Wisconsin Association of Independent Colleges and Universities (WAICU) is coordinating this effort.

Demographic Shifts The College analyzes and periodically reviews its target high school student market using national statistics from WICHE Reports (Western Interstate Commission for Higher Education). Because the student profile anticipates that 70% of its students are members of the WELS, the College reviews the annual Wisconsin Evangelical Lutheran Synod's *Statistical Report*. Another recent report delivered to the Student Affairs Committee of the Board of Regents demonstrates the challenge facing the College as the number of WELS confirmands continues to decline. (Cf. Report of Dean of Enrollment Services) This decreasing number translates into a declining number of WELS high school seniors and thus a shrinking pool of potential College freshmen.

The admissions office continues to develop strategies for improved tracking, contacting, and communicating effectively with WELS students. It requests the names of congregational confirmands (eighth grade) each spring and high school juniors each fall from all WELS and ELS (Evangelical Lutheran Synod) congregations. Upon receiving these names, admissions workers immediately enter them into the EMAS (Enrollment Management and Admissions System) database and make frequent and scheduled telephone, e-mail, and direct mail contacts. (Cf. Freshman Profile Statistics; see also the Admissions Action Plan. These items will be in the Resource Room in Exhibit H.)

Since 1997, the College has contracted with the USA Group/Noel Levitz for its assistance in initiating and implementing a strategic enrollment plan. This plan has incorporated marketing, recruiting, financial aid leveraging, and retention techniques. The College continues to work with Noel Levitz on a yearly consultant basis.

Globalization. Departmental course offerings now place greater emphasis on international concerns. Business Economics offerings focus on international and multicultural issues. Prof. Sharon Burow leads regular Education class excursions to Hungary. Dr. Robert Anderson leads a Biology class biannually to Jamaica for environmental research. Dr. Glen

Thompson is planning a History course trip to Rome. Dr. Mark Braun has led Theology trips to Israel, Greece, Italy, and other locations of biblical significance. Prof. Sybille Krause has led German study trips to “Lutherland.”

In addition to faculty-taught short course offerings, the College encourages study and living abroad experiences for students. Each semester some students have made use of this opportunity. Students who major or minor in a foreign language must receive department approval for such international study. A maximum \$2,000 study abroad grant is available for assistance in funding for students whose programs require such study abroad.

Dr. Glen Thompson works closely with the WELS to promote China initiatives for students. Each year several graduates agree to teach English in China for up to two years.

However, no structured program of study abroad currently exists on campus. The former vice president for academic affairs worked with individual students and helped to facilitate placements in foreign universities. His knowledge and expertise, however, were not translated into any formal arrangements. Students now must generally seek out a study abroad program that meets their needs. Typically they arrange their own programs through various study abroad companies who cater to college students, or through programs at other colleges and universities. Numerous students have used the services of the University of Wisconsin – Milwaukee, which has for years invited students from local colleges to use their programs and services. The quality of these various programs varies greatly. Some students choose to withdraw from WLC and enroll in other colleges that offer their own study abroad programs. At the conclusion of their study abroad program, they transfer the credits back to WLC. For less motivated students, the task of researching a study abroad program may be daunting. The lack of a formal program not only limits the number of students who pursue study abroad opportunities but also eliminates study abroad as a recruiting tool in attracting prospective students to the College.

In 2002 the independent colleges in Wisconsin began a WAICU Study Abroad group, which established a Study-Abroad Agreement in which all member schools could make use of the study-abroad services of another member school. Although a WLC admissions representative participated in the WAICU study-abroad meetings, WLC has yet to sign the agreement assuring that it will become a member school. Recently the vice president for student affairs appointed an ad hoc committee to review the College’s current approach to study abroad programs and to make recommendations for improving it. Joining the WAICU Study Abroad Consortium is one of the options being evaluated by the committee.

Functioning in a multicultural society. A campus multicultural student organization, the Diversity Club, supports minority students on the WLC campus. Students also have opportunities to take courses in cross-cultural management (Business Economics department) cross-cultural communication (Communication department), anthropology, and sociology. Other multicultural events on campus include the Jackie Robinson Middle School summer courses which bring minority middle school students to campus to study science and art, and other elementary school events such as the work at the Guadalupe School, a Hispanic immersion school on the south side of Milwaukee. Through the Campus Ministry office, students participate in outreach programs in the inner city and in ethnically diverse areas.

Under Strategic Goal #3—Student Profile, Academic Affairs Objectives, point 1, the Master Plan lists as a strategic goal to “improve the diversity of the faculty to foster support for minority students.” Because all faculty must come from within the confessional fellowship of the WELS, finding qualified minority faculty candidates has been a challenge. This will be pursued by engaging a professional consulting agency and further developing the synod network of supporters.

Recruiting needs to be targeted toward qualified minority students. The College student profile projects a goal of ten percent minority and international students, but it faces significant challenges in this area. WELS students remain the primary focus of potential College student recruitment, and the vast majority of WELS members are white Midwesterners of Northern European descent. Of 22 area WELS Lutheran high schools throughout the United States, only one (Wisconsin Lutheran High School) has any significant minority representation. A new Lutheran high school has opened this fall in urban Milwaukee, and two elementary schools with a high percentage of minority students--- St. Marcus and Hope Lutheran schools--- are set to become primary sources for future College minority students.

WELS world mission fields provide an additional source of international students, although several WELS missions are located in former Eastern Europe bloc countries where students possess few financial resources. Recruitment efforts in such countries are hampered by the large amount of financial assistance these students need. For several years, a private donor of the College has contributed \$100,000 - \$125,000 annually to cover the costs of tuition and textbooks for these students. The College has also begun to work with individuals and congregations to initiate funding to provide additional student support.

Effective environmental scanning. The admissions office has partitioned the United States into specific recruitment regions to enable admissions counselors to focus on needs and trends in specific locations. The two full-time and two part-time counselors thus manage a proportionate share of student names. Lutheran high schools, small Christian schools, home-schooled students, and public high schools are arranged by county and state. (See also the Admissions Action Plan in Exhibit H in the Resource Room).

Additional environmental scanning is outsourced through Noel-Levitz for demographic scanning and Virchow-Krause for financial scanning. The director of admissions, Craig Swiontek, explains: “We have worked on a regular basis with USA Group/Noel-Levitz, a college admissions consulting firm with an outstanding reputation. They have provided us with an annual consulting service to benefit our enrollment and revenue management systems. We attend annual seminars hosted by ACT, Education Systems (owners of our EMAS database), and USA Group/Noel Levitz for telecounseling techniques and improvements. We also subscribe to various higher education publications, including but not limited to: College and University Journal, University Business, The Journal of College Admission, NACAC Bulletin, Next Step and Activity (an ACT publication).”

Virchow-Krause provides financial ratio analysis and a benchmarking study for the administration of the College, which will be discussed in core component #2. For purposes

of this core component, however, it should be said that the analysis they provide enables the College to price its tuition and services on the basis of internal and external factors.

To support projected student enrollments, the new Science Hall and the athletic fields were completed in the fall of 2004. The Master Plan reflects a reasonable estimate of the College's current capacity and anticipates adequate facilities for a FTE student body of 750. The College endowment fund, with a balance of \$13.5 million as of June 30, 2004, however, requires ongoing attention. The president and the development office have initiated plans for a ten-year, \$100 million fund-raising campaign. Strategic Goal #5 of the Master Plan, regarding fiscal integrity, has set a goal of increasing the endowment fund to \$25,000,000 by 2007. This must be accomplished through expanded foundation involvement in grants, expanding the Ella Post Society for future bequests, and increasing corporate sponsorship. With the concurrence of the Schwan Foundation, the College obtained \$48.67 million in tax exempt bonds to finance its extensive program of expansion. This was done with the understanding detailed in the College's covenant with the bank that at least \$2 million per year would be placed into the endowment fund. The following table illustrates the growth of the endowment fund in recent years.

**TABLE 2.1 - Endowment Balances at Market Value**

FY Ended June 30,	<b>Endowment</b>	Student FTE	Endowment per Student FTE
1993	<b>\$1,399,531</b>	295	\$4,744
1994	<b>1,522,837</b>	298	5,110
1995	<b>1,579,786</b>	352	4,488
1996	<b>1,977,260</b>	374	5,287
1997	<b>2,462,585</b>	374	6,584
1998	<b>3,503,321</b>	416	8,421
1999	<b>4,357,395</b>	473	9,212
2000	<b>6,290,949</b>	532	11,825
2001	<b>6,758,515</b>	610	11,080
2002	<b>7,491,360</b>	672	11,148
2003	<b>10,343,086</b>	642	16,111
2004	<b>13,632,885</b>	683	19,960

The College supports innovation and change, particularly in research. The Faculty Development Committee has budgeted \$10,000 for mini-grants for the 2004-2005 academic year, and faculty actively seek out these funds. Faculty members also are encouraged to apply for National Science Foundation grants (Dr. Keith Beyer obtained two; Dr. Kuehn received one, and Dr. Brian Jacobsen has applied for grants, and Drs. Jerrod Erbe and Daniel Ebeling have collaboratively applied for another). The Board of Regents is also investing in the College's intellectual capital by approving 50% of indirect costs for all federally funded grants. Faculty development opportunities are offered annually in which faculty members are instructed in adopting technology to the classroom and in exploration of what it means to be a professor at a Christian Liberal Arts College. The Master Plan

(2003-2006), under Strategic Goal #4—Facilities, Academic Affairs, point 3, states that there will be an upgrade to existing facilities to support academic quality.

### **Evidence that Needs Strengthening:**

1. The College needs to continue to support procedures and practices that place worship and spiritual life at the center of our life together. It is believed that when the core religious and spiritual values are broadly shared and practiced, that a greater basis for appreciating diversity among God's people can be developed.
2. The College must reaffirm its commitment to the liberal arts through encouraging departments to collaborate across departments in research and teaching (e.g., through having majors that allow for taking a broad set of classes). It is believed that the liberal arts provide keys to enable students to approach an uncertain future and to deal with rapid social change. By reconfirming its identity as a liberal arts college, the faculty, staff, and students can better work together to establish in more concrete forms the connections and relationships between disciplines and their applications.

### **Recommendations concerning Core Component 2A:**

One specific area calls for a recommendation in regard to globalization and functioning in a multicultural society, and how the College proposes to attend to its heritage.

1. The College needs to put in place a more structured and aggressive program for study abroad. General procedure guidelines should be made available to all students with specific faculty/department recommended programs in other countries. It is recommended that the vice presidents for academic and student affairs appoint an ad hoc committee to review the College's study abroad process. (Note: This action was taken in Fall 2004.)

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

Wisconsin Lutheran College is strongly positioned to strengthen its quality in the future. This section of the self-study will document how the College has allocated its human, physical, and financial assets so that it can continue to support and strengthen its programs. It will also document how the College has planned for the future so that it can achieve its preferred future.

### **Evidence that demonstrates the criterion is met:**

Human resources. Through careful balancing, the size of faculty and support staff has generally kept pace with student enrollment. Managing this balance has been a particular challenge since the College has functioned largely in a start-up mode and has not fully

attained a state of equilibrium with a mature curriculum and a stable number of faculty, staff, and students. Even though the faculty adopted a long range curriculum plan, *Vision 750*, in 1999 and the administration utilized a staffing matrix based on that vision to anticipate future faculty needs, the College has reached a state of development that calls for transitioning into a new style and manner of strategic planning that more aggressively defines the preferred future and lays out a plan for the human resources needed to achieve it.

The 1997 visiting team recommended that the College needed a long range plan for new faculty. Consequently, the director of institutional research at the time, working with the vice president for academic affairs, developed a staffing matrix that calculated the needs for future faculty positions in existing disciplines according to incremental future levels of enrollment in order to maintain at least a 12 to one student to faculty ratio. This matrix suggested areas of greatest need and provided a rational guideline for new positions for the intervening years. In 2003, the new president's announcement of Board approval for calling seven new faculty members, as well as his announced recognition of the connection between sufficient faculty and student retention (Cf. Faculty Meeting Minutes February 27 2004, Exhibit X, Resource Room) demonstrated efforts to further address this concern and to accelerate the addition of new positions to further enhance quality.

On an annual basis, faculty and staff human resource needs are analyzed and departmental requests are presented to the president's cabinet. The cabinet recommendation of seven new faculty members and four new administrative staff positions for 2004-2005 has constituted the most aggressive request for human resources in College history. The Board of Regents at its April 2004 meeting approved this recommendation, affirming the importance of filling faculty vacancies and adding faculty to accommodate a growing enrollment. Their decision also demonstrates the commitment of Board members as individuals to the financial support the College.

Identifying qualified potential faculty candidates who are also WELS or ELS members remains a serious challenge. Although institutional advancement personnel and others have been helpful in building a database of names of potential faculty members, a more formal and proactive approach is necessary for the College to keep pace with projected enrollment growth. This is especially critical when it comes to finding and recruiting minority faculty members.

Although the support staff has been kept intentionally lean, there seems to be general consensus that support staffing is adequate for College needs. In addition to full-time staff positions, the College utilizes student workers as a great resource for temporary and part-time staffing. During the 2003-04 academic year, the College employed approximately 360 students in either federal or non-federal work study jobs. Such staffing addresses the admittedly "lean" full-time staffing question and in addition provides students with an opportunity to gain valuable work and career experience, develop leadership skills, and earn income toward tuition. Finally, the College outsources services wherever possible. It is especially advantageous to use experts in facility management and food service. Johnson Controls and Sodexo have brought professionalism to these areas and have relieved the College of the high costs associated with turnover in the facility and food management areas. In 2004 the bookstore was also outsourced to Campus Leasing Solutions (CLS).

Financial Resources. As discussed earlier, the Board of Regents has resolved to focus its efforts on increasing the endowment fund by \$2 million annually. Assuming a minimum 6% growth of the invested funds in the endowment, College policy is to distribute 3% through scholarships to our students and to reinvest the remaining investment income. This conservative policy should facilitate long-term financial stability while meeting increasing financial aid needs for a growing student enrollment.

The vice president of institutional advancement has instituted the Ella Post Society as an aggressive effort to increase the endowment fund through planned giving. This effort has enjoyed significant success; 190 family units belong to the society (see Ella Post brochure, Exhibit J, Resource Room). Although the total gift value is unknown, the College stands to reap great benefits from these estates. The development department presently works with The Charitable Resources Group (TCR Group) to develop a long-term strategy for fundraising as well as immediate plans for a capital campaign. One recommendation of the TCR Group is that the College send a Letter of Intent to all members of the Ella Post Society in order to solicit information from donors regarding the value of their estate gifts to the College. The value of these estate gifts should be available by the end of the 2004-05 fiscal year.

The College has completed two bond issues; one on September 20, 2001, for \$28,000,000; a second on June 12, 2003, for \$20.67 million, as U.S. Bancorp Piper Jaffray closed the Series 2003 bond issue. At the low rate of interest presently paid on this money, it is prudent for the College to leverage its physical plant in this manner, even though the debt load may appear to be high. As the endowment fund purposefully grows, the debt-to-equity ratios should compare favorably with comparable Colleges. (See complete ratio analysis conducted by Virchow-Krause in Appendix K, and Exhibit I in the Resource Room.)

Finally, although the financial future of the College is relatively secure, the need for expansion of gift revenue continues. A ten-year \$100 million campaign is currently being launched which will allow continued facilities expansion and completion of the football stadium, add faculty and staff, and meet financial aid needs for the next decade.

Physical resources. Since 1997, five buildings have been constructed: the Campus Center (1998), twin Residence Halls (2000), Chiller Utility Plant (2002), and Science Hall (2004). In February 2004, the College purchased 26 acres of land from Milwaukee County for the development of athletic fields. The football fields have been completed for competitive play in fall 2004; other areas (baseball, softball and soccer fields, tennis courts) should be completed in separate phases by the end of the 2004-2005 academic year.

The College has purchased numerous homes east and west of the campus; these acquisitions add institutional capital value and provide landowner leverage in dealings with the City of Wauwatosa. WLC has developed a healthy long-term planning relationship with the City of Wauwatosa, the City of Milwaukee, and Milwaukee County.

Long range plans for campus construction include a sophomore residence hall, the reconfiguration of offices in the Gary J. Greenfield Administration Building (originally constructed in the 1920s), and other academic facilities.



<b>TABLE 2.2 - WLC Investment in Physical Resources</b>		
<i>Function</i>	<i>Academic Year 1996-97</i>	<i>Academic Year 2004-05</i>
Administration	11,400 sq. ft.	17,880 sq. ft.
Houses	13,828 sq. ft. (8 units)	40,232 sq. ft. (29 units)
Academic	100,600 sq. ft.	182,400 (includes 10,000 of parking) sq. ft.
Housing	68,500 sq. ft.	233,000 (includes 65,000 of parking) sq. ft.
Student Affairs	112,000 sq. ft.	140,700 (includes 20,000 of parking and 5,000 of chapel) sq. ft.
Athletic Fields	0 acres	30.77 acres

Total campus square footage as of fall 2004 is about 634,224 square feet; this figure includes the 29 houses the College owns. Total investment in buildings and land is \$85,624,000.

Human resources support and strengthen the quality of education.

The present decade is a time to solidify existing programs, particularly by raising faculty levels to full strength in existing academic disciplines. Curriculum expansion must proceed carefully as a genuine interpretation of institutional mission, not in a reactionary attempt to attract artificially higher enrollments. Careful monitoring and projection of faculty staffing requirements is necessary as enrollment grows to prevent a crisis management mode of operation. The College institutional research office maintains a sophisticated staffing model of more than 100 integrated spreadsheets to predict the number of faculty needed in each discipline at increasing enrollment levels. This model is parameter driven, that is, it accounts for limits on class size and can be adjusted to accommodate changes in course enrollment patterns. Each year the vice president for academic affairs and department chairs (Academic Council) prioritize additions to the faculty, based on these and additional factors, such as program need. (To access the matrix, go to: <http://wlcnt2.wlc.edu/intranet/selfstudy/>)

Financial resources support and strengthen the quality of education.

The College has strengthened its financial support of the educational enterprise. Early efforts have focused on “bricks and mortar” and operational viability. During the 1990s, however, general degree requirements were revised, primary buildings were completed, the campus computer network was expanded, more majors and minors were added to the curriculum, the faculty doubled in size, and students were challenged by a higher level of academic intensity. All this growth resulted in a new and more vibrant academic culture. Budgets for some academic departments doubled or even tripled. By the end of the 1990s, rapid growth in enrollment again required that College leadership focus its financial resources on educational infrastructure. Increased use of the internet and greater student and faculty demand on e-mail services, the need for interoperable productivity software, increased access to remote databases, classroom innovations, and an insatiable appetite for more bandwidth and disk space led to the creation of and increased funding for an information technology department. With the economic downturn during the first years of the new millennium, the College experienced diminished rates of return on investments,

staggering increases in health insurance costs, a decrease in funding from foundations and corporations, and a virtual black hole of technology expenditures. Growth of academic budgets was kept minimal while the academic affairs division sought institution-wide cost controls for improved allocation of financial resources and direct linking between budget items and departmental goals. Coming out of those lean years (2002-2004), academic year 2004-05 saw the return to growth in the academic departments. The charts on page 50 of this self-study demonstrate that budgeted 2004-05 figures show an increase to instruction.

To meet current and future financial challenges, the president has announced a major fund raising campaign. Referenced earlier, the fund raising campaign should:

- serve as the vehicle through which the College seeks to raise \$100 million
- assist the College in expanding and broadening its donor base
- create greater awareness of the College in its nearby community and larger geographical region
- involve a greater number of non-campus human resources in the mission of the College
- assimilate the new president and vice president into the development culture of the College
- make better use of existing development staff and their talents in the fundraising effort.

By achieving this \$100 million goal, the College should be able to expand academic programs and facilities, add faculty and staff, increase the endowment fund at a rate of at least \$2 million per year, and provide the financial support needed for scholarship support for a growing student body. By doing so, the College should

- meet the need for additional academic space for its expanding student body (50% enrollment growth over the last 4 yrs.)
- multiply the College's ability to educate science, computer science, and mathematics students for an increasingly technological society
- attract more high quality and highly qualified students in strengthened academic disciplines
- double the number of science majors (currently 6% of student body) by 2007
- compete more effectively to enroll students by offering updated equipment and facilities
- meet the interscholastic needs of its student body
- remain competitive with other Colleges by offering students competitive financial aid packages
- enable faculty and students to carry out important research.

Physical resources support and strengthen the quality of education.

Leasing arrangements with Gateway provide a cost-effective mechanism for replacing the hundreds of campus PC's with state-of-the-art equipment on a periodic schedule. Campus-wide software licenses with Microsoft and others provide the College community with a rich array of development and application software. With the new Science Hall comes wireless networking of classroom computers and more than 1000 network nodes, effectively

doubling the size of the campus network. The College plans to continue its practice of offering each professor the choice of a desktop workstation or a laptop computer.

Building construction and expansion remain a necessity as student enrollment exceeds 750. There are plans for a sophomore residence hall, and demands for additional classroom space must be met.

The organization uses its human resources effectively.

As a small campus community, Wisconsin Lutheran enjoys the advantage of streamlined decision-making as situations change and needs arise. This is especially true in regard to human resources. In an ongoing review process, department heads bring concerns directly to a cabinet member. The College's management team (the president's cabinet) meets weekly to address personnel needs quickly and efficiently. In most cases, cabinet members have personal acquaintance with situations that arise or with persons who require contacting.

The College has significantly improved its performance and cost effectiveness by outsourcing its food service to Sodexo, its facilities management to Johnson Controls, and campus security to Wackenhut Security, as subcontracted by Johnson Controls. Sodexo employs 14-16 people including on-site management; Johnson Controls employs 38, including Wackenhut security. The addition of Wackenhut as security agency for the College 2004 came as a direct response to a recommendation made by previous NCA visitors. The College has also outsourced its campus bookstore operations to CLS for the same reasons stated above.

The College is also able to assess and address staffing needs quickly. Qualified persons hired initially for one job are commonly reassigned to another when it becomes evident that they possess skills, aptitude, or desire for another position. Such reassignment is done with the input and approval of affected personnel. Such moves provide a high level of efficiency and they reflect the institutional mission of the College, to identify and utilize the natural talents and spiritual gifts of its employees.

Such flexibility is not typically characteristic of faculty positions. Their teaching responsibilities are associated with particular academic disciplines. Credit loads are specified: professors nominally teach an average of 12 credits per semester, 24 per year. This generally involves three to four classes per semester with two to four preparations. The College has typically maintained this standard and has assigned teaching overloads infrequently and only with faculty consent. The College expects its professors to be outstanding teachers and active scholars who conduct their lives as faithful Christians and servant leaders. As teachers, professors consider it both a professional and spiritual responsibility to refine their pedagogical methods, expand their knowledge base, and assess their own performance.

The content and process of teaching is enhanced by scholarly activity. The scope and volume of scholarship is shaped by the nature of the undergraduate curriculum and teaching loads. Each academic discipline has established comparable scholarship criteria to be met for faculty to advance in rank. Its professors write textbooks, monographs, and treatises. They publish educational, expository, and basic research papers. They edit and serve as

referees for scholarly journals. They present papers at national and international conferences.

As servant leaders, many WLC faculty members serve in local congregations or in the church at large. Some participate in city government. Others have completed application projects for organizations and businesses. Faculty members have served as consultants and have appeared in interviews on local talk radio and TV news.

Policies governing faculty sabbaticals are under review and need refinement. For the sabbatical program to become more viable, each discipline needs to be fully staffed, so that sabbatical leaves will not result in unstaffed courses for students

As the College matures, it should make better use of its “inside” human resources. New administrators acknowledge that a healthy tension currently exists between “in house” advice and the counsel sought from outside professionals. This tension may in fact be viewed as a positive thing as it creates a healthy environment of checks and balances.

The organization intentionally develops its human resources to meet future changes.

By 2000, staffing needs had escalated so dramatically that a Human Resources department, with its own director, was developed on campus. The department intends to focus on cross training its staff for improved flexibility. This training has created fluidity in times of need, budgetary restrictions, and funding cuts.

Faculty members have consistently been encouraged to complete the terminal degree in their field and to pursue additional education. The institution pays for all such education and is supportive of faculty schedule requirements during the course of attaining the advanced degree. Administrators are encouraged to attend continuing education courses and to join professional organizations and associations. Membership costs are paid by the College.

Fiscally, budgeting for human resource needs is analyzed and planned for a five-year window. Ongoing review of this five-year plan occurs at regular cabinet department reviews.

During the 18 years from 1986 to 2004, the staff has adjusted to meet the needs of a student body that has grown from 186 students to its current total of 716. Staff numbers have increased tenfold, from five employees to a current total of about 50. In that same time frame, faculty numbers grew from 15 full and part time professors to a current 57.

Current challenges for faculty training and advancement needs are to focus on the improvement of teaching techniques to enhance student learning and to increase continuous learning activities of faculty members.

The organization’s history of financial resource development and investment documents a forward-looking concern for ensuring educational quality.

Wisconsin Lutheran demonstrates its commitment to “quality teaching, scholarship, and service” as outlined in its mission statement. Throughout its history, the College has invested more than \$66 million in nine new buildings; four of which are dedicated

exclusively to faculty, students and instruction. The design of the other buildings, though they are devoted chiefly to extracurricular activities, nonetheless accommodate student learning.

The College also places emphasis on educational programs by funding faculty development mini-grants, professional conferences, meetings, seminars, and course management software. The position of assistant dean of faculty development has been added as a half time position to enhance faculty development endeavors. The tables below show the total amounts allocated to development programs.

**TABLE 2.3**  
Faculty Development Costs - Tuition Assistance, Conferences, Memberships  
Academic Years Ending June 30, 1999 to 2003

	Academic Year Ending:				
	<u>6/30/1999</u>	<u>6/30/2000</u>	<u>6/30/2001</u>	<u>6/30/2002</u>	<u>6/30/2003</u>
Faculty Tuition Assistance	7,978	13,421	30,897	32,445	42,823
Conference, Meetings, Meals	23,728	30,859	38,383	41,911	33,759
Travel to Meetings, Conferences	16,055	17,264	26,058	23,162	16,148
Memberships fees	6,540	8,730	8,860	9,724	9,373

**TABLE 2.4**  
Wisconsin Lutheran College  
Faculty Mini Grant Program

Academic Year	
1998-1999	\$2,170
1999-2000	6,274
2000-2001	10,870
2001-2002	10,525
2002-2003	7,450
2003-2004 to March 31	10,762
2004-2005 Budget	10,000

Investment in technology to ensure educational quality has increased in dramatic fashion since 1997. Table 2.4 charts the growth in computing hardware alone, but growth in systems and software has occurred as well. WLC has used collaboration with other colleges and outside funding through WAICU to share technology resources. From 1998 to 2000, WLC and other Wisconsin colleges and universities, in cooperation with the Wisconsin Foundation for Independent Colleges (WFIC) and Ameritech (now SBC), formed the Technology Learning Mentors Program to determine how best to use technology in teaching

and learning. In September 2000, an ad hoc faculty committee evaluated the current status of WLC technology to determine the degree to which technology was being used effectively on campus, and specifically the degree to which technology facilitated learning. The findings of this committee prompted the reassignment of the campus technology office under the division of academic affairs. To ensure that budget and service priorities were placed on technology support for teaching and learning, the director of information technology reported directly to the vice president for academic affairs. In 2004, information technology was moved under the leadership of the new vice president for information services and is now an administrative division which reports directly to the president.

In 2001, the Technology Enhanced Academic Mentors (TEAM) was formed to facilitate faculty development in educational technology. The TEAM group is composed of representatives from the general faculty, teacher education faculty, library, information technology, audio visual, and student representatives. These mentors engage guest speakers, and facilitate workshops for technology training. They also have selected U-Compass/ Educator as the campus wide course management software. Today at least half of the faculty uses this course management system. Investment in course management software is changing the nature of teaching from lecture style to one in which the faculty is more of a coach and a guide for enhanced group discussion in face to face classroom time. Table 2.5 documents the investment in technology since 1997.

<b>TABLE 2.5 - WLC Investment in Information Technology</b>		
<i>WLC Hardware</i>	<i>1997-98</i>	<i>2003-04</i>
PC's	104	275
Laptops	10	105
Macs	20	35
Network Printers	11	41
Copiers	6	10
Switches	?	56
Lab stations	?	Over 80

Available campus technology is augmented through Wisconsin Lutheran's membership in Southeastern Wisconsin Information Technology Exchange, Inc. (SWITCH). SWITCH is a private nonprofit corporation representing the combined interests of eight area institutions of higher education. The SWITCH consortium has been incorporated to plan and procure shared library technology services for its member institutions. The WLC library, in cooperation with other libraries, seeks to manage its resources wisely in order to get maximum services for dollars spent. WLC librarians participate in the Wisconsin Association of Independent Colleges and Universities (WAICU), and the Wisconsin Library Services (WILS). These collaborations enable member colleges to negotiate contracts on subscriptions and periodicals at prices that small colleges could not ordinarily afford. As the faculty increases, the College needs to review its library budget and address its acquisition needs. With the exponential growth in on-line resources, today's college library "has no walls." Students learn in their freshman experience to use available resources to their greatest extent, and WLC students have evidently gotten the message: they constitute the highest number of SWITCH consortium, despite having fewer students than most other SWITCH members.

**TABLE 2.6**

	Actual Expenditures - Fiscal Year:					Estimated	Budget
	1989-1999	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005
Periodicals	57,604	55,196	72,304	80,557	107,237	110,000	120,000
		-4.2%	31.0%	11.4%	33.1%	2.6%	9.1%
Books / multi-media	55,377	61,803	52,696	71,750	52,488	76,000	83,000
		11.6%	-14.7%	36.2%	-26.8%	44.8%	9.2%

The College has placed a high premium on adding full-time professors to the faculty. As financial resources have been developed, allocations have been made to support an aggressive program of faculty expansion. Believing that academic quality is directly related to the number of full-time faculty, the College has a history ( Table 2.7) of growing the faculty.

**TABLE 2.7** New Faculty Positions by academic year:

1996-1997	4 Biology, Theatre, Philosophy, English
1997-1998	1 Business
1998-1999	5 English, Physical Education, English, Art, Teacher Education
1999-2000	5 Art, Biology, Music, History, Psychology
2000-2001	6 Theology, Mathematics, Foreign Language (2), Business, Economics
2001-2002	6 Psychology, Business, Chemistry, Physics, Teacher Education, Communications
2002-2003	4 Theology, History, Theatre, Teacher Education
2003-2004	0
2004-2005	7 Proposed - Art, Biology, Computer Science, English, History, Mathematics, Psychology

Faculty salaries have increased since 1997 by a minimum of 3% annually. The Board of Regents has mandated that salaries be competitive with other colleges and universities. To ensure that this policy is met, salaries are compared each year with relative benchmarks. The median salary for private religious institutions compiled by the College and University Personnel Association (CUPA) is used as a benchmark. The benefit package for faculty and staff is also reviewed annually. Specifically, improvements to the Section 403(b) retirement benefit were added in 2001. WLC now adds 1% of salary for any individuals signing up for the plan and matches the next 4% of salary that individuals contribute. Faculty and administrators who hold divine calls from the WELS also participate in the defined benefit pension plan. Members of the campus community who are not called workers receive an amount equal to the annual pension premium added to their section 403(b) plan account. The College also adopted a Section 125 Cafeteria, Health and Dependent Care reimbursement plan in 2001

Educational quality comes not only from the faculty members with the latest technology in the newest buildings but also from quality students afforded every tool to succeed. In its admissions process, WLC strives to recruit the most highly qualified high school graduates. The financial aid budget is sufficient to offer academic merit scholarships for exceptional students. Table 2.8 documents the academic ability of incoming freshmen.

**TABLE 2.8** Entering Freshmen Class

	Average GPA	ACT Composit	
		Average	Mid- 50%
1997	3.49	24.82	23-27
1998	3.38	24.15	21-27
1999	3.41	24.96	22-27
2000	3.42	24.78	22-27
2001	3.45	24.76	22-27
2002	3.44	24.64	22-27
2003	3.48	24.26	22-27

The College demonstrates its commitment to student learning at many levels. Attention is focused on the student learner long before he or she sets foot on campus. Pre-registration of incoming freshmen begins in the spring, matching his or her academic interest and potential with first semester classes. Placement examinations and freshmen orientation activities prior to the beginning of the school year assist students in completing final registration. During this three-day event, freshmen meet their academic advisors/mentors, who continue with them for two to four semesters. Through two semester-long seminars, COL 101 and 102, freshmen students meet weekly with their academic mentors. Enrollment services then assist sophomores in choosing their major courses of study. Personnel in the student affairs division maintain and augment the process of bringing students into the mainstream of College life through the office of Career Planning and Counseling.

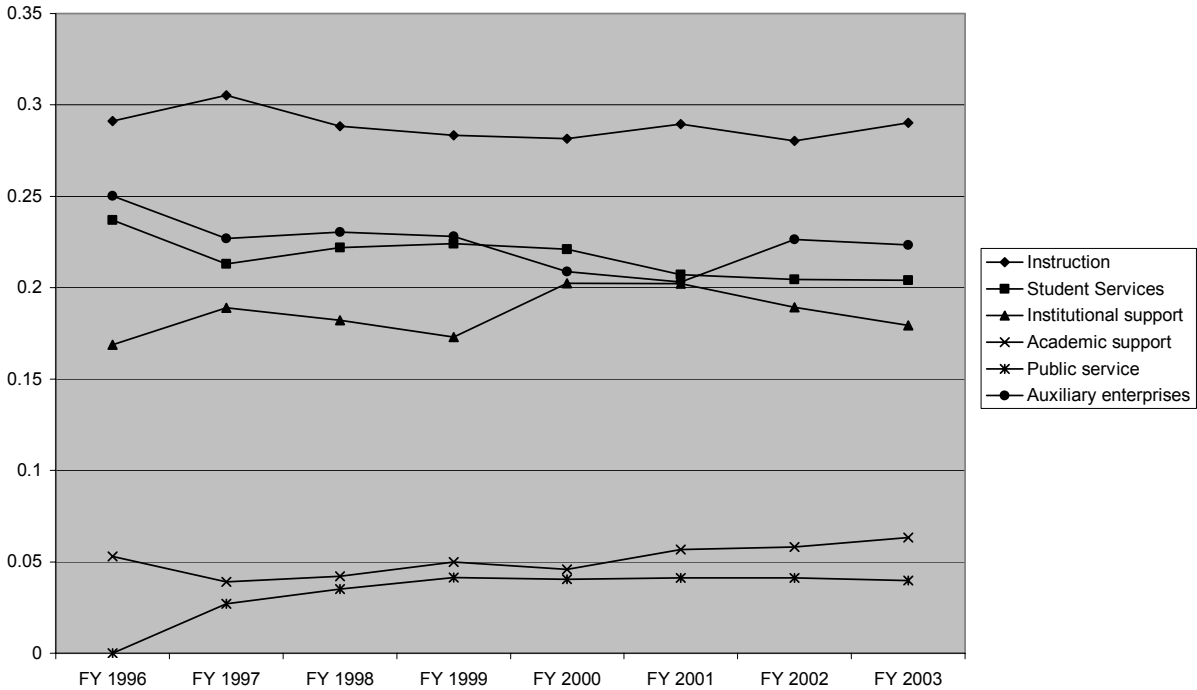
The residence halls serve as living/ learning centers, where attention is focused on helping every student to succeed. Each “house” is comprised of 24-30 students and assigned a tutor, so that tutoring and mentoring activities are provided throughout their freshmen and sophomore years. Commuting students are assisted in a similar manner by the commuter tutor who meets regularly with commuting freshmen and sophomores. These upper class tutors may provide their own support to students or may refer students to appropriate tutors in content areas such as mathematics, writing, and foreign languages. In addition, freshmen entering the College at academic risk, or returning students on academic warning or probation, are assigned an academic mentor to help ensure that they receive necessary assistance in using all the resources available to complete a successful college education. Student services focus on early intervention with all at-risk students.

Comparable to the library’s use of various consortia, the fiscal affairs division employs collaborative buying arrangements in many areas of purchasing, most recently enhanced by the efforts of the Wisconsin Association of Independent Colleges and Universities (WAICU). The WAICU staff negotiates and monitors contracts for some health and welfare benefits, office supply purchasing, and collection agencies among other areas.

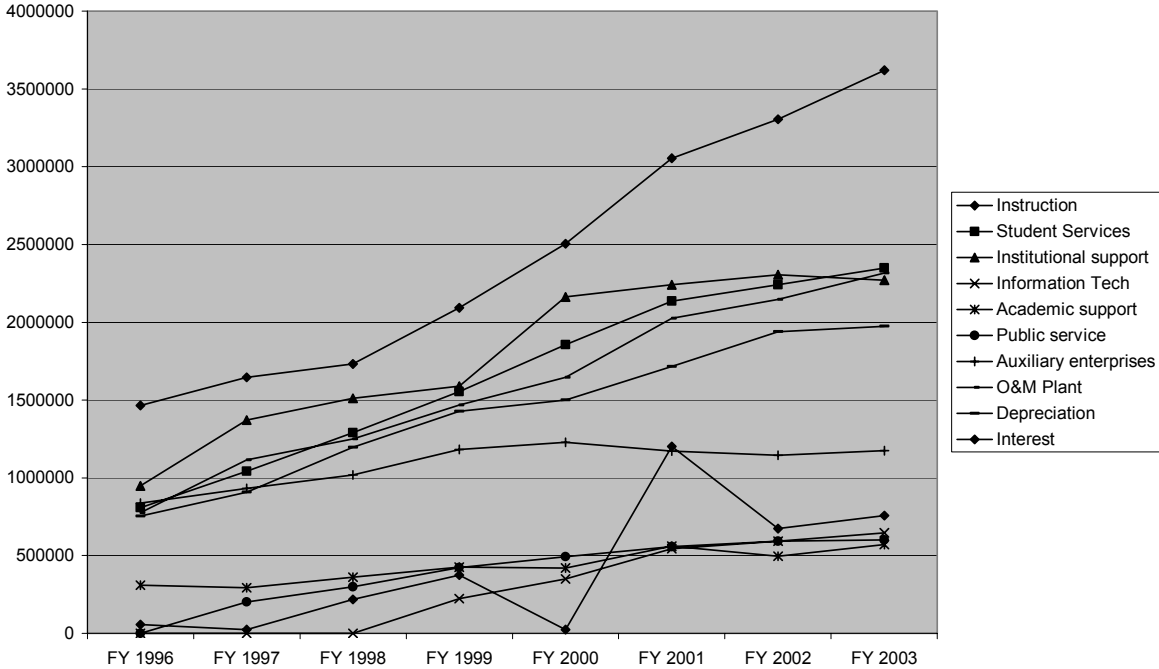
In its budget planning process, the College also demonstrates its emphasis on student instruction and academic support. As the following charts demonstrate, academic instruction received the largest percentage of the College operating budget for the years 1996-2003. The College intends to continue this trend by purposefully increasing the percent of the budget spent on instruction each year.



**Functional Expenses as Percent of Total per Audited Financial Statements**  
 Indirect costs (depreciation, interest, plant maintenance) are allocated



**Functional Expenses - Total Dollars Spent**  
 Indirect costs are listed separate



At the heart of ensuring quality education for future generations is the need for financial stability for the College as a whole. The key component of that stability for a College campus is its endowment. The Board of Regents, in collaboration with College administration, has resolved to grow the endowment by at least \$2 million in new money each year, through 2013. If sufficient permanently restricted gifts are not received in any given year, the College plans to add operating surpluses to the quasi-endowment to meet the \$2 million goal. The endowment of the College has grown from \$2.5 million in 1997 to \$13.5 million in 2004. With the aggressive growth mandated by the Board, the endowment should reach a minimum of \$40 million by 2014. The spending rate the College has elected also lends to the future stability of the fund. The rate is set at 3% of the average market value of the prior twenty quarters of the total endowment. This conservative rate allows for increased stability and growth in the endowment. The focus of endowment earnings to date has been for scholarships. In 2002-2003, the College awarded \$73,000 in endowed scholarships and \$4,000,000 in tuition discounts; of that amount, \$3.5 million was unfunded. With an endowment level of \$40 million WLC would be able to fund almost \$1.2 million of tuition discounts which now go unfunded.

As mentioned previously, WLC has enjoyed considerable financial support from the Marvin Schwan Charitable Foundation. Although the Schwan Foundation does not appear on the current College balance sheet, the Schwan Foundation has listed Wisconsin Lutheran College as one of only seven charities that it supports. Thus the College can continue to enjoy significant support from the Schwan Foundation for the foreseeable future.

In summary, WLC's history of financial resource development and investment demonstrates forward-looking concern for ensuring educational quality. Investment decisions are made with an eye toward providing an ever-increasing and stable endowment balance to support the operating budget of the College. Financial resources are deployed to attract and develop high quality students and faculty and to maintain a safe, fully-completed campus on which to learn.

The organization's planning processes are flexible enough to respond to unanticipated needs for program reallocation.

A non-restrictive organizational structure allows for flexibility in decision-making at the cabinet level. Wisconsin Lutheran's structures and culture lend themselves to flexible, efficient decision-making. Weekly cabinet meetings review the institution's critical issues regarding staffing and academic concerns. The cabinet as a team makes operational and strategic decisions to impact the needs presented.

The faculty Curriculum Committee reviews all requests for course and program changes, additions, or deletions. Changes to courses and programs reflect the commitment of the College to changes in the student body as well as fluctuations in nationwide educational trends, particularly as they arise in WLC's peer aspiration group of colleges. Each department also offers an independent study option, allowing professors to adapt a course of study to the specific educational needs of upper level majors. This ensures quality graduates prepared for employment or for education beyond WLC.

The fiscal affairs division closely monitors fall freshmen enrollment progress early in the calendar year. Although budget proposals are due from the various divisions in January and February, and although board approval of each year's fiscal budget is granted in April, the vice president for finance and administration typically asks for budget revisions if freshman enrollment goals change during the summer months. This process of trimming fiscal budgets based on lower anticipated freshman enrollments is first directed at adjunct faculty salaries and at those contract and supply amounts that naturally follow student FTE trends. Care is exercised to construct revenue budgets based on realistic enrollment assumptions, in order to decrease or even eliminate the necessity of late budget cuts; the process is designed to allow the College to survive unexpected downturns.

By contrast, WLC's budgeting process is sufficiently flexible to allow increases in expenditures as enrollment demands increase. Such growth is limited to adjunct salaries and food service and housing contracts that tie closely to increased tuition and auxiliary service revenue amounts.

During the course of an academic year, the approved budget is also flexible enough to accommodate changing plans. Each department chair may adjust budget lines in response to unanticipated opportunities. As long as each department stays within its total budget, funds may be redistributed among line items.

When faced with legislative mandates, the College structure is again flexible enough to adapt quickly so that the College may continue to offer high quality education to its students. Recently the Wisconsin Department of Public Instruction mandated changes for licensure of public teachers. WLC, both alone and within its collaborative groups, faced the changes proactively and without incident.

Strategic or long-range planning has been recognized by previous teams as a strength of the College. Under the leadership of the new president, a new strategic planning initiative has been launched which will engage the entire campus in establishing critical goals for the future. The area of strategic planning is evaluated under the analysis of Core Component 2.D., beginning on page 58 of this self-study.

The organization has a history of achieving its planning goals.

To address this statement, two people long involved in the College were interviewed: former President Gary Greenfield and former Vice President for Academic Affairs John Bauer. They were asked concerning how the College has fulfilled planning goals in three areas: financial, human resources, and physical plant.

Dr. Greenfield spoke mainly about the financial aspect of planning: "Money is the tool of movement." One of the most impressive financial facts about the College, in his view, is that it has had a balanced budget in every one of its 31 years. This is all the more impressive considering that the College does not have a large endowment fund from which to draw funds. Since alumni are still quite young, the College can expect them to provide more substantial support as age and earning power enables them to be more capable donors.

In addition, Dr. Greenfield remarked that WLC's freshman class placed it in the top five per cent of all Colleges, both public and private, in ACT scores and GPAs. Plus, there are "no weak links" in any of the buildings erected on campus.

Dr. Bauer has focused on the human resources of the College, due to his service as chief academic officer from 1981 to 2003. The main philosophy for faculty and staff during his tenure has been "to empower people to let them do what they do best." Consequently, the faculty enjoyed considerable freedom to develop their programs and academic services, but also functioned in an environment of very high expectations. It could be said that under the leadership of Drs. Greenfield and Bauer, there was little tolerance for mediocrity. While the faculty has grown by more than one-third since the 1997 visit, recruiting high quality faculty from within the WELS remains a top priority and a challenging task.

### **Core Component 2C: The organization's ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.**

Assessment of institutional effectiveness is carried out in a variety of ways. With respect to the assessment of academic outcomes, evidence follows which demonstrates the comprehensive and relevant manner in which such assessment is carried out and how the data from academic assessment contributes to improvement. With respect to overall institutional effectiveness, the College's Master Plan identifies key "performance measures" and annually tracks the College's performance on these measures, as well as quantifies goals in the future. Documentation of other ways in which the institution assesses its effectiveness is also provided.

#### **Evidence that demonstrates the criterion is met:**

Academics. Evaluation, assessment, and planning are core components of the teaching and learning process. Ample evidence exists that the academic division of Wisconsin Lutheran College has a program of ongoing evaluation and assessment that leads toward continuous improvement. (See Annual Assessment Reports, Program Descriptions, Assessment Committee meeting minutes, in the Resource Room in Exhibit K.) Following are key components of the academic evaluation/assessment/ planning process.

1. Every student enrolled at WLC is required to maintain a portfolio. These portfolios originally consisted of individual student "blue boxes," but beginning with the freshman class of 2002, portfolios are maintained in electronic form. Students are provided with an initial orientation and ongoing support for portfolio development. Students are instructed to select an artifact from each of the 10 Academic Goals, write an explanation regarding its connection to the goal and a reflection regarding the value of the learning experience, determining whether growth in knowledge, skills, or dispositions are evident. Seniors are additionally expected to write a "Portfolio Summative Reflection" (See November 2003 Assessment Report, p. 14, Exhibit K, Resource Room).

Yearly progress checks of portfolios are completed by members of the faculty Assessment Committee and additional faculty volunteers. These same faculty members complete a comprehensive review of senior portfolios. Summative evaluations of the portfolios are shared with faculty, administration, and the Board of Regents. This information provides evidence of the degree to which students have achieved the Academic Goals of the College, and informs faculty, administrators, and the Board as they plan for the future.

2. The Educational Testing Service Academic Profile (objective and essay) is administered to incoming freshmen and exiting seniors. This tool enables the Assessment Committee to compare growth within a cohort after four years at WLC. It also allows for comparisons between cohort groups over time. This information is reported to the faculty, administration, and Board of Regents.

3. Academic disciplines (e.g. Psychology, Biology) are required to submit an annual discipline assessment report to the Assessment Committee (see department assessment reports). The library, internship, and fine arts programming staffs are also required to submit reports. While report formats vary among disciplines, each report must address the following core questions: 1) What has the discipline done for assessment of discipline-specific goals? 2) What results/data did the discipline find? 3) What did your discipline learn as a result of the assessment process? 4) What changes did your discipline make or identify to be made?

A review of the Department Assessment Reports for 2003 provides significant evidence that the majority of disciplines on campus have approached assessment/evaluation/planning seriously and are making ongoing continuous improvements based on the data that they have collected.

The Assessment Committee has recognized ongoing improvements regarding discipline-specific issues, but it has indicated the desire to have each discipline more clearly connect their discipline-level assessments to the College's mission statement and to the Ten Academic Goals. The Committee also wishes to standardize the format of these assessment reports. To achieve these goals, the Assessment Committee is developing an Assessment Manual to guide the disciplines in the creation of their annual reports. This Assessment Manual is expected to be completed in the spring of 2005.

4. In addition to internal assessment, several disciplines use standardized tests to measure student achievement in a specific academic area. The following disciplines administer standardized exams to all students who wish to major in their discipline: Business Economics, Education, English, History, Music, and Spanish.

5. Faculty are regularly evaluated regarding their ability to teach courses in a way that assists students in learning discipline-specific content while also developing the student knowledge, skills, and dispositions articulated in the Ten Academic Goals.

6. At the conclusion of each spring semester, each faculty member writes a personal performance evaluation of his or her work in the areas of teaching, scholarship, and service. This evaluation includes goal statements for the next year in all three areas. This

plan is reviewed by department chairs, who also observe each professor's classroom performance at least once each year for the purpose of providing encouragement and constructive feedback.

7. Students complete a comprehensive Instructor Appraisal Form for each course. These evaluations provide the academic dean, department chairs, and individual faculty with meaningful data on the professor's strengths and weaknesses in the classroom. Data from student evaluations is used by individual professors when designing their professional goals. In the spring of 2004, the biology, communication, and education disciplines piloted a web-based version of this survey and the faculty adopted it for use in all disciplines beginning in the fall of 2004.

Administration and Finance. The division of finance and administration is charged with the effective management of the financial resources and properties of the College. In an effort to evaluate the administration's management of resources, specifically as it relates to the institution's mission, the College has retained the services of Virchow, Krause & Company of Minneapolis. Virchow, Krause, & Company conducted a thorough administrative audit of the resource management of the WLC administration. As a final product they provided the College with a written, Financial Ratios Report (available in the Resource Room as Exhibit I and as Appendix K).

The purpose of this report, as defined by Virchow, Krause, & Company has been as follows:

A few high-level measures – financial and otherwise – are essential for institutional leaders and interested external users to understand the institution's performance in accomplishing its mission. Such measures must relate to four key questions that are fundamental to institutional transformation – all within the context of institutional mission. Are financial resources sufficient to support the mission? What financial resources are available to support the mission? How are financial resources used to support the mission? Are financial resources applied efficiently and effectively to support the mission?

The final report computes financial ratios for Wisconsin Lutheran in thirty-two specific, mission-critical areas. WLC's rating in each category is then compared to the overall mean score of thirty-nine other private, liberal arts colleges and universities. The ratios and accompanying report indicate that WLC is in very good financial condition.

The vice president of fiscal affairs, his staff, and the Board of Regents have used this objective report as a key tool in assessing the current fiscal health of Wisconsin Lutheran College and in planning to meet future challenges.

Student Services. The student affairs division of the College supports the College mission by assisting students in their overall acclimation to College life. The division operates under the following core principles (from the Wisconsin Lutheran College Student Life Statement):

- 1) The academic mission of the institution is preeminent.
- 2) Each student is unique.

- 3) Each student has worth and dignity.
- 4) Feelings affect thinking and learning.
- 5) Student involvement enhances learning.
- 6) Personal circumstances affect learning.
- 7) Out of classroom environments affect learning.
- 8) A supportive and friendly community life helps students learn.
- 9) The freedom to view the ideas of others.
- 10) Effective citizenship should be taught.
- 11) Students are responsible for their own lives.

To carry this out, the vice president of student affairs has developed specific departments in each of the following areas: Residential Life, Admissions, Financial Aid, Retention, Life Resources, Athletics, Campus Life, and Campus Ministries. The vice president for student affairs and his staff have developed measurable goals and strategies for each of these focus areas. Both formal and informal assessments (quantitative data, surveys, focus groups, interviews) of each focus area occur on an annual basis.

In assessing/evaluating/planning in the areas of student recruitment, student retention, and financial aid, WLC has invested significant financial resources. The College has contracted the USA Group/Noel Levitz consulting firm to guide in planning and implementation efforts in these key areas. Specific, yearly goals and clear, measurable objectives are developed, monitored, and evaluated throughout the year. Included with the USA Group/Noel Levitz program are longitudinal data on student responses to the College Student Inventory (foundation of the early-intervention retention program) and the Student Satisfaction Inventory (student satisfaction with a wide variety of campus issues).

Development. To assist the president and development staff in planning and execution of its work, the College has engaged the consulting services of Dennis F. Vest, President/CEP of The Charitable Resources Group, to shape the College's fund raising efforts in the coming years. By the time of the NCA visit, copies of Mr. Vest's report and the College's fund raising campaign goals/objectives/metrics will be available for review in the Resource Room. They will be found in Exhibit J.

Scope of Responsibilities of the Assistant Dean of Assessment. On September 8, 2001, then Vice President of Academic Affairs John Bauer reported to the Academic Affairs Committee of the Board of Regents: "A critical component of the decision to continue to vest leadership of the academic division in one person is the creation of two assistant deanships. I have appointed Dr. Joyce Natzke to serve as the assistant dean for academic assessment. Joyce chaired the assessment committee, but the management of this important function has transcended the ability of a committee."

Thus the assistant dean of assessment was assigned only to serve the academic division of the campus. The printed position description for this position, however, contains some descriptors that indicate a broader assessment role, for example: "Develops and maintains the public record of the assessment process on this campus from institutional to classroom levels . . . Provides consultation and training of faculty/staff with regard to planning and implementing assessment, quality improvement and program evaluation projects and activities . . . Publishes an institutional effectiveness newsletter in paper and/or electronic

format . . . Conducts research involved in the assessment process . . . Keeps current on NCA reports and recommendations and attends related meetings and conferences sponsored by state and national assessment organizations.”

This has created some confusion among administrative division heads concerning the intended scope of the responsibilities of the assistant dean for assessment. Some view this position as having oversight of only academic assessment, while others see her as having a campus-wide role. In a personal interview, Dr. Natzke stated that it was her understanding that she was to spend the first two years (2001-2003) focusing on the academic division, but that she was ultimately to assume a campus-wide responsibility for assessment as these areas impacted academics.

### **Evidence that needs strengthening:**

1. Institutional planning, especially strategic planning, has not always engaged all constituencies of the campus community. This has contributed to what some might have considered a top-down style of management. Although current efforts at engaging a broader spectrum of individuals in the new strategic planning process is welcome, questions remain about the extent to which the participation of a broad representation of constituents will actually be used in its formation.
2. Creation of the position of assistant dean of assessment has brought much focus to the important role of assessing student learning and has helped greatly to further the enhance a culture of assessment among faculty. However, a similar culture has yet to emerge in other non-academic areas of campus life. As a residential college in which many student life programs also have a profound effect on learning outcomes, it appears that greater attention to assessment of effectiveness and outcomes in these areas should also be addressed.

### **Recommendations concerning Core Component 2C:**

1. The planning/evaluation process and results should be made more transparent to all members of the campus community. Much is being done in all areas of the campus community in the areas of assessment/evaluation/planning. All College constituencies would benefit from an understanding of the goals and objectives in each major program/division. The results of assessment in all areas, as well as the resultant plans for improvement and expansion in all areas, should be integrated into the College’s strategic planning processes.
2. All divisions of the institution should be required to provide the assistant dean for assessment with their yearly assessment/evaluation/planning documents. There is a clear need for a central clearinghouse for assessment/evaluation/planning data.
3. The position of assistant dean for assessment should be renamed to “Director of Institutional Assessment.” Reorganize the organizational flow chart so that the director of institutional assessment is the head of the department of institutional research, with a reporting responsibility to the president. The director of assessment should become a full-time position, not filled by an individual with current teaching/administrative responsibilities



within an academic discipline. The important work of coordinating campus-wide assessments and reporting that data in a meaningful way to College constituents and outside agencies warrant a full-time administrative position.

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**Core Component 2D: All levels of planning align with the organization's mission, thereby enhancing its capacity to fulfill that mission.**

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This self-study has focused on three specific areas of planning: strategic, operational, and budgetary. The following analysis reviews these three areas in light of six different patterns of evidence.

1. Coordinated planning processes center on the mission documents that define vision, values, goals, and strategic priorities for the organization.
2. Planning processes link with budgeting processes.
3. Implementation of the organization's planning is evident in its operation
4. Long-range strategic planning processes allow for reprioritization of goals when necessary because of changing environments.
5. Planning documents give evidence of the organization's awareness of the relationships among educational quality, student learning, and the diverse, complex, global, and technological world in which the organization and its students exist.
6. Planning processes involve internal constituents and, where appropriate, external constituent.

**Evidence that demonstrates the criterion is met:**

Strategic Planning. The strategic or long-range planning of the College is contained in its Master Plan for 2003-2006 (Appendix B). Part one identifies institutional foundation statements, including the College's mission statement, vision, and philosophy. With these statements at the forefront of the Master Plan, it is evident that the entire plan is based on these critical institutional statements (pattern of evidence #1). Even as the current Master Plan is still in force, the president has launched a new strategic planning effort to serve as a foundation for the new capital campaign. (A draft copy of the new strategic plan will be available in the Resource Room in Exhibit L.)

Elements of fiscal responsibility appear throughout the document. One of five main strategic goals is devoted to the fiscal integrity of the institution. The fiscal affairs office also is identified as having major objectives in two other strategic goals. Planning assumptions include the consideration of the inflation rate and an economic recovery on both local and national levels. It is evident that strategic planning does coordinate with the budget process (pattern of evidence #2).

Several items in the Master Plan are identified as having been completed during the 2002-2003 and 2003-2004 academic years. The faculty has conducted an in-service on academic advising. The admission enrollment goal for the fall of 2003 has been exceeded by seven.

Media and graphics facilities have been added to the fine arts building. Program goals for a new sophomore resident hall have been established. Land has been purchased and construction is being completed on the outdoor athletic complex. The Science Hall has been completed. The study of adding an interdisciplinary minor in Christian Leadership has initiated an alteration of thinking, and a different approach is now being considered. A summer reading program has been implemented for incoming freshmen as part of revising general education requirements. The comprehensive facilities audit is scheduled for completion in fall 2004. (Pattern of evidence #3)

The Master Plan recognizes eight planning assumptions, which include maintaining affiliation with the WELS, anticipating an economic recovery, and inserting no significant changes in regulatory powers. If any of these planning assumptions were to be altered, the Master Plan would need modification where necessary. The as-yet unapproved new strategic plan articulates similar assumptions. (Pattern of evidence #4)

The second strategic goal in the Master Plan focuses on the academic program and its quality. This goal examines faculty development programs to enhance teaching/learning practices and faculty scholarship through workshops, technology support, and web site resources. It charges the academic community to continue implementation of long range curriculum planning to provide greater depth and breadth in the liberal arts curriculum. To attend to the personal circumstances of students that affect learning, the objectives of the student affairs perspective include continuing to provide programs which emphasize social interaction and which revolve around spiritual, educational and social activities. Media and graphic facilities have been added to the fine arts building. The current draft of the proposed strategic plan similarly focuses goals on strengthening academic quality. (Pattern of evidence #5)

There are four major areas of institutional organization: academic affairs, student affairs, institutional advancement (which includes development and public relations) and fiscal affairs. Each of these areas is identified in the various strategic goals of the Master Plan (pattern of evidence #6).

Operational Planning. Departments on campus have developed operational plans. Academic disciplines submit goals for each year to the office of the academic dean. These documents include statements on teaching, scholarship, service, faculty, curriculum, assessment, instructional resources, recruitment, and Christian leadership. Comparing these nine areas to the College's mission statement, it is evident that academic plans and goals do align with the institutional mission. Key terminology present in the mission statement, such as *quality teaching, scholarship, service, and Christian leadership* clearly coincide with the structure of the academic plans. These plans serve as the blueprint for the academic year and augment the capacity of the College to fulfill its mission.

In the student services division, each department creates an annual binder that includes goals, program, leadership and plans for the year. These documents, maintained in the office of the vice president of student affairs, represent the operational plans of offices including admissions, campus ministry, intercollegiate athletics, financial aid, the career counseling center, and residential life. Each operational plan is based on the mission, vision, and philosophy of Wisconsin Lutheran.

The division of institutional advancement is currently undergoing a major change in its operational plan. A development consultant has been hired and a new focus and direction is being implemented. The basis for this new direction begins with the Master Plan and the foundation statements of the institution. The division of fiscal affairs oversees the operational plan of budgeting for the entire campus. As this component is such a major piece of the institution's planning, it is reviewed separately.

Budgetary Planning. Without a proper budget, the College could not function effectively. The Master Plan impacts the budgeting process, which in turn drives operational plans (patterns of evidence #1, 2).

The budgeting philosophy starts by reviewing Wisconsin Lutheran's aspiration Colleges and national medians. The key element examined is budgetary ratios – what percentage of these budgets is dedicated to instruction, student services, facilities, and so forth. Employment of this process has led to alterations in budget distribution. The percentage of the budget devoted to instruction has grown. The endowment fund is growing. The budget is balanced, and there is a better balance of tuition with gift revenue. As new personal positions are added, priority is given to faculty (patterns of evidence #3, 5, 6).

The budgeting process is not limited to an annual fiscal calendar. A 10-15 year budgetary projection is currently being completed. With the acquisition of a major bond, plans must be in place to ensure that the College can afford its debt load and interest payments. As the freshman class goal rises to 215, the College must also be prepared to provide housing for its largest senior class. Long-ranging financial planning is critical to the stability of the College.

**Evidence that needs strengthening:**

None noted.

**Recommendations concerning Core Component 2D:**

None noted.

**Conclusions, Interpretations, and Judgments Related to Criterion Two**

Wisconsin Lutheran College has been blessed with phenomenal resources over the course of its short history. The former president was often heard to say that “money is the tool of movement” and it is clear that the financial resources WLC has been able to gather have enabled it to grow and mature in a very unusual manner. The analysis of the College from the perspective of Criterion Two has led those involved in this self-study to offer prayers of thanksgiving to God for the rich measure of his goodness to WLC, and to acknowledge the rare gift of our former president to be able to gather the physical and human resources to make WLC what it is today. The financial resources have been documented and provide strong evidence that the College is able to continue to grow and improve in the future. It has

also been demonstrated that the College has a very strong grasp of future financial needs and has developed plans to further strengthen its position.

The human resources that have been brought to the College also merit evaluation. Faculty, staff, and administrators have a documented commitment to the mission of the College and to the personal ministry it implies for all who work here. This commitment is also pervasively evident among those employees of the companies the College engages to provide services. The employees of Johnson Controls, Sodexo, Wackenhut, and Campus Leasing Solutions express their feelings of loyalty to the College, and are regularly included in staff activities with WLC employees.

Vigilance in the stewardship of resources, continuing to engage all campus constituencies in planning for the future, identifying and calling additional highly qualified faculty, hard work in developing additional financial resources – all of these are significant challenges for the future. These are all the more formidable in the face of a new leadership team, new decision-making processes, and new strategic planning initiatives.

A careful analysis of the College through the lens of Criterion Two has led to the conclusion that Wisconsin Lutheran College fulfills the Criterion and its Core Components. This evaluation process has also identified a number of areas in which the College can continue to work to improve itself so that it can better respond to future challenges and opportunities.

### **Criterion Three: Student Learning and Effective Teaching**

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

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In 1997, the NCA visiting team was rightly justified in criticizing the program of assessment at Wisconsin Lutheran College. Although it had obtained approval from the Commission in 1995 for its first assessment plan, a major revision of general degree requirements in August of 1996 left WLC with an assessment plan that did not correspond to its new academic goals. Since 1997, WLC has developed a comprehensive program of academic outcomes assessment, has devoted considerable energy and resources to implementing its assessment program, has provided a great deal of education and training to its faculty, and has made good use of the data from assessment to improve teaching and learning.

Wisconsin Lutheran College considers teaching and learning to be of paramount importance and works hard to ensure that the highest standards are maintained for both. It shall be the purpose of this chapter of the self-study to analyze the extent to which WLC fulfills its educational mission. The College will demonstrate that it is effective in fostering a rigorous academic climate that values teaching and learning, that it is effective in assessing the outcomes of teaching and learning, and that it regularly evaluates the effectiveness of its assessment processes.

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**Core Component 3A: The organization's goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.**

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With the development of new academic goals and new general education requirements in 1997, WLC embarked on a journey which eventually created an academic culture in which faculty and students are focused on learning outcomes and in which goals are clearly stated at the institutional, departmental, and course levels. To be sure, there is some variability among disciplines as to how fully developed and clearly stated their goals and outcomes are. At the same time, faculty in each and every major and minor department do file annual assessment reports which demonstrate how the goals of their majors/minors have been assessed and how data from those measures has been used to improve learning. To demonstrate that the College meets this core component, the following evidence is offered.

**Evidence that demonstrates the criterion is met:**

The organization clearly differentiates its learning goals for undergraduate, graduate, and post-baccalaureate programs by identifying the expected learning outcomes for each.

The academic program of WLC is entirely focused on baccalaureate programs of study in the context of a Christian liberal arts education. The general degree requirements provide an integral component of insuring that each student receives a core liberal arts education in addition to the major and minor(s) a student chooses to pursue. These general degree requirements (in WLC's terminology, the "GDR") are listed on pp. 52-53 of the College Catalog. WLC's general degree requirements are divided into three categories: Basic Skills (writing, speaking, foreign language and mathematics); Core Curriculum (theology, aesthetic sensibility, literature, natural science, history, society and human behavior and intellectual diversity) and Special Requirements (physical well-being and freshman seminar). These general degree requirements were implemented on August 1, 1996. Only slight differences exist in the GDRs for the B.A. or B.S. degree, namely, a heavier emphasis on foreign language for the B.A. and a heavier emphasis on mathematics and natural science for the B.S.

In addition to the general academic goals of the College, each major discipline has articulated its own goals and the outcomes it strives to develop in each student. The success of each academic discipline at achieving these goals is assessed through multiple means; most commonly, disciplines require their major students to complete a standardized exam on Assessment Day or another time of their choosing. Most disciplines/departments administer such tests for their majors, and virtually all others have stated that administering such tests was an assessment goal. In those disciplines that do not administer a standardized exam of skill and knowledge, other means of assessment are utilized, such as senior portfolios, senior theses, or a major research project.

A course syllabus is developed for each course offered, providing a course description taken from the College's catalog; a listing of course objectives, required texts, and materials; an explanation of the means and methods for learning and evaluation; a course schedule revealing course scope and sequence of content; the professor's attendance policy; and a listing of the professor's office hours. Syllabi are distributed to students on the first day of class, and electronic copies of course syllabi are required to be sent to the office of the academic dean on or before the first day of classes of a new semester. Syllabi for the year are archived on a CD and kept on file with the administrative assistant to the academic dean.

Requirements of individual academic majors and minors are structured in such a way as to ensure depth and breadth of knowledge in the discipline as well as the intellectual capability to function critically in the discipline. As the College has matured, many disciplines have placed increased emphasis on preparing their graduates to enroll in graduate school. The Biology Department, for example, has tracked its majors' success in being admitted to graduate and medical schools and has maintained communication with its majors concerning the quality and comprehensive requirements of the biology major at WLC. Similarly, the Education Department utilizes a comprehensive portfolio assessment program which

documents the knowledge, skills, experiences, and dispositions of students before they enter their professional semester.

General degree requirements, major and minor requirements, and service courses comprise a balanced liberal arts curriculum that correlates clearly with the institutions in the College's cohort group of similar "aspiration" schools (See list on page 117). The 1997 Self-Study report noted that "deficiencies still exist in anthropology (one course) and sociology (one course)." This deficiency was partially corrected by the 2004 approval of two new courses in anthropology and two new courses in sociology. These new courses will be taught on a rotating basis with the existing anthropology and sociology courses. The general deficiencies in social science offerings was also ameliorated with the addition of a political science major and additional courses in economics as part of a revised business/economics major.

The electronic academic portfolio format, now required of every student, makes the student more directly responsible for maintaining and assessing his or her own learning. It is anticipated that in two years the entire student body will have electronic portfolios. All students will be responsible for maintaining and adding to them during each year they attend WLC and will take it with them in the form of a CD upon graduation.

Assessment of student learning provides evidence at multiple levels: course, program, and institutional.

In spring 1997, shortly after the last NCA visiting team filed its report, Vice-President for Academic Affairs, Dr. John Bauer, formed the faculty Assessment Committee and charged it with developing and submitting a revised assessment plan for faculty approval. This plan was then to be implemented and preparations were to be made for the College's first Assessment Day. Faculty members were appointed from each of the three academic divisions at the time (Social Science, Natural Science and Humanities).

This committee spent the 1997-1998 school year meeting weekly to review the Ten Academic Goals of the College. During this year, the committee defined assessment by providing examples, distributed a list of assessment tools, and indicated the importance of assessment by reaffirming that assessment is both mandated by North Central and an inherent component of high quality educational institutions.

Committee discussions in spring 1998 focused on departmental plans and how those plans would be gathered by the committee. Printed guidelines were developed to direct departments in developing their own plans. The following items were considered essential:

1. How is your department meeting the institutional goals?
2. What are the particular goals of your major (and/or department)?
3. What plan of assessment (methods and timelines) do you have?
4. What are your results?
5. How do you evaluate the plan?

From its inception, the assessment plan drawn up by the committee focused on student learning at three levels:

- Institutional assessment
- Department assessment
- Classroom assessment

Assessment of student learning at WLC is first focused on the student body as a whole. Since its inception, three assessment vehicles are been employed:

- Academic Profile, both objective and writing
- Test of Bible Knowledge
- Student Satisfaction Inventory (SSI)

Since the College's first Assessment Day, these three assessment tools have been the main focus of the institutional assessment plan. (See Exhibit K in the Resource Room.)

Assessment of student learning also occurs at the departmental level. The Business and Education departments have demonstrated effective use of various assessment tools. The Business department first administered the major field test from Educational Testing Services (ETS) in spring 1994. The Education department has been assessing incoming majors since 1987, using multiple direct and indirect assessment tools.

The Assessment Committee also recognized the need to assess at the classroom level. An in-house instrument is administered in the classroom at or near the end of the semester to assess the instructor, classroom materials, and the content of the course. This instrument, the Instructor Appraisal Form, also provides opportunity for students to comment on the strengths and weaknesses of the instructor along with the student's ideas to improve the course. The instructor receives the student course evaluations several weeks after semester's end and after final grades have been submitted to the registrar.

Assessment of student learning includes multiple direct and indirect measures of student learning.

The first campus-wide Assessment Day was held on March 24, 1999. The day began with an overview of assessment and why it was important to the students. The goal was not only to encourage students to participate but also to begin developing a new culture on campus in which assessment plays an important part in the academic experience. The faculty that day attended a workshop on assessment conducted by a faculty member from St. Norbert College. Regarding both direct and indirect measures of student learning, the Assessment Committee recommended to Academic Affairs that a policy statement be developed and inserted in the 1999-2000 Catalog that, by enrolling, WLC students are consenting to participate in the assessment process.

More than ninety percent of full-time students participated in the first Assessment Day. The most widely-used direct learning assessment vehicle is the Academic Profile. WLC began to assess incoming freshmen using the Academic Profile (AP) in fall 1996 and continues to assess each incoming class during freshmen orientation. WLC seniors were assessed using the same instrument in spring 1997 and continue to be assessed each Assessment Day. In 1999, the freshmen mean score of 454 ranked WLC in the 91<sup>st</sup> percentile for all liberal arts



colleges administering the Academic Profile. The senior mean score of 460 for 1999 seniors ranks WLC in the 80<sup>th</sup> percentile for all liberal arts administering the AP. The longitudinal results of the Academic Profile can be found in Appendix F and in Exhibit K.

The writing portion of the Academic Profile test was first administered to freshmen in 1996 and has continued to be administered each fall to the incoming freshmen class. The first testing of seniors with the Academic Profile occurred in spring 1999. The results of the Academic Profile Writing Test can be found in Appendix F and Exhibit K.

The Student Satisfaction Inventory (SSI) assesses indirect student learning. The SSI was first administered in spring 1997 to a sample of 287 students, representing sixty-five percent of the student body. The results of this instrument identify a series of performance gaps where the College failed to meet students' expectations.

The major area assessments that are conducted by many departments at WLC would be another example of direct measures of a student's learning, while the recently implemented (spring 2004) National Survey of Student Engagement (NSSE) would be an indirect measure of student learning.

Results from all assessment efforts at the institutional and discipline levels will be available for review in the Resource Room in Exhibit K. A matrix which describes how each of the Ten Academic Goals is assessed is found in Appendix C of this self-study, along with a summary of each assessment tool and how it is used.

Results obtained through assessment of student learning are available to appropriate constituencies, including students themselves.

The Assessment Committee has assisted in the creation of the annual Assessment Report, which is the primary responsibility of the Assistant Dean for Assessment, Dr. Joyce Natzke. Each fall, Dr. Natzke presents this report to the Academic Affairs Committee of the Board of Regents. This annual report represents the bulk of assessment reporting at the College.

The Academic Profile scores of incoming freshmen are shared with them in their COL 101 Seminars and with their academic advisors each fall. Some departments share the results of their assessments with their majors. Dr. Natzke concluded in the 2003 Assessment Report that the student body needs to know more about assessment and the College's academic program. Time constraints and other factors have prevented necessary sharing of information with the student body.

A presentation is also made to all students at the beginning of each annual Assessment Day in which the assistant dean for assessment and the vice president for academic affairs share the results of assessment and the conclusions and recommendations that were drawn by the faculty based on that data. At times these presentations were "brutally" honest and pointed out areas in which students were not performing according to expectations. The same presentations were also given to the faculty with ensuing recommendations for improvement. Samples of the Power Point presentations which were used will be available in the Resource Room.

The organization integrates into its assessment of student learning the data reported for purposes of external accountability (e.g., graduation rates, passage rates on licensing exams, placement rates, transfer rates).

The College maintains careful and accurate records of graduation rates. Because Teacher Education is the only professional program requiring the passage of subject matter examinations for both pre-professional qualification as well as pre-licensure eligibility, careful monitoring and use of the results of the Praxis and Praxis II exams are conducted by the Education Department. The Education Department also tracks placement rates among graduates.

The Career Development Office also tracks the employment of graduates by conducting alumni surveys six months and twelve months after graduation. Information that comes back from these surveys informs the manner in which students are advised and yields valuable information for faculty in the respective departments. Individual disciplines (e.g., biology, mathematics, et. al.) track the employment or graduate school success of their graduates and report in it a variety of ways.

Since the fall of 2002, WLC freshmen have taken the newly revised Academic Profile, which now yields individual reports and offers comparison to senior year performance. In COL 101, mentors are now able to distribute individual score sheets and discuss the interpretation of the data. Use of the revised AP now affords students with a greater opportunity to evaluate their own performance in comparison to the class peers and to national peers.

The College Student Inventory (CSI) remains the foundational assessment instrument to guide the retention program of WLC. First-year, full-time freshmen complete the CSI during each year's fall orientation program. The inventory contains 194 items, in 23 scales; the scales are organized under six categories: Summary Observations, Academic Motivation, Social Motivation, General Coming Skills, Receptivity to Support Services and Initial Impression. These "non-academic" risk factors enable the College to provide early intervention for those students who might be vulnerable to dropping out.

Dr. Natzke reported in 2003 on the importance of the CSI for WLC: "Our college counselors and COL 101/102 mentor-advisors continue to use the individual CSI Advisor/Counselor Reports when they meet with and advise students. These advisors serve as much more than mere vehicles for distributing results. They are a vital link between students and the bureaucracy of our institution; they are retention liaisons who provide a means of meeting students' needs and to support their growth."

The organization's assessment of student learning extends to all educational offerings, including credit and non-credit programs.

Each academic department that offers a major or minor is required to submit an annual department assessment report. Since other campus areas also directly and indirectly affect academic programming, it is important that they also conduct general assessment of their programs and ask which of the Ten Academic Goals they impact and what they can do to improve effectiveness. The library regularly develops assessment reports. Other areas found

to do regular assessments include arts programming, the internship program, and food services.

The College does not offer non-credit educational offerings. At the same time, it is recognized that in a residential college, student life programs such as intercollegiate athletics, volunteer and service programs, residence life, worship, and many other dimensions of campus life contribute to each student's educational experience. Consequently, assessment of the overall experience is vital. Having recognized its importance, however, does not mean that WLC is necessarily effective in assessing the outcomes of non-academic programs. There is much that can be done to determine the extent to which these programs further the achievement of the academic goals of the College.

Faculty members are involved in defining expected student learning outcomes and creating the strategies to determine whether those outcomes are achieved.

In August 2002, faculty members participated in a professional development activity designed to address critical thinking as it applied to various disciplines and as it affected written work in content areas. It was agreed that the faculty would focus more on developing questions, activities, writing prompts, and projects that would cause students to engage in critical thinking. The various departments on campus have not as yet developed an agreed-upon definition of critical thinking to satisfy all disciplines.

In department assessments, the faculty has employed both national and in-house vehicles to measure student learning outcomes. The History Department, for example, uses both American and European history assessment tests at the beginning of each survey course and again at course conclusion to gauge student growth of knowledge.

The Communication Department administers the National Communication Association competency test to all freshmen in COM 101 at the beginning of the course and again at the end of the course. The 2003 Communication Department Report indicates that pre-course scores range from 35 to 55, post-course scores range from 40 to 65. For Communication majors, the department conducts exit interviews and portfolio assessments. This constitutes a more formal assessment process than done in previous years; questions and discussion provide clearer data regarding majors' attitudes. The Department noted that one of the weaknesses of the National Communication Association test lies in its failure to provide a standard or target score. Prof. Deborrah Uecker continues to attend standard-setting meetings at the NCA national convention in an effort to set and interpret acceptable standard scores.

The Chemistry Department administers the American Chemical Society standardized final exams in CHE 341--Physical Chemistry and CHE 222—Organic Chemistry. Scores reveal that CHE 341 students performed at the national average or slightly above. The department states in its 2003 assessment review: "Our conclusion at this time is that departmental goals in the area of knowledge of physical chemistry are being met and that the grades students are given for the course accurately reflect their knowledge of physical chemistry." Regarding organic chemistry, the Chemistry Department is currently analyzing the results to determine a correlation between student performance on the ACS test and student performance in coursework. The department has yet to arrive at conclusions regarding the data.

Faculty and administrators routinely review the effectiveness and uses of the organization's program to assess student learning.

Since its first Assessment Day in 1999, there is a growing "assessment culture" on campus. The past two years have witnessed increased use of electronic assessment vehicles which provide the Assessment Committee with the capability to conduct various assessments over a longer period of time. For the first time in 2004, Assessment Day participation was limited largely to seniors and majors in specific disciplines, thus creating a minimum disruption to the day's class routine, due to the employment of various electronic vehicles. The Academic Council approved a pilot project in which the Biology, Communication, and Education departments tested electronic course evaluations. Results of this pilot project determined that electronic evaluations will be used in all departments.

The assistant dean for assessment, working collaboratively with the Assessment Committee, annually reviews the College's assessment program. Some of the changes noted above are the direct result of this "assessment of the assessment" program. (Cf., Minutes of Assessment Committee meetings, Exhibit AA in Resource Room.)

**Evidence that needs strengthening:**

1. Six years of data has been accumulated from annual Assessment Days and other assessment efforts. Much scoring and analysis of data has occurred which has yielded valuable information to inform decisions about how to improve teaching and learning. Still, Wisconsin Lutheran College has the growing challenge of evaluating remaining data and keeping pace with the huge amount of information that is and will be generated in the future by the assessment program. In order to arrive at meaningful and timely conclusions regarding its total academic program. Much analysis has been conducted and numerous recommendations have been made to improve teaching and learning, but much remains to be done. A thorough analysis of this data must be conducted to determine what is being done right and what needs to be discarded, changed, or improved. The various disciplines have exhibited varying levels of activity and commitment to assessment. In spring 2004, the Assessment Committee began the process of assembling names of WLC faculty members committed to assessment, curriculum, and faculty development, in order to form an academic support committee to bring assessment to the next level. These efforts should be continued.

**Recommendations concerning Core Component 3A:**

None Noted.

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### **Core Component 3B: The organization values and supports effective teaching.**

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The 1997 NCA report stated that “the principal activity and interest of the faculty at Wisconsin Lutheran College is teaching.” The phrase, “WLC faculty are scholars whose principal activity is teaching,” although not unique or original for WLC, remains an accurate characterization of the mission and purpose of the College today.

#### **Evidence that demonstrates the criterion is met:**

Wisconsin Lutheran College’s faculty is committed to providing high quality teaching that supports the mission and academic goals of the institution. At individual and department levels, faculty members establish curricular content and strategies for instruction consistent with their unique curricular demands. Faculty members are encouraged to share an explanation in their syllabi of the means and methods for learning appropriate to each course. A review of recent syllabi reveals that many course syllabi describe a variety of instructional techniques intended to ensure instruction that meets the needs of all learners. These instructional methodologies also form one of the foci of the annual departmental goals and objective statements filed with the academic dean during annual review and budgeting.

WLC students are given an opportunity in each odd numbered year to express their views on the quality of College instruction. One component of the Student Satisfaction Inventory (SSI) measures student perceptions about the instructional effectiveness of the WLC faculty. The student responses are consistent with representative national means for students attending liberal arts colleges. Table 3.1 suggests that students are satisfied with the quality teaching at WLC, at least when compared to the four-year private college cohort. However, faculty and academic administrators at WLC have determined from the beginning of its use of the SSI, that any gap score greater than 1.0 would trigger the development of action plans to address the issue and improve performance. (The “gap” is the difference between perceived “importance” and “satisfaction.”)

One area of concern emerging from the SSI deals with the use of adjunct instructors. In the fall of 2004, only 14% of the total student credit hours were taught by adjunct instructors (10% excluding applied music, independent studies, clinicals, and internships). This is fairly typical of every semester. Most of these adjunct instructors have taught at WLC for many years. Nevertheless, a gap score of 1.42 demonstrates that WLC students have very high expectations for all professors, including adjunct instructors, and see a difference in the quality of the educational experience that is obtained from part-time instructors. Whether this is in the quality of instruction, or in other factors such as availability outside of class is not clear.

Scale/Item	WLC Institutional Means			Four-Year Private Institutions		
	Importance	Satisfaction/SD	Achievement Gap	Importance	Satisfaction/SD	Achievement Gap
Instructional Effectiveness	6.30	5.22/0.82	1.08	6.33	5.22/1.02	1.11
The instruction in my major field is excellent	6.57	5.33/1.25	1.24	6.57	5.34/1.44	1.23
The quality of instruction I receive in most of my classes is excellent	6.44	5.38/1.20	1.06	6.50	5.30/1.42	1.20
Adjunct faculty are competent as classroom instructors	6.12	4.70/1.54	1.42	6.08	5.03/1.45	1.05

Although reflecting a high level of satisfaction with many aspects of teaching, student responses also suggest room for continued growth and improvement. Such opportunity is noted in the 2003 Assessment Report (p. 19): “The Assessment Committee should approach the Faculty Development Committee to develop a plan for discussing the results concerning assessment.”

The annual institutional assessment report also has tracked student responses longitudinally since 1997. These longitudinal data reflect a persistent gap between the perceived importance of instructional effectiveness and the student’s corresponding satisfaction with that instruction at WLC. The data is a compilation of numerous questions that comprise what is called the “Instructional Effectiveness” scale. The following table reflects those results:

	Instructional Effectiveness		
	Importance	Satisfaction/SD	Performance Gap
Spring 1997	6.38	5.35/0.85	1.03
Spring 1999	6.36	5.37/0.85	0.99
Spring 2001	6.32	5.23/0.86	1.09
Spring 2003	6.30	5.22/0.82	1.08

In an attempt to interpret these student responses more fully, Student Senate members conducted informal focus groups in which students were asked to discuss their experiences regarding the quality of teaching on campus. Students participating in these focus groups were primarily upperclassmen, representing various disciplines. The following table presents their summative findings about instructional effectiveness.

<b>CHART 3.3 – Student Focus Groups</b>	
Response Item	Findings
Faculty care about me as an individual	In general, most faculty want to see each student succeed.
The content of the courses within my major is valuable	In general, students found the textbooks valuable but felt that additional attention needed to be focused on “teaching the important info and stressing key points.” In addition, some questioned the quality of and additional learning resulting from assignments.
The instruction in my major field is excellent	Consistently found that students view the faculty as very knowledgeable and intelligent, but some have difficulty conveying information to students at an appropriate level
Faculty are fair and unbiased in their treatment of individual students	Of all items, this reflected the widest variety of responses and was linked to specific experiences with professors rather than on an institutional level
I am able to experience intellectual growth here	While students struggled with defining intellectual growth, the consensus was that they have adequately grown in intellectual content and capacity
There is a commitment to academic excellence on this campus	Again students struggled with defining academic excellence, linking it to knowledge growth, which they felt is clearly a strength of the institution
Faculty provide timely feedback about student progress in a course	This response again reflected experiences at the professorial level and indicates that while some are extremely timely, others are not
Faculty take into consideration student differences as they teach a course	Respondents responded affirmatively with regard to cultural and religious differences, but expressed a lack of consideration when it came to intellectual and learning differences in most cases
The quality of instruction I receive in most of my classes is excellent	Again, students reaffirmed that while professors are extremely knowledgeable of their content, that did not always transfer into effectively transmitting that content to the learners, encouraging them to retain difficult information
Adjunct faculty are competent as classroom instructors	The adjuncts serving at WLC provide effective instruction, are well prepared for class, and relate well with the students
Faculty are usually available after class and during office hours	Students overwhelmingly noted this as a strength of the faculty at WLC

Nearly all faculty are knowledgeable in their field	Overwhelmingly agreed with this statement as indicated in previous responses as well
There is a good variety of courses provided on this campus	Recognizing that WLC is a liberal arts institution, students felt that the variety of course offerings are appropriate for a college of this size

Based on these informal findings, focus group leaders suggested that the institution should consider developing some form of exit interview to bring together graduating seniors, faculty, and administrators to discuss their overall experiences during their time on campus and to share thoughts regarding the quality of teaching they experienced.

Professors also administer the institutionally adopted Instructor Appraisal Form every semester at the end of each course they teach. The purpose of this evaluation is to provide a quantitative measure of professors' performance in their courses. The instructions state, "I believe that your responses on this form will help me to improve my teaching in this and other courses." Upon completion, the academic dean and appropriate department chair review the data from each professor's courses. These data, both quantitative and narrative, serve as an important component in each professor's end-of-year review conference and provide valuable information when establishing the coming year's professional goals. A sampling of response items from the Instructor Appraisal Form is found in following chart. Data is entered according to a five-point Likert scale which expresses the level of agreement the student feels toward each statement.

#### **CHART 3.4 – Instructor Appraisal Form**

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##### Evaluation Items (by number)

4. The progression of the course was logical and coherent.
5. The instructor offered clear, concise explanations of the material.
6. The instructor was receptive to student questions.
7. The instructor was enthusiastic about teaching.
8. Lecture and discussion times were well-balanced.
12. In class, I feel free to ask questions and express my opinion.
13. The instructor's objectives were clear to the students.
15. The instructor made the student evaluation procedures clear.
16. Overall, the quality of lectures and discussion in the class was excellent.
22. The instructor promoted teacher/student discussion.
23. The instructor helped students answer their own questions.
24. The instructor spoke clearly with expressiveness and varied tone of voice.
25. The instructor demonstrated the importance and significance of the subject.
26. The instructor made it clear how each topic fit into the course.
27. The instructor explained the evaluation of students' academic performance.
28. The instructor summarized material in a manner that aided student retention.
30. The instructor related course material to practical applications.
31. The instructor introduced stimulating ideas about the subject.



36. The instructor promoted positive Christian interaction among students.
37. Class topics and activities were related to each other.
38. The instructor gave tests, assignments, etc. that were related to course goals.
39. The instructor gave assignments that required original or creative thinking.

Institutionally, Wisconsin Lutheran has several structures in place to foster improved teaching. The 2003 Master Plan identifies as its Strategic Goal #2 to “improve the effectiveness of teaching.” The institution is committed to “Expand faculty development programs to enhance teaching/learning practices and faculty scholarship through workshops, technology support, and web site resources” (Goal #2, 1d).

To that end, WLC has implemented a mini-grant program. One goal of this program is to support faculty efforts directed at developing innovative instructional programs or materials. Recipients of these mini-grants are required to share the results of their projects with members of their discipline, at the department level, and are encouraged to present them to the full faculty. (This program was discussed in Criterion Two, page 46.)

Members of WLC faculty attended the initial Lutheran College Conference held at Bethany Lutheran College in 2000 and the Second Lutheran College Conference hosted by WLC in 2003. A central focus of each conference was teaching within the context of the Lutheran liberal arts tradition.

The Faculty Development Committee sponsors periodic “Brown Bag Seminars” during which faculty members share their ongoing efforts in scholarship, teaching, and service to the community. Some of these presentations have focused specifically on sharing teaching techniques as a central theme, and many others have addressed some aspect of teaching.

As a direct result of the 1997 NCA review, the faculty, with support from the administration, revised the current governance structure at WLC. Through this reorganization, the half-time position of Assistant Dean of Faculty Development was established to support, encourage, and mentor faculty members. In so doing, this new assistant dean provides resources and opportunities for WLC faculty to explore and share effective teaching and learning techniques both in and beyond the WLC community.

WLC faculty members receive assistance in integrating technology into their instructional programs through the assistance of TEAM (Technology Enhanced Academic Mentors). Through collaborative efforts with the TEAM, faculty are encouraged to transform teaching and learning through the integration of a variety of technologies available on campus.

WLC faculty have presented and published works addressing effective teaching at the collegiate level: Dr. Robert Anderson and Dr. Paul Boehlke presented on the use of technology in the teaching of science. (Presented at the Best Practices Conference and subsequently published on the web) Education faculty frequently present papers at national conferences, and faculty from other disciplines have contributed to the pedagogy of their disciplines. The mathematics department hosted a conference devoted to teaching mathematics. Subscriptions to the *Teaching Professor* are circulated among faculty, and other teaching resources are available in the library’s staff lounge.

**Evidence that needs strengthening:**

None noted.

**Recommendations concerning Core Component 3B:**

None noted.

**Core Component 3C: The organization creates effective learning environments.**

Learning environments are comprised of both physical and human elements and are influenced by the interactions between the two. Physical spaces must be conducive to good teaching and learning. Technology, resources, media, materials, and comfortable surroundings are prerequisites. The effective use of these things by professors and students to maximize learning is equally critical. And how these two components function together to meet individual needs in a way that respects the diversity of learners is the true measure of an institution's effectiveness in creating positive learning environments.

Wisconsin Lutheran College has gone to extraordinary lengths to create a campus that values learning. Its attention to both the physical and human components of the learning environment is the subject of this core component.

**Evidence that demonstrates the criterion is met:**The organization creates effective learning environments: the physical environment

The 1997 self-study report documented WLC's developing physical environment designed specifically to support teaching and learning both in and outside of the classroom. The 1997 self-study report provided a clear and concise history of the physical facilities purchased in 1977, and it summarized the land acquisition and history of construction of new buildings to date (p. 68). Since 1997 five new buildings have been constructed. Wisconsin Lutheran College has maintained its commitment to providing classrooms and meeting spaces, performance venues, laboratories, discussion centers, and study areas necessary to support, sustain, and nurture a community of 750 full-time students – the enrollment goal that provided the parameter for architectural planning of all new buildings. Even non-academic facilities have been designed to foster a learning environment.

The College completed the Campus Center in 1998 as an addition to the main administration building, providing kitchen and dining facilities to accommodate a growing student body. Students make use of various spaces in the Campus Center for group study sessions, as well as meeting areas for clubs and student organizations. Inclusion of multiple electrical and internet outlets allows students to work on laptop computers throughout the buildings. Featuring an atrium that admits natural light, high ceilings, a fireplace that divides a portion

of the dining area into a separate room, and multiple windows open to the central green space of the campus (quad), the dining area of the Campus Center provides students a comfortable and serviceable space for eating and studying either individually or in groups. As the major “crossroads” for the College, the Campus Center has become the *de facto* late night student study area. One typically sees faculty members holding study sessions or observing students working on projects during the evening hours.

The lower level of the Campus Center houses the mail room, storage lockers for commuters, and a meeting and snack area with booths, tables, chairs, and couches called the “Warrior Underground.” This area is also equipped with campus-connected computers, televisions, and recreational and leisure facilities. The Underground also features a small stage for panel discussions, guest speakers, musical artists, and educational displays. The stage is equipped with a large movie screen for film classes and movie nights. Designed as recreational center, the Underground is regularly used to facilitate group study and educational events as well.

The Student Career Services, Campus Counseling Center, and Physician Services are housed in space adjacent to the Underground, linked by a study area containing couches, a study table, and computer stations. Across from the Center is the “War Room,” a fully functional meeting room with a large table seating 12. To accommodate student clubs and activities, the Campus Center is flanked by a large “Clubhouse” which provides storage and meeting space for student organizations and also hosts classes in which group communication is emphasized. The room additionally includes equipment designed to address multiple learning modalities---television, VCR, DVD player, overhead projector, multi-media cart, and whiteboard.

The two residence halls, completed in 2000, contain facilities designed specifically to meet the learning needs of first-year students. Floors divide into two “houses” of 12 rooms each, which open onto a large lounge/study area. All student residence rooms and study spaces are linked to computer network ports. Specific to the criteria of learning environments, each residence hall includes a fully equipped classroom, in which classes are conducted by day but which also serve as large study group areas in the evening. Each residence hall floor features centrally located learning spaces with tables, chairs, and computer connections. Learning centers provide evening floor tutors, whose primary purpose is to encourage and assist freshman academic success. The resident halls also offer music practice rooms. The first floor classrooms accommodate individuals with unique and special physical needs.

The Science Hall provides 11 classrooms, 10 research laboratories, 10 instructional laboratories, 19 faculty offices, a greenhouse, and underground parking. Two members of the science faculty are active members of Project Kaleidoscope and have provided considerable insight into the ways in which new facilities should be built to promote learning in mathematics and the sciences. Numerous group study rooms were included in the building design, along with small study lounges outside faculty offices. The College is also committed to involving students in research projects conducted by science faculty members, with research laboratories designed to promote collaborative learning.

The temporary science laboratory building, a modular facility that housed chemistry and biology laboratories, was remodeled in 2004 to accommodate the modern languages

department. Providing spacious classrooms, faculty offices, and meeting spaces, the modern languages now have for the first time a facility which truly supports intensive language study.

Classroom space was becoming even more precious than it was in 1997. Classroom and other space usage stood at 95% efficiency rate. In a 2003 interview, one student remarked, , “Learning happens everywhere on this campus.” His statement reflects the fact that, serving 700 students, the College maintains only 11 non-discipline-specific classrooms (three of which were designed as music classrooms) and 18 discipline-specific rooms, such as art studios, music practice rooms, and science labs. As of the spring of 2004, the College utilized seven meeting rooms as non-discipline specific classrooms on an as-needed basis. The dearth of classroom space has been greatly relieved with the opening of the Science Hall, which contains two 45-seat lecture halls, three lectures halls with seating for 36, and six classrooms seating 16-18 students, each in moveable table-style desks. The atmosphere on campus has been dramatically altered by the opening of this building. Traffic is no longer congested. Hallways are passable. Numerous classrooms now have “down time” to facilitate cleaning.

To address growing class size and to accommodate increasing enrollments, classroom space has been altered in the lower level of the Schwan Library. Walls have been removed from four previous classrooms to create two classrooms, each of which can accommodate up to 35 students. An additional wall was removed from another two classrooms in summer 2004 to create a single classroom with adequate space to contain tables for cooperative learning and group work. Plans also call for a two-way mirror to facilitate for behavioral science observational studies. The library has increased its number of computer work stations to 30 laptops, 17 computer work stations, and 45 computers in three computer labs, including five MACs for computer graphics. Students have access to SPSS on all campus computers, allowing them easy access to analyze empirical data for assignments and scholarship. All campus classrooms, including meeting rooms that serve as classrooms on an as-needed basis, are either fully equipped or can be easily equipped with television, VCR, DVD, and multimedia cart. The College also purchased an interactive whiteboard (Smart Board) that turns the computer and projector into a powerful tool for teaching, collaborating, and presenting.

Wisconsin Lutheran offers administration, faculty, staff, and students aesthetically-pleasing, functional, state-of-the-art learning environments designed to enhance the quality of educational life. In the face of extraordinary growth in student population, the College has demonstrated creativity and ingenuity in offering appropriate classroom, laboratory, study, performance, and gathering spaces for students. The College community has enjoyed the benefits of high quality architecture featuring spaces appropriate for the incorporation of state-of-the-art teaching and learning technology. The 2003 Student Satisfaction Inventory yielded a minimal performance gap of .41 between importance and satisfaction for the item, “Living conditions in the residence halls are comfortable (adequate space, lighting, heat, and air).” WLC students rated significantly higher satisfaction on this item than the national comparison group. Similarly, student satisfaction with campus computer labs was also significantly higher than that expressed by the national comparison group (Student Satisfaction Inventory, 2003, p. 2-9).

The organization creates effective learning environments: formal and informal academic learning opportunities:

Syllabi demonstrate the varied teaching strategies and learning activities experienced by WLC learners. A systematic analysis of a sample of syllabi (every fifth syllabus) from 1997-2004 revealed a complex and varied number of off campus learning environments. Examples include attendance at cultural events, festivals, and/or ethnic restaurants by members of the Anthropology and Psychology departments; off-campus trips of the Art Department to Milwaukee and Chicago area museums, Mayfair shopping mall, the Milwaukee County Zoo, Botanical Gardens in Whitnall Park, and Mitchell International Airport; trips by Biology classes to the Medical College of Wisconsin; attendance of English literature classes at off-campus theatrical presentations; research by environmental sciences classes in Milwaukee-area lakes and waterways; off-campus service projects sponsored by the Communications Department; observation and student teaching in a wide array of educational settings by the Education Department; off-campus attendance at church services and other events where English is not the primary language; national and international tours of choirs and bands sponsored by the Music Department; workshops, conferences, and conventions for Psychology students; attendance at worship services and conferences of other Christian and non-Christian religions by members of Theology classes.

Wisconsin Lutheran courses also incorporate in-class activities that require fully-present learning. These classes include simulations, debates, games or experiments, guided case studies and text analyses, in-class and out-of-class interviews, group projects, small group exercises, a variety of guest speakers, and problem based learning labs. The syllabi include examples of learning activities such as gathering portfolios, creating videos, performing dissections, delivering speeches, offering evaluations of speakers, giving oral presentations, creating lesson plans, producing written reports, conducting and reporting on empirical research study, keeping journal entries, conducting internet research, writing reflective papers, writing article summaries, developing study logs, observing monologue performances and character analyses, and attending individual conferences. For example, Political Science utilizes simulations for the study of Congress and the Supreme Court; in Congress, students played the role of legislators (whom they researched), then simulated committee “markup” sessions in which actual legislative bills were written. In the Constitutional Law class, mock trials are held. Mathematics classes use mathematical modeling projects. In the Communication Department, COM 360 students utilize alternative dispute resolution methods to resolve conflicts, with each student alternately assuming the role of mediator. The Analytical Chemistry class utilized a forensic science approach to learn necessary skills. The Molecular Biology class pursues a primary research project that must be presented in the form of a grant proposal. BUS 201 requires professional writing students to develop a functional web site. The Environmental Science class carries out a research project in the field in cooperation with the Bureau of Land Management, Wisconsin Department of Natural Resources, and the Forest Service. Ecology class completes a semester long project analyzing the quality of Pewaukee Lake. Psychology requires students to propose, ethically justify, and conduct and complete a report for an original research study. The Theology Department requires students to attend at least one church service from a different denomination.

Wisconsin Lutheran College is committed to offering a liberal arts curriculum with small class sizes (most classes are capped at 30 students and the average class size is 15). Such small class size facilitates greater interaction between students and faculty. Given a small student population, students and faculty are able to engage in various collaborative scholarship and creative activities annually. All of these collaborative activities enhance student educational experiences by providing opportunities to supplement their courses of study with original scholarship, research, and creative activity.

The CHARiS Institute has hosted an undergraduate research symposium each spring for the past four years, designed to feature and celebrate student scholarship. Beginning in 2005, a faculty committee working with the vice president for academic affairs will conduct the symposium. Student work presented at each undergraduate research symposium is bound in a book describing the student's research and/or creative work. Two faculty members are members of the Council of Undergraduate Research. This organization celebrates active student participation in the creation of knowledge, understanding, and meaning. Undergraduate research, scholarship, and creative activities grounded in a Christ-centered perspective help students realize the College's mission and goals

*WLC Today*, the College's alumni and news magazine, highlights innovative faculty-student accomplishments. Faculty departments devote budgetary support to facilitate student attendance at undergraduate research conferences and to apply for mini-grants to be used in collaborative scholarship opportunities.

Guest artists, speakers, and symposia hosted through the College and its various organizations provide continuing learning opportunities for the campus community and the larger community. The College has hosted numerous speakers who share their expertise and perspectives. Previous speakers include Dr. Martin Marty a noted scholar on American religion and more recently, Ms. Wang Ting shared her experiences with the Friends of China Program. (A complete list of college hosted speakers is available in the Resource Room in Exhibit M.)

WLC also presents a free lecture series entitled "Natural Resource Connections." Guest speakers address issues related to global and natural resources, focusing especially on the national forests and public grasslands.

The College hosts numerous guest artists, providing a rich array of talent in the theater, music, and visual arts. (A list of the guest artists is available in the Resource Room in Exhibit M) Guest artist seasons are designed with the following goals in mind:

- a. Diversity to attract a wide range of ages from children to senior citizens as well as various cultural and ethnic groups.
- b. Audience appeal and affordability to make the arts available to everyone by providing exceptional entertainment and educational value.
- c. Community and College relations to bring artistic excellence to the community and to promote the College's relationships with various constituencies.

The College is home to Stage West, a professional theater company, and the Milwaukee Chamber Orchestra. Both programs offer diverse, exciting educational experiences for faculty, staff, and students, as well as the community at large.

The CHARIS Institute, an independent religious think-tank affiliated with Wisconsin Lutheran College, exists to provide a platform for the study and discussion of issues facing the church. It seeks to provide forums where scholars from the college, the church, and the community can investigate and discuss issues of current concern to the church. CHARIS hosts guest speakers, symposia, conferences, and workshops, as well as an annual undergraduate research symposium designed to showcase student scholarship.

Students, faculty, and staff also work together to offer “Summer College for Kids,” a series of child-centered classes, workshops, and camps in fine arts, athletics, and academics. These courses provide stimulating programs and learning opportunities designed for children in grades 1 through 12. Classes are taught by WLC faculty, graduates, students, and staff.

As noted in the 1997 report, internships continue to provide rich and varied opportunities for students to apply and synthesize discipline content. Students at WLC may accumulate one credit for 45 hours of internship experience and may apply a total of 3 credits toward their majors and an additional 3 credits toward the 128 required credits for graduation. Art, Biology, Business/Economics, Chemistry, Communications, Communicative Arts, Education, History, Music, Political Science, Psychology, Spanish, Theater, and Theology students consistently participate in a wide range of internships that extend learning beyond classroom and campus facilities. (The complete list of all recorded internships and their locations from 1996 to present is available in the Resource Room in Exhibit N.). Students engaged in internships must define goals and evaluate their progress toward these goals. On-site supervisors also evaluate student performance. The Internship Program provides a number of learning opportunities, including:

- practical experience in a chosen career area
- application of theory learned in the classroom to an actual work situation.
- aiding in deciding whether a chosen career path is the right.
- indicating strengths and weaknesses in work skills, human relations, and communication.
- strengthening interpersonal skills and increase self-confidence.
- enhancing a vitae or résumé.
- expanding opportunities for letters of recommendation for graduate school or future employment.
- providing networking opportunities.
- offering a head start in the job market.

Clubs and Student Organizations at WLC offer informal learning opportunities ([http://www.wlc.edu/student\\_life/student\\_orgs.html](http://www.wlc.edu/student_life/student_orgs.html)). Although few policy or procedures statements document club and organizational activities, as of 2003 each club or organization

provided activity reports to summarize activities. Several clubs celebrated service learning activities and hosted guest speakers addressing careers or socially relevant issues. Other clubs sponsored discounted tickets to musical theater and opera; still others traveled to workshops, conferences, museums, or research labs. (A compilation of club reported activities is available in the Resource Room in Exhibit U). As of spring 2004, club officers were required to provide lists of their clubs' activities and plans for including student members to reflect on how these activities link to the college's objectives and mission. The following clubs add to the educational and intellectual diversity of the campus:

- (a) Ad Club: "The Ad Club allows students to research and design ad campaigns for the college and area churches."
- (b) American Choral Directors Association (Student Chapter of ACDA) "Founded in 1959, the American Choral Directors Association (ACDA) is a nonprofit music-education organization whose central purpose is to promote excellence in choral music through performance, composition, publication, research, and teaching. In addition, ACDA strives through arts advocacy to elevate choral music's position in American society."
- (c) Art Club: "The Art Club is dedicated to the promotion of art on campus and the surrounding community. This club offers students opportunities for involvement in area art events."
- (d) Business Club: "Business Club exists to further prepare our minds for service to the Lord by augmenting our classroom experience through practical applications."
- (e) Chamber Choir: "The Chamber Choir is a select group of 24. Members of the Chamber Choir must also be enrolled in the Wisconsin Lutheran Choir. The choir meets three hours a week. Membership is by audition only."
- (f) Club Med: "Club Med allows students who are interested in a career in medicine to participate in volunteer opportunities and trips, as well as receive advice for acquiring admission into medical school."
- (g) Collegiate Music Educators National Conference (Student Chapter of CMENC): "CMENC is dedicated to the advancement of music education and growth for its members. CMENC enables students to gain an understanding of the role of music in life."
- (h) College Republicans: "College Republicans shall advocate disseminate conservative scholarship and intellectual discourse, promoting the principles of the Republican Party among the students of Wisconsin Lutheran College and throughout local, state, and national politics."



- (i) Cross Boundaries: “The purposes of this organization are tri-fold and include:
  - Enhance awareness of Wisconsin Lutheran College's growing religious diversity within its student body.
  - Increase individual awareness through discussing and challenging worldviews on the basis of Christian principles, using the Holy Scriptures as the source of Truth.
  - Bring awareness of opportunities for community service available to the student population through Vision of Hope.”
  
- (j) Cultural Diversity Awareness Club: “This club exposes students to different backgrounds and cultures through discussions, campus activities, and volunteer opportunities.”
  
- (k) Future Teacher Educator's Association (FTEA): “This student Wisconsin Education Association affiliate was formed in spring 1993. Designed to encourage professional networking and growth at the pre-service level, this prospective teacher group meets monthly and attends state conferences annually. Visit [their website](#) (campus only; page will open in new window).”
  
- (l) Mathematical Association of America (Student Chapter of MAA): “The student chapter of the [Mathematical Association of America](#) provides information about mathematical careers, graduate school, and offers social activities with other people interested in math.”
  
- (m) Psi Chi (WLC Chapter): “The purpose of [Psi Chi](#), the National Honor Society in Psychology, is to encourage, stimulate, and maintain excellence in scholarship and advance the science of psychology. Membership is open to men and women who are making the study of psychology one of their major interests and who meet certain academic qualifications.”
  
- (n) Psychology Club: “The Psychology Club is an organization designed to promote, integrate, and model the science and practice of psychology in light of God's Word.”
  
- (o) Science Club: “The intent of the Science Club is to develop a community among those interested in science, serve as a forum for students to share their research results, become further educated in all areas of science, and share appreciation and knowledge of science with the general community. Membership is open to all members of the college community.”
  
- (p) Student History Association: “SHA exists to further the discipline of history as a study of the hand of God working for the good of his believers.”
  
- (q) The Sword: “Students may gain journalistic experience by contributing to the publication of The Sword, the campus newspaper. Writing, editing, layout, and design opportunities are open to students. Skills in leadership and management

can be developed through experience in one of the editorship positions.”

- (r) Theatre: “Opportunities in theatre are open to all WLC students. The college theatre department produces several shows each year which range from comedy and children's theatre to serious drama. Student can gain experience in acting and directing as well as staging, costuming, lighting, and other forms of technical assistance. Three major productions are performed yearly in the Raabe Theatre, a thrust stage theatre which seats 200. Student directed performance as well as occasional one-acts are performed in the Black Box Studio Theatre.”
- (s) Vision of Hope: “Vision of Hope is a volunteer corps that exists to serve neighbors in the Greater Milwaukee community in the spirit of Christian love. The group's primary aim is to provide assistance to the secular community with different short-term service projects. Divisions of Vision of Hope include: Big Brothers/Big Sisters; Wandani; WLIM.”
- (t) WELO: “To promote fellowship and learning among students pursuing careers and business or related fields, political science, or education, and to support and promote the related programs at Wisconsin Lutheran.”
- (u) Worship and Spiritual Life Committee: “The Worship and Spiritual Life Committee assists the campus pastor in planning chapel services and other campus-wide programs and volunteer programs which enable students to express Christian values.”

Students graduating in 2003 and 2004 completed a Student Service Transcript as part of assessment activities. Students listed service, volunteering, internships, and work-related activities in which they were involved during each school year. An examination of all student assessment portfolios provided a diverse list of 128 on-campus activities and 250 off-campus activities. (A complete list of activities and frequency count is available in the Resource Room in Exhibit O.) WLC students represent a very active population in both academic and service oriented clubs and organizations.

The organization creates effective learning environments: student support, tutoring, and advising that reflects an appreciation for diversity in needs and abilities.

Wisconsin Lutheran College demonstrates a strong commitment to student academic success through its office of student services and retention related activities and programs. The vice-president for student affairs notes, “We believe advising is a developmental program that helps students develop educational plans and clarify career goals.” The student affairs programs comply with the Council for the Advancement of Academic Advising Standards. The retention program begins the College’s multileveled advising program. Freshmen demonstrating a commitment to WLC are asked to pre-register for classes starting March 1 of each year; final registration is completed during a 4 day freshman orientation program prior to the beginning of the fall semester. College personnel introduce new students to the academic programs of the College and students become familiar with student services opportunities. Students meet their College mentors who advise students until they select majors and are assigned to major advisors. Seven full-time faculty and seven staff

members (including the campus pastor and academic dean) serve as freshman and sophomore mentors. Mentors are trained. Mentors have access to their students' College Student Inventories, which provide information related to academic and social motivation, general coping, and receptivity to support services. Together with interview information, this provides resources that enable mentors to offer sound academic advising.

Student academic advising information for general degree and individual discipline requirements is posted on the College's web site. The College employs individuals specifically to address the needs of Wisconsin Lutheran College's international students. The international students coordinator provides assistance to international students as they deal with academic programs, visas and government relations, campus social life, and similar concerns. Tutorial services as well as focused counseling services are available for international students."

College mentors also teach COL 101 and 102 seminars, required of all incoming freshmen. These semester-long, credited courses address orientation and life-goal setting, career planning, and academic program planning. In COL 101 students are required to complete a short essay addressing their understanding of what it means to be an "educated Christian," and a reflective paper relating their Keirsey Temperament Scores to potential college success, leadership, and service. Students also meet one-on-one with mentors to discuss and plan their academic coursework. COL 102 addresses career planning and requires students to complete two papers related to the value of the liberal arts for graduate study and future employment. Students are also required to interview two individuals who work in their area of interest, and to complete a resumé. Every fall the College sponsors a "Major/Minor" night, at which students are encouraged to discuss options and ask questions of the professors representing each discipline of study.

The College offers counseling at several levels. In addition to freshman academic and career advising from COL 101 and 102 mentors, faculty and staff are trained to advise and assist all students in reaching their academic goals. Upon selecting a particular major area of study, students also choose a faculty advisor within this major. Most faculty members serve 1-9 student advisees, although 11 faculty members serve 10-19 student advisees, three faculty members serve 20-29 advisees, and three serve 40-51 advisees. The academic dean provides faculty with relevant information for providing both formal and informal advising. The assistant dean of faculty development provided a faculty in-service sectional that addressed general degree requirements, ethical boundaries, and other advising issues.

Vocational counseling for career development and life planning is offered through the Counseling and Career Development Program. Mental health and spiritual counseling services are provided by the campus pastor and two part-time masters degree-level counselors, each of whom report seeing 8-10 students each week. A member of the student services staff is on call at all times. Students also have access to financial counseling provided by the assistant to the director of financial aid.

Wisconsin Lutheran College provides a thorough network of interrelated academic support programs and tutors who provide student support. Student progress is monitored and evaluated on the 5<sup>th</sup>, 7<sup>th</sup>, 9<sup>th</sup>, and 11<sup>th</sup> weeks of each semester. Professors are enlisted to provide comments regarding student progress to the academic dean, who in turn notifies the

dean of enrollment services. Unsuccessful students are contacted and counseling services arranged to assist them in returning to academic proficiency. Tutorial services also provide academic assistance, engaging more than 40 student tutors who work directly with faculty to provide students with valid and reliable discipline-related knowledge and skills. Students may initiate contact with a tutor or professors may refer students to tutors. Tutors are available on all freshman residential hall floors and also designated for special populations, including commuters and first-time freshman identified as “at risk.” The Academic Support Center provides tutorial services in mathematics, writing, study skills, and academic advising. Writing tutors assist students with organization, paragraphing, grammar, and spelling, but do not proofread. Students may be referred to the Academic Support Center by their instructors for help with papers and other written assignments, or students may make appointments with tutors on their own. Tutorial services in mathematics are especially intended to assist students in freshman-level courses. Tutoring services are also provided for the residence halls. Each floor is assigned a tutor to assist students.

WLC is committed to supporting a non-discriminatory policy in helping students with special needs, allowing students equal access to educational opportunities and resource programs. Mrs. Karen Sitz, the Director of Student Services and Special Projects, along with two student workers, provides a variety of services for students with self-identified or documented special needs. These services include taped textbooks, alternative testing, professor-generated notes and Power Point handouts, classroom note-takers, providing oral tests and assessments, advising, and others accommodations.

All students are entitled to an accessible, accommodating, and supportive teaching and learning environment. At a liberal arts college serving primarily traditional-aged, residential college students, commuters may become an under-served population. In a recently conducted non-probability survey of 41 commuters, 32 reported involvement in a study group during the past semester, 24 expressed the desire to be more involved with study groups. Only 19 commuters indicated having worked with a tutor, while 11 wished to work with a tutor but had insufficient opportunity to do so. Eighteen commuters were involved in a student club or organization, while 14 wished to be more involved with clubs and organization but found it difficult to meet with clubs due the clubs’ typically late night meeting times. Eight commuters reported being actively involved in on-campus volunteer activities. Thirty-four commuters use the Educator software from U-Compass while at home or off campus.

Responses generated by the Student Satisfaction Inventory (2003) indicated a Mean of 6.24 for “Importance of Academic Advising” and a Mean of 5.5 for “Satisfaction with Academic Advising.” Campus support services indicated a minimal .43 difference between importance and satisfaction; most students are thus very satisfied with the level of services offered them. WLC students rated their satisfaction with academic advising and campus support services significantly higher than those in the national comparison group of 4-year colleges. Students report that their COL 101 and 102 mentors represent a caring and committed element in their academic progress.

Wisconsin Lutheran College offers a sound student support system designed to provide those services that help students succeed and reach their potential. The program is comprehensive and developmental, attaining and even surpassing standards of the Council

for the Advancement of Academic Advising. Student affairs programs provide rich and varied resources to enhance student learning at many levels.

Assessment results inform improvements in curriculum, teaching, research, and learning, instructional resources, and student services.

Assessment of student learning includes multiple direct and indirect measures of student learning. Every academic discipline creates an annual assessment report designed to assess its goals and objectives. Since 1997, the Assessment Committee has assisted disciplines in submitting and evaluating their individual assessment plans. Specifically, each discipline reflects on the following items annually:

- The relationship between the discipline's goals and the institutional goals,
- The specific annual objectives for the major (and/or discipline),
- The tools and methods used to assess progress toward the objectives,
- The results and evaluation of the assessments and,
- An evaluation of the discipline's assessment plan.

Most disciplines use a diverse set of assessments to gauge student learning and development toward discipline objectives and goals. The annual Assessment Reports (available in the Resource Room in Exhibit K) detail the instruments and methods used by each academic discipline.

Wisconsin Lutheran College employs, when appropriate, new technologies to enhance effective learning, teaching, and research for faculty, staff, and students.

Students learn to use technology integral to their fields of study. For example, ESS 182 students are required to use GPS/GSI technology in the classroom and Political Science and Psychology students use SPSS software to analyze data. Professors began using U-Compass in 2000 (<http://www.ucompass.com/2003/flash/?url=&sessionid=1082381432>) both inside and outside the classroom to share information, quiz students, and promote discussion groups. All campus classrooms are fully equipped for multimedia use and have internet access; IPTV was introduced in fall 2004.

The Technology Department surveys faculty annually to assess the degree to which software or hardware needs change or upgrading. Faculty may also request certain types of computer for their office and teaching use. The A/V Media Director surveys faculty twice annually to evaluate technology issues within the classroom. The Technology Department administers computer labs and offers non-curricular workshops for students. The College has its own dedicated access to the internet as well as e-mail for the entire campus community. The computer labs are open to all students, faculty, and staff. Various software applications (word processing, spreadsheet, database, presentations, e-mail, Internet browser, and graphics design packages) are installed on these computers. The library has increased its

number of computer work stations. Students have access to SPSS on all campus computers, allowing them easy access to analyze empirical data for assignments and scholarship. All classrooms on campus including the meeting rooms that only serve as classrooms on an as needed basis are fully equipped or can be readily outfitted with television, VCR, DVD, and multimedia cart. The college also purchased a Smart Board or interactive whiteboard turns the computer and projector into a powerful tool for teaching, collaborating, and presenting and is actively used by the education discipline.

**Evidence that needs strengthening:**

1. As the College continues to grow, physical facilities, along with their teaching/learning technologies, will reach their limitations. The Center for Arts and Performance, for example, is already experiencing serious shortages of space for theatre and art. The Recreation Complex is experiencing limitations in the programs and services it can provide. The Schwan Library, though having a lower level to eventually expand into, cannot do so until additional classrooms are constructed. Residence halls for upper class students are in increasing demand. Consequently, the College will face continuing capital expansion challenges as it continues to grow and develop. These facilities needs have been studied and goals for addressing them are included in the impending capital campaign. However, the College must also maintain vigilance in monitoring the condition of its facilities to ensure that the highest quality of learning environment is maintained.

2. Wisconsin Lutheran offers students multiple, rich, and varied learning opportunities as part of required course work and through campus-hosted events. The College recognizes the importance of engaging students both on and off campus through a variety of learning activities. As noted in the 1997 Report, however, problems continue to exist in the syllabi. As noted on page 21, “Syllabi for all courses should follow a standard format that will demonstrate inclusion of all components generally expected in a comprehensive course outline.” Though syllabi are more likely to include grading information and student expectations, many course syllabi still fail to address how required learning activities link to course, departmental, and institutional mission and objectives. If the College is to assess effective learning environments, syllabi must clearly identify how the learning objectives are successfully mastered through on- and off-campus environments and learning activities. This might help to assess educationally effective activities. Assessment techniques designed to measure student perceptions of the quality or effectiveness of the learning activity may help the college community reflect on and evaluate the purpose and intentions behind the daily activities in which they are engaged.

3. Though by definition assessment cannot exist apart from learning and teaching, information related to effective learning and teaching strategies has not been publicly announced nor until this year was it centrally located. Access to departmental goals or budgets was not available; such information may have reflected expenditures appropriated to acquiring teaching skills, facilitating activities, or attending conferences that address effective teaching and learning. WLC professors complete an annual evaluation designed to summarize teaching strategies that engage students in active learning (including faculty-student scholarship activities), but these evaluations remain private, confidentially held information shared only with department chairs and the academic dean.

4. Course evaluations provide students an opportunity to evaluate aspects of each course. Items include: “Exam questions reflected the content and emphasis of the course,” “Lecture and discussion times were well balanced,” and “Class topics and activities were related to each other.” These items, however, do not directly assess effective learning environments or specific teaching strategies. It would be beneficial for professors and students alike, to evaluate the learning environment as well as the specific teaching strategies used in the course. Scanning software for student responses fails to aggregate the data around the eight domains of effective teaching. In addition, data can only be computed on a course by course basis; thus, summary data across faculty and courses has not been consistently generated.

### **Recommendations concerning Core Component 3C:**

1. Because the rate of growth in the physical plant will decrease and existing buildings will age, it is recommended that the College incorporate ongoing evaluation of the physical learning environment into an annual facilities audit. The WLC community will benefit from a regular evaluation of teaching and learning conditions, practices, and aids including technology. Items on this audit may include adequacy of space, air quality, temperature, lighting, noise level, dirt, furniture (including desks), black and white and smart boards, overhead projectors, audiovisual equipment, computer equipment and access to inter-intranet, computer software used in classroom instruction, and finally walls and ceilings (paint and plaster).
2. Although workshops have been conducted for faculty on syllabus preparation, a uniform syllabus format should be adopted which includes all essential items of information, but which also explicitly links course objectives to department and institutional goals.
3. Greater access to assessment information should be provided to facilitate the use of assessment data in the creation of department goals and budgets. If assessment is going to be the principal driver of academic planning, then effective use of the data from assessment must be provided.
4. A comprehensive evaluation and revision of the Instructor Appraisal Form should be considered and scoring and reporting systems created to make sure that meaningful data is provided for each course as well as means for the department and for the institution.
5. Other than through global items on the Student Satisfaction Inventory, the College does not evaluate the effectiveness of its individual mentors or advisors. Evaluating College 101 and 102 mentors as well as individual major advisors would help to assess the degree to which advisors help students reach their academic goals and could provide a means for helping mentors and advisors improve their individual effectiveness.

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

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**Evidence that demonstrates the criterion is met:**

Marvin M. Schwan Library The Marvin M. Schwan Library provides 24/7 access to its resources via the Internet. The library website, <http://www.wlc.edu/library> lists library and computer lab hours as well as links to the library catalog and journal databases. The building is open and staffed 90.5 hours per week during the academic year, and closing time is extended one hour on Sunday – Thursday nights during the last four weeks of each semester. The library belongs to the SWITCH (Southeastern Wisconsin Information Technology Exchange) consortium, a group of eight private academic libraries that share an integrated on-line catalog called TOPCAT (The On-line Public CATalog). The consortium has gained three members since the 1997 NCA visit - two seminary libraries and an art institute library. Via TOPCAT, patrons can access over 731,000 items including full-text electronic journals, electronic books and reviewed websites selected by the faculty. Subscriptions include full-text databases such as JSTOR, PsychARTICLES from the American Psychological Association, American Chemical Society Publications, ProQuest New York Times Historical Newspapers, and Project Muse, as well as aggregate journal databases such as EbscoHost, ProQuest, and Infotrac, which provide some full-text articles. Through TOPCAT, patrons are enabled to initiate requests for items and journal articles not held on our campus. Patron access and requests are validated with the barcode number found on their WLCard. Items are delivered by van five days per week, with a turn-around time of no more than 24 hours. WLC patrons receive an average of 7,000 items per year from the other SWITCH libraries. (An average of 19,000 items per year is circulated from within the WLC library.)

The library is staffed by 3 FTE professional librarians (full-time director of library services, full-time reference librarian, part-time cataloguer, and part-time librarian) and 14 student assistants (3 FTE). The librarians have received their graduate degrees in library or information sciences from American Library Association accredited library schools and are expected to participate in professional development activities as a part of their responsibilities. Librarians participate in the SWITCH consortium user groups within their assigned work areas corresponding to functional areas of the Innovative Interfaces library software. One professional membership (American Library Association or Wisconsin Library Association) is paid for by the College for each full-time librarian.

The Schwan Library uses the standard Library of Congress classification system, and all items are processed through OCLC (Online Computer Library Center). The professional librarians on staff, in collaboration with the SWITCH Quality Control Group, whose members are the catalogers from consortium member libraries, assure the accuracy of the catalog. The cataloger updates and adds an average of 2000 titles per year in assorted formats (paper, electronic, DVD, or compact disks).



The library is equipped to aid students with disabilities. During the library re-carpeting in summer 2004, library staff placed all shelving 36" apart to insure wheelchair access in the stacks. The library also has a computer with large screen monitor equipped with Zoom Text to allow visually impaired individuals to search for library information and access information via the library Internet. A book scanner in the library also is equipped with the capability of increasing the text size of print materials.

The library staff has labored to improve the quality and speed of librarian initiated inter-library loan service for our faculty and students. Items are borrowed or loaned from our library through WISCAT (a state-wide union catalog which services public libraries) and OCLC (for academic libraries within the state, across the country and internationally). As a member of the Library Council of Southeastern Wisconsin, Inc. (LCOMM), students, faculty and staff have access and checkout privileges via InfoPass at public, academic, and special libraries in the metro-Milwaukee area. Turn-around time for inter-library loan has greatly decreased for journal articles since we began participation in the E-Doc program through WILS (Wisconsin Interlibrary Services) in Fall 2003; articles arrive via e-mail two to three days sooner than by conventional mail or through state delivery service and can be printed or forwarded to the patron immediately.

The library's lower level houses the campus computer labs and provides an additional 17 public service stations where students can do library research, check e-mail, and work on class assignments. The library computers have identical software as computer labs, enabling students to access and work on special software outside of the labs. The graphics lab contains both Macintosh and IBM computers, along with desktop publishing graphics software. A student worker from the Technology department is on site during lab hours to assist faculty, staff, and students with technology needs. The library also has 30 notebook computers available for check out to students and faculty.

The two full-time librarians are responsible for an average of 20 information literacy sessions per year. Librarians conduct class sessions to improve students' research strategies for class assignments. Librarians tailor presentations to include instruction and hands-on demonstration of resources, and allocate time during class sessions for students to work on their topic and ask specific questions. A two-question assessment is given to students at the completion of the classroom session. All freshmen enrolled in the Fall Freshmen Seminar course (COL 101) are required to complete the online TOPCAT tutorial introducing them to the functionality of the online catalog.

In summer 2003 an independent consultant, at the request of the college president, evaluated our library facility, collections, and services, in order to provide suggestions for improvement. (Her report is available in the Resource Room in Exhibit P.) One suggestion involved improving signage and signs on shelving; end panels have been redone using larger type and simpler language throughout the library following completion of re-carpeting June 2004. Rest room signs have also been replaced. Older and duplicate materials were weeded out of the IMC by May 2004, improving the accessibility and appearance of the collection. With the completion of the Science Hall, it was hoped the lower level of the library will be rededicated to its initial purpose of housing additional books and resources. Continued growth in classes and class sizes has, however, prevented this from occurring. The library has gained an additional larger instruction computer lab and 15 additional computers with

the combination of two rooms into a larger classroom space. This larger computer lab will be used to conduct information literacy sessions, teacher education classes, and communicative/graphic arts classes. Space for the collection on the main and upper floors will remain the same; aggressive weeding and updating of the existing collection remains an ongoing process with academic department reviews.

In direct response to the consultants' suggestion that the collection looks "old," materials were heavily weeded from the Social Science areas of the library in summer 2003. Materials related to the Communication and Sociology/Anthropology curriculum were thinned in conjunction with department reviews. Updates were purchased relying on current bibliographies and recommendations from the faculty. The Religious Studies Department removed duplicate resources and dated materials from their subject areas. A professor from the History Department helped to eliminate less useful ancient history holdings and continues to recommend purchases to update those holdings. Filmstrips, which have not been used with the advent of videos and DVDs, were weeded from the media collection during spring 2004. All these areas gained some shelving space or facilitated shifting of over-crowded areas; such as the shifting of the entire book collection from call number A to Z during summer 2003. In 1999/2000 the Music Department helped weed out LP records and replaced them with compact disks, creating more shelving area for scores and media. Some back issues of paper journals have been replaced by electronic databases such as JSTOR, again providing the library much needed shelving space. All space-creating options may have been exhausted, yet the staff seeks creative ways to make optimal use of limited shelf space as the library's collection continues to grow and be used.

A library patron satisfaction survey was conducted in April 2004 to obtain feedback on services provided in the library. (See The Library Patron Report in Appendix G.) Although the survey only yielded a 50% response, many useful suggestions were received and will be considered for upcoming years. The Student Satisfaction Inventory (SSI) also contains questions relative to library usage. An attempt will be made to use results from the National Survey of Student Engagement (NSSE) [first used at WLC in 2004] to assess critical thinking skills in conjunction with information literacy criterion recommended by ACRL (Association for College and Research Libraries).

Collection development is conducted by faculty recommendation to the director of library services. Choice review cards are routed to faculty disciplines and returned with primary and secondary priority recommendations for purchase. Faculty members are also encouraged to submit purchase requests from other sources. Each academic department conducts a regular program review which includes an evaluation of library resources. The director of library services serves as an advisory member on the faculty Curriculum Committee and consults the faculty about instructional support needed for new courses or programs. Interlibrary loan requests are reviewed each semester, and items are purchased for the collection as long as funds are available. The increase in the library budget has been devoted to salaries, but has not kept pace with the rising costs of database services, periodical subscriptions, and materials prices. The library budget for fiscal 2004—2005 remains unchanged from that of the previous year; an average increase in periodical subscription rates of 7-10%, combined with the frozen budgetary figure, made even maintaining current subscriptions very difficult, and adding new subscriptions became impossible except at the expense of other subscriptions. Fewer books and media items were

purchased during the previous two academic years to accommodate increased costs for databases and journals; funds were transferred from books and media budget lines to cover increases in periodicals line. The 2003-2004 book funds were depleted by January 2004, and over \$3500 of first priority faculty requests have been deferred to the 2004/05-budget year.

**TABLE 3.5 - % Annual Change in Selected Library Expenditures**

	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	1999-2003
<b>Collection</b>						
Periodicals	-4%	31%	11%	33%	-1%	84%
Books	-5%	-22%	53%	-15%	4%	-1%
Multimedia	88%	3%	7%	-57%	243%	209%
Total for Collection	4%	7%	22%	5%	14%	61%
<b>Service</b>						
Automation/OCLC/SWIT CH	17%	12%	-5%	2%	-9%	17%

#### Center for Arts and Performance

The Center for Arts and Performance (CAP) houses the Art, Music and Theater Departments. It is open 101.5 hours per week during the academic year, with closing time extended one hour later on Sunday through Thursday evenings during the last four weeks of each semester. All rehearsal, performance, and art rooms are located in this building, including five practice rooms with pianos; three ensemble rooms with pianos (used also as classrooms) in the music wing; four art studios dedicated to print making, sculpture, pottery, and painting; a gallery in the art wing; a black box theater, also used as a recording studio and classroom; a 370-seat concert hall; a 200-seat theater; and a rehearsal hall. A special music lab houses 13 computers loaded with software for composing and printing original music.

The Schwan Concert Hall has excellent acoustics; many outside performances are held here each school year. The Schwan Concert Hall now schedules five special series, attracting visitors from a wide area. One local school district has used the Concert Hall and lobby Atrium for its music faculty to present recitals and its art faculty to display its work. (Guest Artist Series materials will be found in Exhibit M in the Resource Room.)

Since the completion of the CAP in 1996, there has been a noticeable increase in student enrollment in art, music and theater. This positive growth, however, has strained the facility and raised several concerns. No plans are currently in place for building renovations or improvements, but such concerns need to be addressed. Safety and security concerns preclude granting student requests that the building be made available to them 24/7. Building renovations could accommodate separate entrances to the music and art wings, but access to the theater atrium would be lost from both wings during any renovation stage.

Concerns also center on the amount of space available in the rehearsal hall. The addition of an instrumental music program in 1996 has placed unanticipated strain on the rehearsal hall, since it must be struck and reset five days a week to accommodate daily rehearsals of both

the choir and the band. An additional rehearsal space would make this daily equipment resetting unnecessary.

The theater and the concert hall share back stage space, leaving insufficient room to accommodate larger groups; occasionally special dressing rooms must be arranged for visiting performers. Because rehearsal and warm-up space for the choir and band is located directly across the hall, performers must walk through public space in order to access the stage. An ideal situation would be to contain all rehearsal and warm up space backstage.

### Foreign Language Classrooms

The Foreign Language Department enjoys newly remodeled offices and classrooms which are currently housed in the modular building north of the library. A foreign language computer lab with software designed for students to complete classroom and lab assignments is included in the building. The WLCARD controls access to the building during off hours. The decision to move the foreign language faculty offices to the former modular science laboratory building enhances student access to faculty members.

### Technology Department

Within the last few years, the Technology Department has created a campus-wide Technology Help Desk, available M-F 8 A.M. to 4:30 P.M.; after hours, there is an emergency contact pager. Also, a trouble-ticket system has been created to prioritize and address issues.

The Technology Department consists of the vice president for information technology, the director of campus technology, network support specialist, a help desk coordinator, and a telecommunication/WLCARD specialist. Until this year, the director of campus technology was responsible for department oversight, budgeting, purchasing, and administration of the email system. The network support specialist is responsible for all aspects of the network, from system administration and security to server/network infrastructure installation and configuration. The telecommunication/WLCARD specialist is responsible for the campus phone system, voicemail, student billing and the campus card system. The campus card system allows faculty, staff, and students to use a swipe card to gain access to buildings and garages, buy meals, and purchase items on campus by putting money on their card. Swipe card readers and POS (Point of Sale) terminals are located throughout campus. To provide additional faculty and staff support for using technology, a help desk coordinator position was added to the department in spring 2004; the coordinator is responsible for assisting faculty and staff in effective use of technology and for oversight of the 30-member student tech staff, who assist the campus community in computer labs and the technology office. The student tech staff workers offer “peer” technology support to students where they most often use technology—labs and residence halls. Tech staff assistance is available in library labs during library hours of operation, and tech staff “traveling tutors” are available in residence halls several evenings each week.

### Student Computing

All buildings and residence halls are equipped with network and internet access via the

campus network or Road Runner; the College reimburses students who live in more remote apartment buildings for Road Runner service, which is contracted for separately by students living in apartments. Thus students can research information for school work and save computerized files for future use anywhere on campus. It also allows them to create their electronic portfolios.

Student access to computing and technology resources has increased dramatically during the past decade. Public access computer labs are now equipped with current hardware and software. The computer labs are located in the library, with other public access computers available in the Warrior Underground. The library also has 30 notebook computers available for checkout (free of charge). The graphics lab includes both PC and Mac platforms, which allows students the freedom to choose the platform that best fits their software and projects.

Campus technology and technological devices have also increased significantly. In 1997, campus technology consisted of the network with two servers, a main student lab with 20 PC's, a graphics lab with 6 PC's, an electronic music lab with 9 Mac PowerPCs, and the library with 4 VT400 terminals and 3 PCs for online resource access. The network has grown to 10 servers, the library has approximately 70 computers for student use (including a graphics lab which has 5 PC's and 5 Mac's), and the electronic music lab now has 12 Mac's for student use. In addition, help is offered to student for their privately owned computers.

#### Administrative Computing

All personnel on campus possess network, internet, and e-mail access from their offices, as well as current hardware and software. The administrative software used by each department enables the campus to function effectively and efficiently. The College is in process of choosing an ERP (Enterprise Resource Planning) system to allow a unified database and a central repository for data information on campus. This new system will facilitate the integration of every office on campus into a centralized database. This administrative software system will allow for ease of workflow and data sharing.

#### UCompass/Educator

The College makes use of Educator, a software package created by Ucompass. Educator is a full-featured course management system that assists in e-learning on campus. Features include the ability to post course content for student access, an integrated online grade book, online discussion boards and chat rooms, and examination tools. Educator that allows the College to integrate technology into courses and move beyond traditional class formats. More than 50% of the faculty makes use of at least some of the features of Educator.

#### T.E.A.M.

The College has developed a peer technology mentoring system for faculty called Technology Enhanced Academic Mentors (T.E.A.M). Faculty members who participate in T.E.A.M are designated as Teaching and Learning Mentors (TLM) for the rest of the faculty. The mentors bring a wealth of expertise about how to integrate technology into the classroom. Specifically, a TLM is a faculty member who:

- focuses on effective pedagogy first, secondarily on how it may be enhanced with digital tools;
- has developed expertise in designing and implementing effective pedagogical strategies to enhance student learning and who has successfully experimented with how to use digital tools to improve these strategies;
- listens to a faculty member describe the goals, challenges and frustrations he or she faces and who has a knowledge of effective pedagogical strategies necessary address these goals, challenges, and frustrations; and
- possesses or is motivated to develop the expertise to help a faculty member learn how to use appropriate digital tools to implement a particular pedagogical strategy or how to enhance it with these tools.

#### Faculty Use of Technology

The College has equipped each classroom with a multimedia cart, containing a laptop computer, LCD projector, and speakers. These carts allow faculty to show PowerPoint presentations, view DVDs, and play sound clips. In one of the library classrooms (L052) a SmartBoard has been mounted for faculty use.

#### The organization provides effective staffing and support for its learning resources.

Current library staffing levels are adequate for the needs and uses of the building, but if more building hours become necessary, an additional librarian would be needed and two student workers – a Library Student Assistant and a Technology worker – would be needed to help in the labs and with technology questions.

The technology staff has increased since 1997 – several positions were added, including network support specialist, telecommunications and WLCard specialist, help desk coordinator and chief information officer. The department also employs 30 student tech staff workers that work both in the computer labs and in the technology office helping faculty, staff, and students with technology questions.

The Center for Arts and Performance has two full-time staff (a director of arts programming and an office and events manager) and an art exhibit manager (1/4 time position), among whose duties it is to help senior art majors with their exhibits.

The new Science Hall has a full-time building manager and makes use of students and volunteers to man the central information desk.

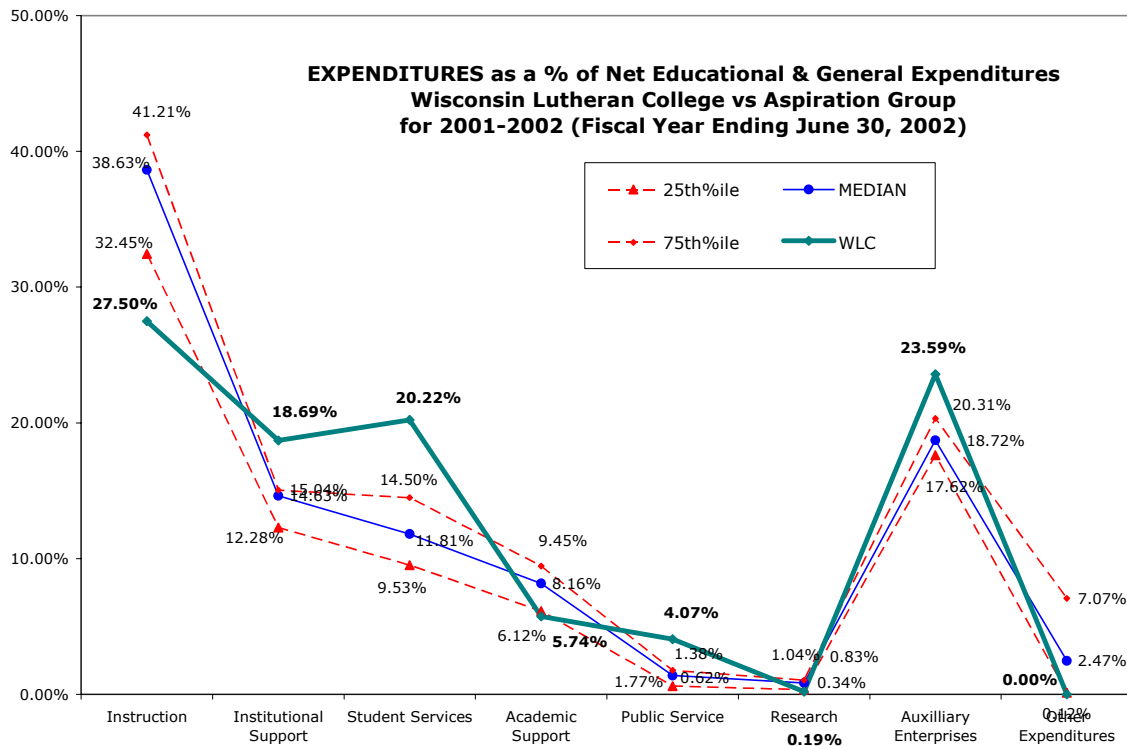
From 1998 to 2004, library expenditures increased 44% (from \$232,507.71 in 1998-1999 to \$215,000.00 in 2003-2004), and technology expenditures increased 142% (from \$310,189.37 in 1998-1999 to \$545,060.00 in 2003-2004). [Including salaries and benefits, conferences, and capitalized to fixed assets and the percent increase does not take inflation into account.]

Budgeting priorities reflect that improvements in teaching and learning stands as a core value of the organization.

One way to address this component is to examine instructional expenditures in proportion to total expenditures. Spending on instruction (as reported to IPEDS) increased in dollars spent but not in percent of total expenditures. The graph of functional expenses as a percentage of total expenses (page 50 in this self-study) reveals that no real change in spending patterns has occurred since 1996. While instruction expenditures decreased about 5% over 5 years; Student Service expenditures went up one percent; Institutional Support went down almost 7%; and Auxiliary Services went up about 5%.

When expenditures are compared to those of the colleges in our aspiration group, there is no marked improvement from 7 years ago. For the 2001-2002 fiscal year, Wisconsin Lutheran College again ranked in the bottom 25% of aspiration colleges in instruction and academic support; and in the top 25% for student services, institutional support, and auxiliary services. [Schools classify certain expenses differently (such as coach’s salaries), so the data is not as trustworthy as one might want it to be.]

**TABLE 3.6 – Expenditures vs. Aspiration Group**



Data from the College’s last auditor's report also supports these trends: the ratio of instruction to academic support to educational and general income is below the mean for comparable institutions (0.440 vs. 0.599 comparable mean for 2002), while the student services to educational and general income ratio is above the mean for comparable institutions (0.266 vs. 0.160 comparable mean for 2002. (The Financial Ratios Report is available in the Resource Room in Exhibit I and also in Appendix K.)

The college should continue to strive to bring its ratios in line with its aspiration group, comparable institutions as identified by the auditors, and private liberal arts college as identified by IPEDS.

### Faculty Development and Mini-Grants

Additional campus funding is available for faculty development grants. Faculty may use this funding for continued education, research, new educational opportunities, or to remain current in their disciplines. The academic division also budgets for travel, professional conferences, literature, and membership in professional associations. Money is allocated to pay tuition for faculty members pursuing terminal degrees.

The amounts devoted to faculty development and mini-grants have increased almost 100% (from \$3,763 in fiscal 1997 to \$7,450 in fiscal 2003). There has been a 43% increase in budget amounts allocated to membership fees (from \$6,540 in fiscal 1997 to \$9,372 in fiscal 2003). At least 6 mini-grants were approved in the 2003-2004 school year, most in humanities. Departments requesting mini-grants included Music, History, English, Political Science, Business Economics, and Physics.

### Student Tutor Program

Currently, Wisconsin Lutheran provides non-remedial tutoring in mathematics, writing, and other subject areas (Spanish and Psychology). Writing tutors are available during writing classes and are available to help students directly during class. Students admitted with reservation are assigned a tutor, and students placed on academic probation are required to meet with the dean of enrollment services, who then assigns them a tutor. Wisconsin Lutheran has also instituted a Freshman Success program, in which tutoring support is provided directly in the residence halls. Tutors there help freshmen with GDR courses and can refer them to other tutors if needed. There is also a place for commuters to go to receive tutor support.

### Assessment

The comparison of gap scores for campus support services reveals marked improvement:

**TABLE 3.7 – SSI Evaluation of Campus Support Services**

Year	1997	1999	2001	2003
Gap score	1.93	0.59	0.45	0.43

The Student Satisfaction Inventory asks two specific questions relating to tutoring services: #32 (Tutoring services are readily available) and #44 (Academic support services adequately meet the needs of students). The table below summarizes the gap scores for these two questions based on 2003 data. We are well below the national average and the maximum gap of 1.0 that we strive for.

**TABLE 3.8 – SSI Evaluation of Tutoring and Academic Support**

	#32	#44
WLC	0.12	0.59
National Average	0.73	1.04



Assistant Dean for Faculty Development Position

The college created the position of Assistant Dean for Faculty Development in 2002 . See position description and goals at: <http://wlc1.wlc.edu/intranet/bulletin/adfd.html>

The assistant dean for faculty development was asked to assume the duties of interim vice president of academic affairs and academic dean during 2003-2004, and for that reason program for faculty development was delayed. With the arrival of the new vice president in July 2004, the assistant dean for faculty development will once again focus on faculty development opportunities.

Internships

Students have the opportunity to participate in many activities on and off campus, which strengthen teaching effectiveness by reinforcing concepts taught in the classroom. One good way for them to network in the “real” world is through internships. Some have found jobs after graduation through the work that they did during an internship. These opportunities give students the chance to show their leadership talents and skills to potential employers while reinforcing theories learned in the classroom. Since 1997, the number of students taking advantage of internships has increased from 41 students in the 1997-1998 school year to 78 students in 2003-2004, in 75 unique placements. This represents a 90% increase compared to a 64% FTE student enrollment increase. A more thorough analysis of the internship program was discussed in Core Component 3C, p. 80.

**Evidence in need of strengthening**

None noted.

**Recommendations related to Core Component 3D:**

None noted.

**Conclusions, Interpretations, and Judgments related to Criterion Three**

Wisconsin Lutheran College has a carefully developed mission statement which is amplified and expressed through the Ten Academic Goals and, even further, through department and course goals and objectives. This self-study has revealed a consistent reflection of the College’s Christian mission throughout its programs and a deep commitment to helping students achieve the academic goals of the College

Assessment of academic outcomes is a strength of the College. Recognizing its deficiencies in the 1997 self-study, and having them confirmed in the 1997 team report, the College has worked hard to develop a comprehensive and effective program to assess student learning, and to make improvements to enhance teaching and learning. This self-study has afforded

the College the opportunity to scrutinize its program and to acknowledge that the excellent progress it has made in embedding assessment into the academic program now needs to be reflected in how the effectiveness of non-academic programs is measured as well. Several recommendations have been made which will promote broader assessment of institutional effectiveness.

Teaching is also a strength at WLC, both in terms of how students perceive it, as well as the personal commitment that is made by every member of the faculty to continuously work to improve. This self-study has also revealed that student perceptions of instructional effectiveness need to be taken seriously and that there are areas of professional development that need to be enhanced. Recommendations to this end were also advanced.

WLC students are provided with outstanding learning environments and resources. Participation in library consortia, extensive internship opportunities, living/learning centers in residence halls, locational advantages with a major medical complex, extensive technology resources, new science facilities, and outstanding arts and performance areas are but a few of the many components which contribute to an excellent learning environment. This self-study has also documented areas which will continue to require institutional attention, especially as facilities that are currently new begin to age and technology and media support services require upgrading.

The College's evaluation of itself from the perspective of Criterion Three and its associated Core Components has led to the conclusion that WLC meets the expectations of the Criterion and is positioned to continue to fulfill its mission with excellence.

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## Criterion Four: Acquisition, Discovery, and Application of Knowledge

**Criterion Statement: 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.**

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The mission of Wisconsin Lutheran College places a high premium on the quality of the educational experience, as well as on the intellectual life of its faculty and staff. The way in which this mission is amplified through programs, policies, and practices is the subject of this section of the self-study. Because much of the evidence of fulfillment of this Criterion is perceptual in nature, a series of surveys were developed which evaluated the extent to which various constituencies believed that the College promotes a life of learning and supports inquiry, creativity, practice, and social responsibility. The results of these surveys are found in Exhibit Q in the Resource Room and will be referred to throughout the discussion of this Criterion.

In addition to the perceptions of constituents, documented changes have occurred in the academic division of the College in both leadership and organization during the past eight years. Certainly a new president and a new vice president for academic affairs will have an as yet undetermined impact on the academic culture of the College. Another organizational change was the shift from a division structure to a departmental structure in 2001. While a certain amount of ambiguity and uncertainty is inevitable when such a change occurs, it is to be hoped that many of the questions raised by this self-study will be addressed, and that the evidence supports the argument that the College has the resources and procedures in place to continue to develop organizationally in order to fulfill this and the other criteria.

The faculty was also engaged in a series of discussions, prompted by this self-study, to examine its understanding of knowledge so as to more thoroughly investigate how it values it and advances its pursuit. In view of its Scriptural and Confessional subscription, and in view of its Mission Statements, a tentative working definition has come to define knowledge as “personal acquaintance with the Truth.” The faculty and staff of Wisconsin Lutheran College labor to learn and to teach our students:

- (1) the revealed Truth of God for us (*pro nobis*), from Scripture, and
- (2) the concomitant practice of daily repentance; as well as
- (3) the workings of His creation through the study of the sciences, arts and humanities, and
- (4) the habits of thought and action which enable us to live virtuously while making rational and godly decisions to serve God and our neighbors.

This definition is intended to be amenable to Lutheran Christian truth. In keeping with a genuinely biblical and Lutheran anthropology, knowledge of God and godly service is not innate for us human learners but requires the gracious operation of the Holy Spirit via the

means of grace, that is, through the Gospel in Word and Sacrament. Knowledge of God depends upon the Gospel of Jesus Christ, the Word incarnate, for “God is not apprehended except through the Word” (Apology to the Augsburg Confession 4.67).

This definition has been refined through a series of dialogues and discussions among selected members of the Board, administration, faculty, staff and students on campus. The conversation will continue to engage faculty as they strive to carry out the unique Lutheran academic mission of Wisconsin Lutheran College.

It shall be the purpose of this section of the self-study to demonstrate that the College values and promotes a life of learning which is consistent with the College’s mission and its definition of knowledge. It shall do so by presenting evidence that supports fulfillment of the Criterion, as well as evidence that needs strengthening. Finally, recommendations for the College to consider for future action will be provided with the acknowledgement that some of these recommendations are already being acted upon.

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

How the various constituents of the College act to carry out the College’s commitment to quality teaching and learning is of central concern to the institution, and how they work together to shape the academic culture of the College is defined in terms of both the policies and practices which direct those actions.

##### **Evidence that demonstrates the criterion is met:**

The board has approved and disseminated statements supporting freedom of inquiry for the organization’s students, faculty, and staff, and honors those statements in practice.

In the *WLC Faculty Handbook*, under the section entitled *Faculty Rights and Responsibilities—Tenure, Academic Freedom, Responsibility* the following paragraph is contained::

All faculty members upon their installation into office agree not to teach as their own confession of faith anything contrary to Holy Scriptures or the Lutheran Confessions. As an expression of their faith, they strive to live and teach in a manner befitting the Christian profession. Nevertheless, the individual teacher enjoys relative independence within the general structure of the institution, an independence he exercises especially within his own discipline. Pedagogical principles based on the Word of God demonstrate that all knowledge in all areas of human thought and endeavor are worthy of inquiry when viewed in the light of human sin and divine grace. Such academic freedom is a manifestation of faith and is thus bound to the Word of God, and such tenure is one of a call to service and not a position of merit.

It seems apparent from this policy that the faculty has been given appropriate assurance that professors have the freedom to teach and engage in scholarly efforts as they deem necessary or desirable within the theological limits to which they agreed when they were installed into their positions. In fact, there has been no instance in the history of the College in which a member of the College's faculty has been disciplined for the scope or content of teaching or scholarship or in which the freedom described in the foregoing policy was limited or curbed.

The Handbook, however, also includes the following introductory statement entitled *Continuity of Policies*:

To preserve its ability to meet future needs under changing conditions, the Board of Regents reserves the right to modify, augment, delete or revoke any or all policies, procedures, practices or statements contained in this Faculty Handbook (sic) at any time without notice. The policies in this manual are intended to be guides to management and not a guarantee of continuity of benefits or rights....

It became clear from this self-study that some members of the faculty are concerned that the *Continuity* statement appears to limit significantly the *Faculty Rights* statement. On the other hand, administrators and Board members have argued that the *Continuity* statement merely indicates that there are no policies which are irrevocable and that the Board of Regents ultimately has the responsibility to "modify, augment, delete, or revoke" policies when conditions warrant such action. While it appears to be the case that there are no other formal statements from the Board which address the principal of "freedom of inquiry" for the faculty, the Board doesn't seem to believe that this unnecessarily or inappropriately restricts the faculty in carrying out its educational ministry.

However, there is consensus that the teaching of Holy Scripture as reflected in the College's unique mission and its close relationship and association with the Wisconsin Evangelical Lutheran Synod impose conditions upon what other institutions might regard as academic freedom for faculty. Again, while there is no evidence of faculty resistance to such religious recognitions, some faculty members have expressed concern about the possible lack of policy integrity due to the Board of Regents' broad "Continuity of Policy" statement (Faculty Meeting minutes, May 19, 2004).

*Life Resources* (available in the Resource Room in Exhibit R), a document assembled in the WLC Office of Student Affairs and intended for use with WLC students, includes at least two statements pertaining to freedom of inquiry for students. These are:

- #8. A supportive and friendly community life helps students learn; and
- #9. The freedom to view the ideas of others.

Thus, WLC students have a clearly delineated statement supporting their freedom of inquiry. It remains unclear, however, whether this document is an official policy statement of the College, or merely of the office of student affairs.

While administrative and academic staff members appear to feel a sense of freedom of inquiry; clerical staff members do not feel they have much opportunity to express themselves

(Exhibit Q: Staff Survey). Having observed this perception, however, it should also be acknowledged that in the context of this pattern of evidence, a differentiation must be made between having the freedom of academic inquiry, and the freedom support staff may feel they have or do not have to express opinions to superiors. The survey responses from staff were oriented toward the latter, which though a concern, is not germane to this criterion.

The organization's planning and pattern of financial allocation demonstrate that it values and promotes a life of learning for its students, faculty, and staff.

The College does plan and allocate financial resources to support life-long learning. Its academic facilities have been increased dramatically with the completion of the Science Hall. The Board and administration encourage and support faculty to complete their terminal degrees (see Questions 3, 4a and 4b in the Board Survey; and Questions 5-8 in the Administrator Survey). Some Board members, however, have noted that “bricks and mortar” have received inordinate emphasis, at the expense of “what goes on inside those buildings.” Allocation of financial resources for faculty professional development, including money for research, has already been discussed and documented under Criterion Two. Resources for the continuing education of staff is also included in the College’s budget.

WLC does not compare favorably with its peer “Aspiration Group” (see p.117) in regard to the % of E&G financial allocation for instruction. However, financial statements from 1996 through 2003 indicate that the College budget does indeed reflect its commitment to a life of learning. The amount designated for “Instruction” has increased from \$1,466,100 in 1996 to \$3,620,464 in 2003. In addition, the construction of the Science Hall and administration and board efforts to grow the number of faculty both show a continuing effort to value and promote a life of learning for Wisconsin Lutheran students, faculty and staff. “Research” budgeting at WLC, however, remains well below that of peer aspiration institutions.

Surveys of staff, alumni, and current students, as well as Board members all indicate awareness of and agreement with the College’s financial allocation to learning. Here also, however, survey responses suggest a lack of communication concerning this question. Some staff members do not sense that the College is committed to their own life long learning, even in their areas of employment.

Also pertinent is the College’s Master Plan for 2003-2006. While all of its strategic goals impact learning to some extent, *Strategic Goal #2 – Academic Program and Quality* is most relevant to this evidential statement. This and the other goals again demonstrate the institution’s concern for a quality “life of learning” on our campus, yet these goals could be achieved more effectively if they were developed in collaboration with students, faculty, and staff. For example, goal 2.2.a reads: “Conduct a feasibility study to determine the appropriateness and viability of a master’s degree in educational leadership.” It would seem that such a goal should involve a public campus discussion, since it might represent a significant deviation from the College’s mission and vision. Even though the goal was only calling for a feasibility study, it was developed without community discourse as to its appropriateness.

The organization supports professional development opportunities and makes them available to all of its administrators, faculty, and staff.

Surveys indicate that professional development support is available to administrators (Administrator Survey, Question 5). Faculty members note that such opportunities are available to them as well. However, heavy teaching loads coupled with advising and service responsibilities often hinder faculty from making use of these opportunities (Faculty Survey, Question 9). The types and amounts of support for professional development of faculty were discussed previously on pages 45 and 46 of this self-study.

In general, when professional development needs are documented by support staff, inclusion of funds to attend conferences, belong to pertinent professional organizations, acquire professional literature, or receive specialized training is made in the College's budget. Perceptions regarding the availability of such opportunities vary widely among support staff members, however. Some staff members have such opportunities, others indicate that they do not (Staff Survey, Question 4).

The organization publicly acknowledges the achievements of students and faculty in acquiring, discovering, and applying knowledge.

The *Today* magazine is the primary source for such awareness. Board members know of some faculty and student research, but only if those items are highlighted in *Today*. It is of some concern that the amount of information shared in the magazine is insufficient when the magazine is published less frequently than in the past. Indications are that its frequency of publication has been returned to previous levels, namely, four times per year.

Brown bag lunches, lectures to student organizations, and sharing at faculty meetings are all ways in which faculty can and do share their research with the campus community. Despite these opportunities, however, there is a general feeling that more sharing needs to be done. But some faculty members appear disinclined to announce their research endeavors in a proactive way for fear of being seen as "boasting." Especially among those faculty members who received their education and cultural grounding primarily in schools of the Wisconsin Synod, such "boasting" of one's accomplishments may be viewed as inconsistent with a life of humble service. Additional ways should be found to make the campus community aware of the scholarly work being done, especially in the social sciences and the humanities.

While an observation can be made that scientific research which receives funding from the National Science Foundation or other sources certainly does gain more public recognition, it cannot be said that other forms of scholarship in other disciplines are valued less. The faculty has been encouraged to use Ernest Boyer's typology of scholarship, and there is general acknowledgment that the nature of scholarly endeavors is going to vary from discipline to discipline. However, it can also be fairly stated that there is not universal acceptance that the scholarship of pedagogy or artistic performance involve the same level of rigor as scholarship in the sciences. When individual members of the faculty have books or articles published, these are often displayed in exhibit cases in the entrance to the library.

In addition to features in *Today*, student accomplishments are noted at the annual Honors Convocation, in campus announcements, at award ceremonies, and other campus events. An

annual undergraduate research symposium hosted by CHARIS has featured the products of student research, and some academic departments, most notably Biology, Education, and Psychology, have made it possible for students to present their scholarly efforts at national conferences. However, few staff or Board members participate in these celebrations. *The Sword*, the WLC student newspaper, also occasionally highlights research by faculty and students.

Beginning in the Fall of 2002, the assistant dean for faculty development has gathered information from the faculty regarding their scholarly pursuits and accomplishments and has compiled them into a Power Point presentation which he shares with the faculty as a means to congratulate them, inform everyone on the faculty about the kinds of research and other scholarly accomplishments being done by their colleagues, and to value highly the scholarly life which is expected of them.

The president also has begun regular updates to the Board via e-mail. Inclusion of such faculty and student research in this venue would improve campus communication. The conclusion drawn from this self-study is that there are many on campus and off who may not be aware of the extent of faculty and student scholarship;

The faculty and students, in keeping with the organization's mission, produce scholarship and create knowledge through basic and applied research.

The WLC faculty is involved in attendance at and presentation to local, national, and international conferences of scholarly research projects, artistic productions and performances, and in writing and publishing their work. Students are encouraged to do likewise, and at times joint projects involve faculty and students.

With the 2001 dissolution of the faculty's tripartite division structure (Natural Science, Social Science, Humanities), however, in favor of academic departmentalization, it appears to some that collaborative scholarship has declined or become more compartmentalized. Although there is an apparent increase in faculty and student scholarship within certain discrete disciplines, this scholarship has not enhanced knowledge in terms of the institution's larger liberal arts mission – at least not in terms of interdisciplinary collaboration. The natural sciences such as Chemistry and Biology have exhibited numerous instances of “basic and applied research” and faculty from these disciplines have a long track record of involving students in their research. Faculty in other disciplines likewise engage students in their research activities and have provided opportunities for students to present or publish papers about their work. Still, it can be shown that the dissolution of the division structure diminished for some faculty the opportunities to collaborate on interdisciplinary projects. A conclusion that emerged from this self-study process is that faculty from different departments will need to take the initiative to collaborate with colleagues from other departments on scholarly projects of mutual interest and benefit without having to rely on an organizational structure to do so.

One former Board member emphatically pointed out that WLC is a “teaching college,” thus concluding that the faculty should not be about the business of acquiring or discovering knowledge. One of the more common responses from Board members in their survey was “No Opinion” or “I Haven't Enough Information.” From such findings, it appears the



Board may be somewhat disconnected from the operational aspects of the College and, as a result, be unaware of the academic realities of the College as a whole. Such statements seem to indicate that Board members knew only about the work assigned to their respective committees, or that they did not understand the question.

The WLC administration is aware of the research and scholarship of some faculty members (Administrator Survey, Question 8), but this depends largely on the area of administrative responsibility. Academic administrators are fully aware of faculty research efforts. The faculty sees itself as being involved in the production of scholarship and the development of knowledge through basic and applied research (Faculty Survey, Questions 17-19). However, it is noted that not all faculty members are involved in such work. Some past (Alumni Survey, Question 6) and current students (Student Survey, Questions 14-16) were able to give examples of research being done by professors, but the majority were either unaware or only “somewhat” aware of faculty research.

Ways should be found to encourage faculty to discuss their research with the College community. It should be emphasized that this is important modeling for their students and should not be viewed as arrogance. The president’s e-mail reports to the Board could again be a helpful means of making the Board aware of such research.

The organization and its units use scholarship and research to stimulate organizational and educational improvements.

The survey of Board members indicates that some Board members either are not aware or do not believe that scholarship and research are part of their organizational function (cf. Question 7). Nor is it evident that they regard the administration as doing so (Question 8). Five answered this question “Yes;” one said “Somewhat;” one said “No;” three answered “No Opinion;” while four responded “Not Enough Information.”

Administrators participate in relevant conferences and workshops and read current journals and texts pertaining to their specific work (cf. Question 9, Administrator Survey). There appears to be little direct evidence, however, that any of these ideas regarding research or organizational theory are being incorporated into regular planning, evaluation, or day-to-day tasks. Little was quoted or referenced, although the survey specifically asked for examples. This does not necessarily mean that administrators, some of whom are long-term veterans in their positions, do not apply current ideas and practices to their areas of responsibility. It only means that for purposes of this self-study, they were not forthcoming with respect to specific instances in which such research led to organizational improvements. For example, it can be clearly demonstrated that the assistant dean for assessment is very knowledgeable about best practice in assessing academic outcomes and has contributed that knowledge to improving the College’s assessment program. Similarly, the previous vice president for academic affairs employed considerable theoretical resources in assisting the faculty in its evaluation of governance processes. The president has gained considerable knowledge from the research surrounding strategic planning and resource development and has employed that knowledge to shape those functions for effectiveness.

Faculty members feel they stay current in their disciplines through continuing education, attendance at conferences, reading journals and texts, and conducting their own research

(Questions 20-22, Faculty Survey). However, students declared frustration in certain instances when their classroom evaluations of faculty in some courses apparently are not noted and addressed (Student Survey, Question 7, 17, 18).

When asked if the WLC Board uses scholarship and theory to make organizational and educational changes, the WLC Faculty responded “Yes” – 5; “Somewhat” – 5; “No” – 17; “No Opinion” – 5; and “Not Enough Information” – 6 (Appendix 4A-C, Question 20). It appears evident that the Board does not believe it

When asked to consider the same regarding the WLC administration, faculty perceptions were: “Yes” – 6; “Somewhat” – 11; “No” – 12; “No Opinion” – 4; and “Not Enough Information” – 5 (Question 21). Faculty comments in regard to both observations of using research to drive organizational improvements or change indicated more administrative concern for markets, students “feeling good,” athletic facilities, and finances than for organizational improvement.

Some staff, but decidedly not all, use research and scholarship to better their work, but their level of understanding of the question from the survey is not clear. (Question 8).

#### **Evidence that needs strengthening:**

1. Board of Regent members may not always understand the concept of freedom of inquiry in the context of the academy, and hence may not see this as an issue. To be sure, the vast majority of Board members are business owners or leaders whose expertise is not in higher education. And it is certainly also true that the main concerns of the Board have to do with financial planning, long range planning, resource development, and the overall mission and vision of the College. Nevertheless, the College should seek to find ways to educate the Board with respect to the nature of higher education, and the importance of freedom of inquiry to faculty and students.
2. The College needs to communicate more effectively to all members of the campus family (particularly the clerical staff) its dedication to the life long learning of all members of the College. Scholarly research in the past has been adequately publicized in campus publications for external dissemination, but additional avenues for communication should be explored so that this practice can continue and increase.
3. The College should continue annual monitoring of the percentage of the educational and general expenditure budget which is allocated to instruction and academic support in order to match or exceed the percentage of its peer institutions.

#### **Recommendations concerning Core Component 4A:**

1. The broad *Continuity of Policies* statement in the *WLC Faculty Handbook* may be seen by some to jeopardize all academic policies for faculty at WLC, including freedom of inquiry. It is, therefore, recommend that a discussion of the perceived potential conflicts inherent in this statement be studied and the issue be clarified by representatives of the Board, faculty, and administration of the College. Similarly, it is recommended that a clearer statement of

academic freedom for faculty, staff, and students be composed and published in the *Faculty Handbook*.

2. It is recommended that department heads be asked to submit to the academic dean an annual listing of research being conducted by its members, so that the campus family can benefit from such work and so that it can be held up as a model for students.

3. While the academic administration's move to departmental governance in 2001 may have some merit in terms of administrative efficiency, greater levels of participation by faculty, and an enhanced opportunity for more people to develop leadership skills, the departmentalization of the faculty appears to some faculty to have contributed to a decline in interdisciplinary collaboration on scholarly projects. And although there is nothing preventing such faculty from initiating such collaborative efforts, it is recommended that the academic dean, in close collaboration with interested faculty, consider implementing intentional, regular meetings of faculty above and beyond their regular department meetings so as to promote the collaborative scholarly culture of the three-part divisional structure. This recommendation envisions and encourages meetings of the natural science, social science and humanities professors in which their ongoing agendas are entirely focused on curricular and scholarly collaboration and growth.

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

**Evidence that demonstrates the criterion is met:**

The organization integrates general education into all of its undergraduate degree programs through curricula and experiential offerings intentionally created to develop the attitudes and skills requisite for a life of learning in a diverse society.

WLC integrates general education into all its degree programs by a variety of means. First, it includes basic skill components in the general degree requirements (GDRs). For example, in the basic skills portion of the requirements, both ENG 101 and COM 101 are required for both BA and BS degrees. There is a foreign language component to both degree programs. Also, BA students are required to take MAT 117 or higher, while BS students are required to take both MAT 221 and 222. A complete list of the GDRs can be found in the College Catalog.

It can also be demonstrated that the general degree requirements explicitly address the Ten Academic Goals of the College. Overt linkages are drawn between the Goals and specific components of the general degree requirements.

Second, a review of all the syllabi for GDR courses shows that each offers objectives consistent with developing “the attitudes and skills requisite for a life of learning in a diverse society.” For example, objective 3 of ENG 101 states:

To study and practice the critical reading/thinking skills of summarizing, analyzing, synthesizing, generalizing, and conceptualizing.

One objective for COM 101 states:

Develop important life skills such as problem-solving, decision-making, conflict resolution, team building and public speaking.

Each of the courses in the GDR’s basic skill portion incorporates similar objectives. In the Core Curriculum section a wide variety of courses is required to provide breadth to the student’s educational experience. A minimum of 4 courses is required in Theology, while at least 1 course in each of the following areas is required: aesthetic sensibility, literature, natural science, history, society and human behavior, and intellectual diversity.

GDR courses fit well within the stated academic vision of Wisconsin Lutheran College. Part of that academic vision is “to develop in each student a Christian mind and a servant’s heart . . . through independent and creative thought. . . . [Each student] will use research and analytical skills to make critical judgments” (p. 50 College Catalog). It is important for the College to review the GDR’s periodically and to evaluate how they meet their objectives in furthering students’ abilities and desires to learn in an ever-changing society.

Going beyond the knowledge, skills, and attitudes that are developed through the general degree requirements, each academic major and minor has identified course objectives that address the Ten Academic Goals. As part of an assessment workshop conducted for faculty in 2001, each academic discipline prepared a matrix which listed how the major/minor fulfilled the Ten Academic Goals, how it fulfilled its own unique disciplinary goals, and how those goals were assessed in terms of the academic outcomes they sought to accomplish;

Finally, beginning in 1997, WLC has implemented a systematic process for academic program review. Since then, course objectives have been regularly updated to incorporate “attitudes and skills requisite for a life of learning”. The program reviews evaluate each department as well as each course offering to ensure that the objectives and goals within each department coincide with the Academic Vision of Wisconsin Lutheran College. Cf. College Catalog: *The Academic Vision of Wisconsin Lutheran College*, and Appendix H for the Academic Program Review Guidelines.

The organization regularly reviews the relationship between its mission and values and the effectiveness of its general education.

WLC regularly reviews the relationship between its mission and values and the effectiveness of its program of general education. The assessment of general education has already been discussed under Criterion Three (pp. 64-69). This review of the relationship between mission and values and the effectiveness of its general education is conducted on an ongoing basis.

Since 1997 it has also reviewed the relationship between the mission, values and general education through academic program reviews undertaken by each department. A major objective of these program reviews is to evaluate how courses and programs align with the College's vision and goals. Since 1997, every academic department has conducted a comprehensive program review at least once.

The Student Satisfaction Inventory (SSI) has been administered in spring 1997, 1999, 2001, and 2003 to measure how students rate the College's effectiveness. This provides a comprehensive review of students' perceptions. Questions #8, 16, 25, 39, 41, 47, 53 and 58 regard instructional effectiveness and have value in the context of this self study. The results of this assessment were discussed on pages 70-75.

Finally, the Assessment Committee has set specific goals to measure GDRs and their effectiveness. Following is their summary statement:

### **Assessment of General Education**

Assessment of general education focused on the ten Academic Goals. For each goal, the committee provided an expanded explanation of the goal, the purpose to be served by assessment, and the assessment measures that would be taken at entry, during study, at completion, and after graduation. This model ensured a comprehensive, multiple measure approach to assessment of general education.

Incoming freshmen are tested during fall orientation to ascertain their initial skill and knowledge levels. Current students are evaluated during spring Assessment Day each year. Seniors are evaluated regarding effectiveness of instruction and attainment of specific Academic Goals.

The organization demonstrates the linkages between curricular and co-curricular activities that support inquiry, practice, creativity, and social responsibility.

WLC provides opportunities in four areas: intercollegiate athletics, intramurals, clubs and organizations.

Athletics demonstrates a linkage in a variety of ways. Academic requirements set by the College require each student athlete to be a successful full-time student. At the beginning of each semester, the registrar completes a review of all student athletes to determine eligibility. That information is forwarded to the faculty athletic representative who reviews the eligibility and status of all student athletes with the director of intercollegiate athletics and each sports coach.

The athletic department holds a mandatory study table in the fall semester for all new students. The role of these study sessions is to provide a structure where by a linkage is made between studying, athletics, and balancing college life.

The Student Athlete Advisory Committee enables student athletes to provide governance to the athletic department and to create student leadership opportunities. This includes regular meetings with the athletic director, involvement in volunteer activities, attendance at the senior banquet, and others.

During the 2002-2003 school year, the athletic department completed the NCAA self-study. The complete self-study is available in the Resource Room in Exhibit S. This review revealed that the goals, actions, and governance of the athletic department are linked favorably to the goals of WLC are support the vision of the College.

Finally, the athletic department has enlisted a various speakers and hosted several programs with the goal of enhancing student understanding and experiences. Speakers have discussed eating disorders, cultural and racial diversity, harassment, hazing, and social responsibility. In fall 2003 249 of 256 student athletes attended a speech given by Keith Nord. In the fall of 2004 the athletic director will implement a new program called “Leading a Season of Influence.” The goals and objectives of the program are available in the Resource Room in Exhibit S.

The intramural program sponsored 4 sports, involving 341 participants, during the 2003-2004. One of the objectives of the intramural program is “for all students to compete with emphasis based on participating for the fun of it.” The Warrior Intramural Program (WIP) is self-governed, with staff advisement from the office of student affairs. The very nature of the program, run by students for students, as well as its self-governance, provides many opportunities for both participants and organizers to develop social responsibility. Teams are formed by individual student groups with individuals required to take leadership roles within each group. Through such activities, students have contact with other students whose paths would not otherwise cross (see WIP program description in the Resource Room in Exhibit S).

WLC offers over 44 clubs and organizations. Each group offers students opportunities for “inquiry, practice, creativity, and social responsibility.” Each group is required to employ an organizational structure and work with a faculty or staff mentor. Regular meetings provide direction for leaders that include mandatory volunteer activities, funding opportunities, and clarify organizational purpose. One full-time staff member oversees the activity of all programs, providing an important link to curricular and co-curricular activities. This staff position is vital to the effectiveness of each organization. (Organizations were listed in Criterion Three, pp. 81-83.)

Learning outcomes demonstrate that graduates have achieved breadth of knowledge and skills and the capacity to exercise intellectual inquiry.

In addition to assessing the academic outcomes of graduating seniors, the College has sought to determine the relative satisfaction of its alumni with regard to their knowledge and skills. A comprehensive Alumni Survey was conducted by the Assessment Committee in 2001. Its results provided very valuable insights into the extent to which the College’s graduates believed they had achieved appropriate breadth and depth of knowledge and skills and their capacity to exercise intellectual inquiry. 310 graduates (22.1%) responded. Questions were structured to align with the Ten Academic Goals. In general, graduates of WLC with baccalaureate degrees expressed the belief that their educational experiences helped them to gain knowledge and achieve skills at levels between “very much” and “moderately.” The complete results of the Alumni Survey can be found in the Resource Room in Exhibit T.

Another survey of alumni was conducted by the subcommittee charged with studying Criterion Four of this self-study. Its results can be found in Exhibit Q. Questions that applied to statement Criterion Four are as follows:

9. Did your academic experience at WLC help you to develop the attitudes necessary to be successful in your current vocation? Yes 20, Somewhat 8, No 2, No Opinion 1
10. Did your experience at WLC help you develop the academic skills necessary to be successful in your current vocation? Yes 19, Somewhat 8, No 2, No Opinion 1, I haven't enough info 1
11. Did your experience at WLC help you develop the knowledge base necessary to be successful in your current vocation? Yes 17, Somewhat 10, No 3, No Opinion 0, I haven't enough info 1

Of 32 alumni who returned the survey, a majority expressed satisfaction with the assistance WLC provided to prepare them for current vocational success. The sample is severely limited, however, because it represents less than five percent of WLC graduates.

Mr. Jeff Weber, Director of Career Services, has compiled exit statistics of graduating seniors to track their intended career directions. In addition, he surveys alumni at six month and 12 month dates after graduation to determine job placement. Additional surveying of alumni could certainly yield additional information with respect to which graduates believe their academic goals were met. The Assessment Committee has determined that it will continue to use its Alumni Survey every three years.

Learning outcomes demonstrate effective preparation for continued learning.

Graduates of Wisconsin Lutheran College have been increasingly successful in their attempts to enroll in graduate schools. Individual departments track their successes and follow up with graduates to determine their progress. The director of career services also keeps track of which students have been accepted into graduate schools.

The Assessment Committee's Alumni Survey also asked about graduate's preparation for continued learning. On a four point scale (1 = "very well," 2 = "sufficiently," 3 = "slightly," and 4 = "not at all") students responded to the question, "How well did WLC as a Christian liberal arts college prepare you for the experience of graduate or post-baccalaureate education?" Males yielded a mean response of 1.906 and females a mean of 1.969.

The following questions from the self-study sub-committee's alumni survey also relate to this statement:

12. Did your experience at WLC encourage you to be a learner? Yes 21, Somewhat 7; No 1; No Opinion 2; I haven't enough info – 0.
13. Have you completed any of the following since attending WLC?  
Terminal degree -- 0  
Master's Degree -- 2  
Any course work at a graduate level -- 9

Additional course work at an undergraduate level -- 3

Workshops or other non-credit earning seminars or classes -- 13

The Teacher Education Department is required by the Wisconsin Department of Instruction to track its graduates and to ascertain the extent to which they are employed as teachers in schools, and the extent to which they are continuing their professional education. These follow-up surveys are conducted one, three, and five years after graduation.

**Evidence that needs strengthening:**

1. Although an Alumni Survey was employed in 2001, the College would benefit from expanded research into the continuing perceptions and accomplishments of its graduates in order to improve its curricula to be more responsive to the needs of people entering a diverse world. Working in collaboration with the director of career services, the assistant dean for assessment and the Assessment Committee should expand the scope and content of the existing Alumni Survey to more regularly track the extent to which WLC's alumni have developed "the attitudes and skills requisite for a life of learning in a diverse society".

**Recommendations concerning Core Component 4B:**

1. Since instructors only see student evaluations at the conclusion of a course, it is recommended that the faculty develop additional formal and informal means of assessing student learning to be used at mid-semester, thus allowing for more timely improvement of instruction. Linking such mid-course assessment to general academic goals as well as course objectives would also provide students with a better sense of their own progress.

2. It is further recommended that faculty within individual disciplines use similar means to assess WLC's graduates and their accomplishments within their respective disciplines. These evaluations should be used to produce a "big picture" assessing the success of the College both in preparing students for a "life of learning" and in enhancing their ability to function in an increasingly diverse society.

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

**Evidence that demonstrates the criterion is met:**

Regular academic program reviews include attention to currency and relevance of courses and programs.

WLC reviews its programs through a variety of means. First, to provide a vision for the future, the faculty created and approved in May 1999 a report entitled *Vision 750*. This report outlined the areas of the overall academic program that needed to be addressed at



specific levels of enrollment. The complete report can be found in the Resource Room as Exhibit A. *Vision 750* has been reviewed by the Curriculum Committee numerous times to ensure that WLC is making progress toward offering an appropriately balanced liberal arts education.

Second, comprehensive academic program reviews have been incorporated into the curriculum review process to ensure that specific disciplines are adapting their programs to meet the needs of current and future students. The following statement is from the Assessment Committee's intranet site:

Each department offering a major or minor is required to undergo a comprehensive program evaluation every six years. While the review itself offers opportunity for assessment of many aspects of a program of study, assessment is specifically identified in the prescribed outline of content for department reviews contained in the *Faculty Handbook*. In the context of reviewing curriculum, departments must provide a comprehensive evaluation of the assessment program, its results, and the changes which have occurred as a result of assessment. The departmental program review lends itself especially well to the departmental evaluation of the assessment process itself and requires departments to recommend improvements to the manner in which assessment is conducted.

In August 2002, revised guidelines for all academic program reviews were introduced. The new guidelines follow the five new criteria for accreditation of the Higher Learning Commission. The language of the criteria and the core components were adapted to coincide with the functioning of academic departments. Past academic program reviews were not organized as effectively as they now are under the revised criteria. While program reviews were to be completed every five years, data has revealed that these reviews were not always completed according to the schedule. The following departments completed official program reviews between 1997 and 2002: Art, Biology, Business, Chemistry, Communication, Education, and English. Beginning in 2002-2003, the College inaugurated a formal schedule of review for all departments (newly created due to the replacement of the division system with a modified department structure). Two departments are required to complete their reviews each year. These program reviews result in a self-study report followed by a visit by two disciplinary consultants from similar colleges. The final reports are shared with the Academic Affairs Committee of the Board of Regents. The following table shows the updated program review schedule by department:

2002-03	Religious Studies (completed)	Social Sciences (completed)
2003-04	Mathematical Sciences	Business/Communication
2004-05	Modern Languages	Musical Arts
2005-06	Behavioral Sciences	Visual and Performing Arts
2006-07	Physical Sciences	Life Sciences
2007-08	Interdisciplinary Studies	

Program reviews have resulted in various changes, such as a restructuring of the Business-Economics major, and revised and new course offerings in History, Anthropology, and Sociology. Outside the scheduled program review, there have been additional course additions, revisions, and deletions based upon the changing needs of individual departments. (See minutes of the Curriculum Committee, Exhibit Y in the Resource Room.)

Third, review also occurs on a regular basis at the course level. At the end of each semester, students complete Instructor Appraisal Forms for all courses which give professors information about ways in which the course can be improved. After the Academic Dean reviews the results, department chairs review the evaluations with the individual faculty members. These results often lead to alterations to courses in order to improve the learning experience.

In keeping with its mission, learning goals and outcomes include skills and professional competence essential to a diverse workforce.

Wisconsin Lutheran College is committed to the notion that education in the liberal arts is both marketable in the workplace, but also equips graduates with the knowledge, skills, and perspectives necessary to succeed in chosen fields of employment or continued study. In addition to a broad general education and highly developed critical thinking skills, the mission of WLC features two unique outcomes that it strives for in all its students: lives of service and spiritual growth. To progress towards these goals, the WLC faculty has established Ten Academic Goals that exemplify successful liberal arts graduates (pp. 21-22 of this self-study).

The first goal deals with “Christian Faith and Living.” By listing this goal first, WLC makes a definitive statement about its history and mission, as well as its desires for its graduates. Other goals include Communication Skills, Technological Proficiency, Intellectual Diversity, and Wisdom. WLC seeks to emphasize how knowledge and skills are linked in a liberal arts education. To enhance technological proficiency and facilitate data retrieval, all students are to complete academic portfolios. The new electronic portfolio system facilitates increased completion of portfolios. By 2004-2005, students should be more familiar and more proficient with this new portfolio system. In addition, the Assessment Committee seeks ways to integrate transfer students’ assessment and portfolio activities more successfully. These portfolios have yielded outstanding insights into the extent to which students can demonstrate the outcomes of their education.

Regarding diversity, the student population has remained largely unchanged since 1997. Only about 5% of the student body comes from an ethnic background other than white European. This low percentage of ethnic diversity is regarded as an obstacle to equipping students for life and work in a diverse workforce. The College has tried to rectify this deficiency through cultural awareness programs and student organizations and activities. Nevertheless, the absence of minority faculty, coupled with a small representation of minority students, has hindered the College in the accomplishment of its goals to prepare students to function in a diverse society. Fortunately, a considerable number of WLC students major in education or seek state teacher licensure. Through this program the Department of Public Instruction requires course work in multi-cultural education coupled with at least fifty hours of pre-student teaching clinical work in culturally diverse settings. WLC’s location in the culturally and racially diverse community of Milwaukee provides myriad outstanding opportunities for students to live and work in settings that aid them in developing the skills and insights necessary to work in a diverse world. Milwaukee is emerging as a cosmopolitan metropolitan area which prides itself on ethnic and racial diversity, as evidenced by its summer-long series of ethnic food and music festivals.

Learning outcomes document that graduates have gained the skills and knowledge they need to function in diverse local, national, and global societies.

A 1997 survey of all WLC alumni and students who withdrew prior to graduation yielded answers to three questions regarding academic quality of the College (Alumni Survey, Exhibit T). WLC was rated above average in overall academic quality, academic quality of specific major departments, and how the academic quality of WLC is viewed by outsiders.

The second section of the survey asked questions regarding how well the College prepared students for their current employment, church involvement, and graduate school. WLC was rated as providing between “sufficient” and “very well”. In the areas of training for community involvement and preparation for post-baccalaureate education, students rated WLC between “slightly prepared” and “sufficient.” The 2001 Alumni Survey reported much higher results as described previously on page 112 of this self-study.

The third section of the survey asked questions related to the educational experiences the alumni had while attending WLC. The questions focused on the specific skills and knowledge that were acquired. All scores averaged between “moderately well” and “very much”. Regarding development of knowledge and proficiency in the use of technology, scores ranged from “very little” to “moderately.” Again, the 2001 Alumni Survey showed dramatic improvement in the use of technology.

The Education Department surveys students at one year, three year, five year, and ten year intervals following graduation. 97% of students have obtained a teaching position within one year after certification. Also, of those who found a teaching position within the first two years after certification, 88% are still teaching. This data provides examples that students at WLC are exceeding the norm in comparison to other institutions.

Curricular evaluation involves alumni, employers, and other external constituents who understand the relationships among the courses of study, the currency of the curriculum, and the utility of the knowledge and skills gained.

Because the College is primarily a liberal arts college, most curriculum evaluation is conducted by the faculty with limited involvement of external constituents. At the same time, business and community leaders are occasionally consulted by individual departments in the course of their program reviews. Employers also provide evaluative comments regarding student interns and the extent to which they were prepared for their assignments.

According to the current Faculty Handbook, “the Curriculum Committee shall have the general responsibility of ensuring the coherence, consistency, and quality of the curriculum.” The objectives of the Curriculum Committee include:

- ix. Review all requests for additions, deletions, or modifications of academic credit courses, programs, minors, and majors.
- x. Establish criteria and timelines for evaluating all curriculum proposals
- xi. Regularly evaluate the College’s academic goals and the general degree requirements.

- xii. Establish formats and guidelines for course descriptions, credit awards, prerequisite listings, and degree requirements.
- xiii. Regularly evaluate the College's long range curriculum plan and its implementation, recommend revisions to it as necessary, and promote the development of new programs to realize the fulfillment of the plan.

To help in evaluating current curricula and proposals for additions or changes, the WLC faculty has established an "aspiration group" of similar private liberal arts colleges. This informal group, revised and approved by the faculty in May 2002, consists of peer colleges and universities that WLC has identified as institutions that have similar entrance requirements, academic goals and profiles, programs that the College compares itself to, desires to learn from, tries to emulate, and in general strives to attain similar levels of quality. The current aspiration group consists of:

- Earlham College, IN;
- Gustavus Adolphus College, MN;
- Luther College, IA;
- Kenyon College, OH;
- Ohio Wesleyan University, OH;
- Hendrix College, AR;
- Hope College, MI;
- Kalamazoo College, MI;
- Saint Olaf College, MN;
- Wheaton College, IL; and
- Albion College, MI.

When bringing a proposal to the Curriculum Committee, departments are advised to have gathered comparative information from these institutions.

Each proposal must meet the requirements contained in the Curriculum Proposal Forms (see Curriculum Committee Minutes in Resource Room). These forms guide the Curriculum Committee and the departments in making appropriate proposals. The forms are available in downloadable format on the College's intranet. Some of the questions that need to be addressed are: What is the interest level of current and prospective students? Does this conform to the Ten Academic Goals? How common is this course at similar institutions?

Another major constituent that comes to bear on curricular evaluation is the Wisconsin Department of Public Instruction (DPI). Guidelines established by the DPI have a far-reaching impact. All disciplines, not just the Education Department, must fulfill certain criteria to be considered "certifiable." Since 1997 the Education Department has completed a major review of its curriculum based upon the new PI 34 requirements. The Education program is also scheduled for a complete review by the DPI in Spring of 2005. The Education Department also has an Education Advisory Committee made up of alumni of the program, public and private teachers and administrators, and other members representing various professional, racial, and educational constituencies. This group meets regularly to offer advice and counsel to the department so it can be responsive to emerging professional issues.

Other disciplines use accepted educational or industry standards to help guide their programs. An option in the Chemistry major corresponds to the American Chemical Society certification requirements. This gives students the necessary coursework to pursue a career

in research. The Psychology program has used the St. Mary's standards to help guide them in properly defining course names and content.

The organization supports creation and use of scholarship by students in keeping with its mission.

Student scholarship is linked closely to faculty involvement. Disciplines and faculty that are actively engaging students both in and out of the classroom promote individual and group scholarship.

The data gathered can be divided into two categories. The first is faculty and students working together on research or scholarship. The second is students working individually, under the guidance of a faculty member.

Examples of faculty/student research and scholarship projects include:

- Pewaukee Lake Study (Biology)
- Menomonee River Biological Monitoring Study (Biology)
- Root River Biological Monitoring Study (Biology)
- Phosphorus and Heavy Metal Studies in Natural Waters (Chemistry)
- "The Christian as Biologist." (Biology)
- Development of Novel Vaccines using Cholera Holotoxin Fusions (Chemistry)
- WELS Clergy, 4-D deferments, and the Vietnam War (Theology)
- The Altar of Victory on Coins of Constantius II (History)

Examples of faculty/student presentations at local and national conferences include:

- Service Learning in Communication courses, Wisconsin Communication Association Convention (Communication)
- Service Learning in the Social Studies Curriculum, Wisconsin Social Studies Association Convention (Education)
- Service Learning as Citizenship Education, National Service Learning Convention (Education)
- Phase Diagram of the Nitric Acid/Water System 1: Results of Infrared Studies, American Geophysical Union Spring national meeting (Chemistry)

Individual student research and scholarship is also promoted across disciplines. Students are encouraged to participate in internships, and a growing number of students have done so. Internships allow students to gain practical experience in their desired career field and to develop knowledge beyond the classroom.

Student scholarship is also actively promoted through The CHARIS Institute. Since 2001, CHARIS has hosted an annual Undergraduate Research Symposium. An average of seventeen students per year have presented their research/papers; topics presented include:

- The Central Role of Nature in Tolkien's Christian Myth
- Roots and Theories of the Doctrine of Ethos
- Is Christ-*zen* Christian?
- How Socioeconomic Status Affects Language Arts Learners
- Public Policy Analysis and School Choice

Phase Diagram and Atmospheric Significance of the Nitric Acid/Water Binary System  
 The Third Use of the Law in Post-Modern Christian Living

Bound compendia of all presentations at the Undergraduate Research Symposiums are available for review in the Resource Room.

Faculty members expect students to master the knowledge and skills necessary for independent learning in programs of applied practice.

Independent learning is increasing as a tool to prepare students for life after WLC. Many departments offer or even require students to participate in an independent research project, independent study, practicum, or internship. In order to accomplish such tasks, students must gain required knowledge and skills to perform at a high level.

Four of the College's majors (Art, Biology, English and History) require some type of independent learning experience. Twelve majors require a capstone course, but not to the extent that it can be considered or identified as independent learning. There are seven majors that do not have a capstone course. Though some departments may not require a capstone course, students may still participate in independent learning experiences. The College Catalog lists all majors which have a capstone course or experience, and those that require independent learning.

One way in which WLC has offered independent learning is through its internship program. The internship program has increased from 48 internships during the 1999-2000 school year to 77 internships during 2003-2004. More and more students are taking advantage of the many opportunities offered in the greater Milwaukee area. The faculty member in charge of the internship program receives a one-half load reduction in order to better facilitate this program. As documented in the discussion of Criterion Three (p. 80) this program has become a valuable component in preparing student to use their knowledge and skills in applied business and service professions.

Internships provide immediate feedback to WLC on the knowledge, skills, and performance of students. Data has revealed that in many circumstances, our students perform so well that the internship coordinator is contacted by the employer to see if WLC has more students available for internships. Such a strong relationship has been created with the Milwaukee Brewers major league baseball organization, for example, that WLC students now have the first opportunity for internships in that organization's Media Relations Department.

The organization provides curricular and co-curricular opportunities that promote social responsibility.

WLC provides students many opportunities to enhance their college experience, including fourteen collegiate sports, which compete at the NCAA Division III level. The College also supports choirs, ensembles, and theatrical performances in which students may participate. Through the Student Senate, the College also supports many clubs, organizations, and programs that promote service to the college and the community.

All curricular and co-curricular opportunities are expected to contribute positively to the social atmosphere of the campus culture. Athletics, fine arts, and student clubs and organizations play an integral role in “preparing students for lives of Christian leadership.” A representative list of co-curricular opportunities and organizations was provided on pages 81-83. Some were created by the faculty and staff, others conceived by students. A complete list of service projects performed by clubs/organizations during the first semester of the 2003-2004 school year, as well as a listing of how each club or organization plans to enhance or improve the campus culture at WLC can be found in the Resource Room in Exhibit U.

**Evidence that needs strengthening:**

1. Academic departments could make much better use of the resources of the Career Counseling Center and the Alumni Affairs Office to keep updated on the employment and location of graduates. Departments could also share a role in evaluating their graduates’ success by gathering information from graduate schools and employers.
2. Although most departments make occasional use of external constituents such as business and community leaders, alumni, and other external “experts” when conducting comprehensive program reviews, additional input from such external constituents would be of great benefit as departments strive to continuously improve their programs and be responsive to emerging needs in a diverse work world.
3. Increased opportunities outside the classroom through student organizations and clubs have enabled students to experience greater cultural diversity. The College should continue to keep this goal as a high priority and strive to increase its efforts to provide an educational experience which equips students to live in a diverse world. In addition, even though the increased number of student organizations has provided more opportunities for service and activities, there are still few outside academic presenters brought to campus. Outside presenters can give the campus community new insights, ideas, and offer further discussion on academic and cultural issues.

**Recommendations concerning Core Component 4C:**

1. All academic departments should be urged to re-evaluate their current “senior experiences” and the means they use to assess academic outcomes. In particular, departments are encouraged to determine if a capstone experience would benefit their students and provide the best means possible for departments to evaluate the extent to which their graduates can demonstrate the knowledge, skills, and dispositions expected of students who have completed the requirements for their respective majors or minors.

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

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**Evidence that demonstrates the criterion is met:**

The organization's academic programs and academic support programs contribute to the development of student skills and attitudes fundamental to responsible use of knowledge.

Academic support services consists of private and in-class tutoring, as well as direct support from the dean of enrollment services who coordinates these support services. In addition, individual accommodations and supports are provided for students with documented physical, emotional, or learning disabilities.

The Student Satisfaction Inventory, administered in the spring of 1997, 1999, 2001, and 2003 (Noel-Levitz), is the primary sources of data used to address this core component. Three of the eleven scales on this inventory relate to academic support programs: Academic Advising, Campus Support Services, and Instructional Effectiveness. SSI results for this institution were compared to those of other four-year private institutions, giving us a measure of our strengths and areas in need of improvement. WLC has established a goal of attaining and maintaining performance gaps of less than 1.00 on the group scales and the single statements within each scale. A copy of this report is available in the Resource Room in Exhibit K. Generally speaking, students are very satisfied with the support they receive.

The organization follows explicit policies and procedures to ensure ethical conduct in its research and instructional activities.

Explicit policies related to ethical conduct are itemized in several areas including:

- a) WLC Faculty Handbook:  
[http://wlc1.wlc.edu/intranet/faculty\\_staff/faculty\\_handbook/fh\\_index.html](http://wlc1.wlc.edu/intranet/faculty_staff/faculty_handbook/fh_index.html);
- b) WLC 2003-2005 Catalog. See especially page 10: Philosophy; and pages 40-48: Policies and Regulations; and
- c) Student Handbook 2003-2004. See especially page 15: Academic Grievance; pages 26-31: Policies and Regulations; and pages 31-39: Student Conduct System.

Policies related to ethical scholarly activity of professors and students are identified and reinforced according to discipline, often guided and defined by the national association in which each professor holds membership. In May 1999 the vice president for academic affairs convened a faculty task force charged with the responsibility to study and make recommendations regarding the development of an institutional review board to protect the rights of human research subjects. The creation of the task force was prompted by the concern expressed in the 1997 NCA accreditation review report that noted "the College



should establish a Human Subjects Committee to review, when applicable, research and data gathering projects by students, faculty, and staff” (“Report of a Visit,” p. 40). Such a policy was also necessitated by the growing number of faculty and student studies involving human participants. Appropriate treatment of human research participants and animal subjects was, therefore, mandated on several levels. The National Research Act, Public Law 93-348, and Public Law 99-158 with its extension, The Health Research Act of 1985, require IRB approval of federally funded biomedical or behavioral research. Professional organizations including, for example, the American Psychological Association, clearly define standards in the design, execution, and reporting of human and animal research (APA Ethical Principles 6.06-6.20). Membership in such organizations mandates compliance.

After a year of research and monthly meetings, the task force recommended that the faculty accept the Belmont Report as its minimum ethical standard for the treatment and protection of human research participants. The faculty of Wisconsin Lutheran College adopted the policy in September 2001. The task force took the opportunity to begin educating the faculty about ethical issues related to the protection of human research participants. The task force distributed a copy of the Belmont Report as well as other important information related to constructing appropriate informed consents (the handouts are located in the Resource Room in Exhibit V). In May 2002, the task force offered a statement of policy entitled, “Protection of Human Research Subjects.”

The organization provides effective oversight and support services to ensure the integrity of research and practice by its faculty and students.

Wisconsin Lutheran is still a young institution and just beginning to explore the multifaceted nuances of scholarly research. The faculty demonstrates a strong commitment to biblical principles that protect human dignity and encourage responsible behavior. In a brief survey of the faculty conducted by the IRB task force in 2001, 22 faculty members reported requiring students to collect data from human participants in their classes; 17 professors personally conducted behavioral research on human participants, and 11 collected behavioral data from their students in their classes. Though department chairs in collaboration with the academic dean are responsible for overseeing that faculty research be conducted appropriately, it should be noted that each faculty member must conduct research in accordance with the ethical standards defined by the discipline’s own governing professional association. Faculty are also encouraged to work collaboratively to design and execute research that yields valid results while minimizing risks to both participants and researchers. Faculty receiving grants or external funding must comply with the ethical requirements of these grants and maintain appropriate documentation. This compliance offers another source of protection and ensures that those affiliated with the College maintain valid and reliable research procedures. As noted in the College Catalog 2003-2005, “the guide of God’s law in maintaining ethical standards of honesty and integrity applies to students, faculty, and staff” (p. 48).

The organization encourages curricular and co-curricular activities that relate responsible use of knowledge to practicing social responsibility.

Many examples of evidence were offered to support this statement. Curricular examples have been provided from Environmental Science, Biology, Communications, Political

Science, Education, and Chemistry. An example from Political Science is given here for illustrative purposes:

Political Science uses service-learning, internships, and volunteer organizations and activities to encourage responsible use of knowledge (in our case, the political process) to enable students to practice social responsibility. Specific examples in which political science students have linked political knowledge and the practice of social responsibility are:

- serving in political campaigns;
- interning with political campaigns and government agencies;
- inviting political candidates to the WLC campus to debate and discuss campaign issues;
- interning with public service organizations;
- serving as Big Brothers and Big Sisters;
- participating in walks to free Burma;
- participating in Al's Run to raise awareness of and finances for cancer research and treatment;
- participating in events to raise awareness of and finances for women's health issues, such as breast cancer and eating disorders;
- joining protests against abortion;
- attending and speaking at local government public forums;
- developing and signing petitions;
- volunteering at non-profit organizations dedicated to the public good;
- volunteering in environmental awareness activities; and
- participating in the WLC Student Senate.

A tri-fold brochure describing WLC clubs and organizations is published each year. Report sheets from these clubs and organizations provide evidence that students have related the responsible use of knowledge to practicing social responsibility (Exhibit U). An example from Club Med follows:

Club members participated in a campus blood drive as blood donors and also provided support and organization for the event. The club also sponsored a teddy bear drive, in which bears were collected for use at Children's Hospital. They also sponsored a Global Gifting Project where medical supplies and gifts were collected for kits for soldiers serving overseas.

Wisconsin Lutheran is a member of the NCAA (Division III) and the Lake Michigan Conference and is in compliance with the rules of those organizations. Student athletes must read and sign the Student Athlete Statement (NCAA Form 02-30). By signing this form, they pledge to comply with the rules for ethical conduct, amateurism, financial aid, academic standards, and regulations concerning eligibility for intercollegiate competition. All athletes are to demonstrate honesty and sportsmanship at all times so that they represent the honor and dignity of fair play. [NCAA Bylaw 10.01.1].

“Life choices” was a topic for discussion by the athletic department for the 2003-2004 year. An inspirational speaker challenged our student athletes to be responsible for their actions and teams gave it emphasis in group meetings.

**Evidence that needs Strengthening:**

1. Beyond the official policies already adopted and published, the College needs to reconstitute its Institutional Research Board in order to promote, advise, and adjudicate ethical matters regarding the treatment of human and animal subjects. There is also a need for this reconstituted board to address ethical and unethical practices regarding the publicizing of scholarship and research per se, namely with respect to plagiarism, co-authorship of papers, faculty use of student research, etc. To carry out these two functions, the IRB might be reconstituted as a Board for Ethical Research.
2. The Office of Career Services provides information, support, and counseling services for students who desire to enroll in graduate school. This function could be greatly strengthened if the faculty accepted greater responsibility to work cooperatively with the director of career services to better serve our students in the process of searching for and gaining entrance to graduate school.
3. The College’s faculty is highly committed to excellence in teaching. Nevertheless, student and alumni satisfaction surveys indicate that “instructional effectiveness” is an area which requires continuous faculty attention and vigilance. While the SSI performance gap for this area is at the level of other national 4-year private colleges, it remains above our desired “gap” level of 1.0. Eight of the items related to instructional effectiveness are above the 1.0 level and therefore warrant the development of action plans to address this issue. The faculty should spearhead efforts to address these areas of concern.
4. At present, the College does not have a clear policy on practices involving intellectual property rights.

**Recommendations concerning Core Component 4D:**

1. Policies addressing intellectual property rights should be formulated collaboratively by administration and faculty and approved by the Board of Regents.
2. The faculty should be given greater responsibility for increasing and supporting educational programming that relates the responsible use of knowledge and to practicing social responsibility.

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## Conclusions, Interpretations, and Judgments Related to Criterion Four

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Wisconsin Lutheran College values learning for its own sake while effectively demonstrating to students that a liberal arts education is marketable and valuable in the work place. Students and faculty are afforded great freedom to teach and learn. Notwithstanding some apparent concern over restrictive policies, there has never been an instance in which a student or professor has been told what they can or cannot teach or learn. This self-study has revealed, however, that the College needs to improve in achieving a shared understanding of what Christian freedom in scholarship entails and also in finding ways to encourage and celebrate the scholarly achievements of faculty and students.

This self-study has also brought to light some concerns about the continued relatively low percentage levels of budgetary expenditures to support instruction and academic support. These concerns have been reflected in recommendations which urge broader participation in strategic planning processes to ensure the maintenance of appropriate budgetary and program priorities.

This section of the self-study also demonstrated that the broad program of general degree requirements ensures that every student acquires the breadth of knowledge and experience that equips them to function in a global, diverse, and technological society. It has also been pointed out that having no minority faculty is a serious deficiency which limits the College's ability to provide not just adequate, but excellent services and supports to its students.

Finally, WLC has demonstrated a commitment to the ethical utilization and application of knowledge. It created an IRB (institutional review board) and adopted the Belmont Report to guide student and faculty researchers in the use of human subjects. It still has need for further development in this area and recommendations to that effect were made.

With respect to Criterion Four and its associated Core Components, this self-study has demonstrated fulfillment of the Criterion, and that the College is organized and positioned to continue to improve in the future.

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## Criterion Five: Engagement and Service

**Criterion statement: As called for by its mission, the organization identifies its constituencies and serves them in ways both value.**

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In 1989 the College's president hosted a series of luncheons to which community leaders were invited. These meetings were held to determine why the College had been unsuccessful in its attempts to obtain approval for rezoning of adjacent property and to seek advice as to how the College should proceed. One noted community leader made a comment that was one of those "blinding flashes of the obvious," but which left an indelible impression on the president and his staff. This individual stated that "You can't expect something from the community if you don't give something to the community." What he meant was that up until 1989 the College had provided no tangible services, programs, or benefits to the community, nor were any College personnel actively involved in the community. Since that time, the College has consciously sought to provide services, resources, and programs for its external constituencies. Its staff and faculty have become much more actively involved in the affairs of the surrounding communities, local churches, and service organizations. It supports the work of the church at large. It scans its internal constituencies as well to determine where improvements in services can be made.

Nurturing and cultivating relationships with internal and external constituencies has been largely responsible for the extraordinary growth in student enrollment and in the building expansion with which the College has been blessed. Since the 1997 evaluation visit, Wisconsin Lutheran has added the Campus Center and dining facility, twin residence halls, a centralized chiller plant, the Science Hall, and new outdoor athletic facilities. The student body has grown from 401 to 716 students and the full-time faculty has grown from 29 to 57.

These constituency relationships have enabled the College to plan aggressively and to acquire the resources necessary to make these campus plans become a reality. This section of the self-study will demonstrate that Wisconsin Lutheran has engaged many constituents in ways that are mutually beneficial and which are consistent with the College's mission. It will be further demonstrated that the College has the personnel, plans and policies in place to continue this pattern of service to the constituencies served by the institution.

Considering its short history, Wisconsin Lutheran College has developed a significant list of constituencies. Below is a partial list of constituents considered during the College's self-study process. This section of the self-study will demonstrate that the College has carefully analyzed the ways in which it interacts with and serves these constituents. It will do so from the perspective of the core components and suggested patterns of evidence provided by the Commission.

**Internal Constituents**

- Current Undergrad Students
- Faculty (full-time and adjunct)
- Staff
- Board of Regents (current)
- Contracted Staff (Sodexo, Johnson Controls, Wackenhut, CLS)

**External Constituents**

- Prospective Students
- Parents of Students
- Alumni
- WELS Administration
- WELS Congregations
- WELS Conference Delegates
- WELS Area High Schools
- Employers of WLC Graduates
- Internship sites
- Local Elementary / Secondary Schools Cooperating w/ Education Department
- Donors
- Faculty emeriti
- Board of Regents emeriti
- Public Officials / Residents of Wauwatosa
- Other WELS Schools / Christian elementary schools
- Local Civic Organizations (Rotary, Chamber of Commerce, etc.)
- Media
- Patrons (arts, athletics, library, etc.)
- Immediate Neighbors
- Public Officials / Residents (Milwaukee County)
- Affiliations (business, vendors, peer institutions, conference associations, etc.)
- WAICU (Wisconsin Association of Independent Colleges and Universities)
- WFIC (Wisconsin Foundation for Independent Colleges)
- Member institutions of the Lake Michigan Athletic Conference
- Member institutions of the Michigan Independent Athletic Conference
- The member institutions of the Higher Learning Commission

**Purpose**

Wisconsin Lutheran College has a clearly articulated Christian mission. Within the framework of its Christian education mission it has a challenge to interact (in an educational environment that is demonstrably Christian with a Lutheran theological viewpoint) with individuals, institutions, and organizations of all backgrounds and to make them all feel welcome and valued.

The WLC student body clearly desires a College education that is influenced by the Lutheran Christian faith. Since its inception, WLC has enjoyed increased growth in its freshmen class. Parents, students and donors have shown their willingness to invest in this institution and its pursuit to prepare graduates who are committed to works of service both within the church and secular society.

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**CORE COMPONENT 5A: The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.**

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The College regularly evaluates its relationships through its interactions with its external constituencies and through assessment of satisfaction on the part of internal constituencies. The College's analysis of this core component will document the extent to which it is able to effectively learn from its constituencies and adapt to serve their needs and expectations.

**Evidence that demonstrates the criterion is met:**

The organization's commitments are shaped by its mission and its capacity to support those commitments.

The mission of Wisconsin Lutheran creates a healthy tension between the academic and religious facets of our constituents' lives. Wisconsin Lutheran is committed to promoting the use of biblically-based principles as the lens through which it prioritizes and shapes its commitments to its students and to the community it serves. "The College is committed to providing quality teaching, scholarship, and service that are rooted in Holy Scripture; promoting the spiritual growth of students, faculty, and staff; and preparing students for lives of Christian leadership" (Wisconsin Lutheran Mission Statement). Evidence of these commitments include:

- A study of the course syllabi from 2003-04 (archived on CD) and previous syllabi (archived in the office of the administrative assistant to the vice president for academic affairs) demonstrates the incorporation of scriptural based practices and applications within course syllabi and assignments.
- The office of campus ministry provides opportunities for students, faculty and staff to grow spiritually through worship, service and study opportunities.
- The H.A.N.D.S. student organization is dedicated to the spiritual healing of alcohol and drug abuse. H.A.N.D.S. organizes activities and promotes the belief that you can have fun without alcohol.
- Vision of Hope is in its third year as student organization and has been a tremendous volunteer opportunity providing a corps of students, faculty, or staff to reach into the community with service-based projects: planting trees in parks or in the Kettle Moraine Forest, cleaning areas, working downtown functions, assisting during special days at Discovery World, or volunteering to assist several hundred families who have

adopted Chinese children by helping them with art and craft projects during a Chinese New Year celebration in Waukesha. All of these opportunities are designed to serve the vast community in the spirit of Christian love.

- Big Brothers/Big Sisters programs have involved students as mentors to younger children.
- Parents are a part of the regular communication flow from the admissions department. Letters are specifically designed for parents. Parents are introduced to the campus and to people important for them to know on campus. The College keeps parents informed as to career opportunities, academics, financial aid, etc.
- The Board of Regents is committed to supporting the mission of the College by encouraging the expression of the mission through College service and outreach programs and by encouraging the development of young leaders through the exercise of community based service opportunities.
- The College has added a vice president for development and church relations. This individual is not only responsible for the overall operation of the development function of the College, but as an ordained member of the clergy is also charged with maintaining contact with the WELS, its institutions, its congregations, and its clergy in order to ensure positive relationships and support.

The organization practices periodic environmental scanning to understand the changing needs of its constituencies and their communities.

Assessment is an integral part of the academic culture of Wisconsin Lutheran College and is the principal means by which the College scans its internal environment. This is also true of efforts to scan the College's non-academic internal environment to determine areas in which the needs of students are not being effectively met and to recommend changes to improve services. The program of assessment of academic outcomes, as well as student satisfaction in non-academic areas has been addressed previously in this self-study.

In addition to the assessment of academic outcomes, the student affairs office utilizes a variety of tools to better understand the needs of the internal constituencies it serves:

- The College makes use of two products from the USA Group/Noel Levitz: The College Student Inventory (CSI) is administered to incoming freshmen and is used as an advising tool to identify non-academic issues that might put students at risk, and the Student Satisfaction Inventory (SSI) which is administered in the spring of odd numbered years. The SSI yields data about the gap between the relative importance of various College services and programs, and the relative satisfaction students have over those services and programs. Those areas which have a gap greater than 1.0 are identified and action plans are developed to remediate the concern. Data from the CSI and SSI are available in the resource room, and can be explained further by the assistant dean for assessment or the dean of enrollment management.
- College 101 and 102, the two freshmen seminars, provide frequent opportunities to identify and address issues related to the quality of programs and services. The director of career services coordinates the freshman seminar series and regularly meets with freshmen mentors to plan and discuss.



- Campus Culture Forums are sponsored by the office of student affairs to get to the heart of issues on campus. These forums are generally hosted by a member of the faculty or staff, and include invited student leaders and faculty. Topics have included religious tolerance, race relations on campus, and Christian freedom.
- The dean of enrollment services is another valuable resource. He telephones the parents of each incoming student who has made a deposit. He explains to parents how students can be successful in College, what students should watch for, what struggles students may have and what support systems which exist.

Through these and other measures, the institution seeks to maintain an accurate perspective on the needs and attributes of its internal constituencies.

The College also scans its external environments. Through the College's extensive involvement with community organizations, it is able to determine emerging needs and to respond to them in a timely and meaningful fashion. Instances of such responsiveness include:

- Providing a home for the Milwaukee Chamber Orchestra along with resource development assistance at a time when it was in danger of bankruptcy.
- Adjusting Education Department course offerings to accommodate private school teachers who needed to pursue state teaching licensure.
- Providing an extensive array of fine arts programming in response to identified community needs in this area.
- Offering student volunteers to assist elderly and disabled home owners in the area with snow shoveling and yard work.
- Creating an institute (CHARIS) to respond to perceived challenges and problems facing the church.

The College has demonstrated a strong connection to the local business community, its affiliated denomination, parents, and governmental entities. Its Master Plan, and newly developed strategic planning efforts, include assumptions and policies which reflect this sensitivity to external environments.

The organization demonstrates attention to the diversity of the constituencies it serves.

Wisconsin Lutheran is sensitive to the diversity within its constituencies. From evaluating various market segments represented by the students our admissions office seeks to attract, (WELS, other Lutheran, and other Christian) to our role in serving the inner-city of Milwaukee via our Teacher Education Department and service-related student organizations, to sensitizing our student body to the needs of the entire community, WLC strives to improve awareness, understanding, and acceptance among our campus constituencies. A number of College organizations also seek to give attention to the issues which result from having a diverse student body, and from existing in a culturally diverse community:

- Cross Boundaries is a student developed and led campus organization which aims to promote the understanding and awareness of our students' diverse backgrounds. The purpose statement of Cross Boundaries is as follows:

Our Purpose

- Enhance awareness of Wisconsin Lutheran College's growing religious diversity within its student body.
  - Increase individual awareness through discussing and challenging worldviews on the basis of Christian principles, using the Holy Scriptures as the source of Truth.
  - Bring awareness of opportunities for community service available to the student population through Vision of Hope.
- 
- Education Department initiatives to serve students in inner city schools have given WLC student numerous opportunities to volunteer, engage in pre-student teaching practicums, student teach, and in some cases obtain professional teaching positions in Milwaukee urban schools.
  - The College has a strong relationship with Hope Christian Academy, an inner city Lutheran charter school in Milwaukee. One of the Education Department faculty members is a charter member of its board of directors and has facilitated numerous service connections between WLC's students and this rapidly growing and successful school. This relationship has consisted of volunteer services, as a way to connect the College's students with the youth from this program.
  - St. Marcus Christian Day School, a thriving participant in the Milwaukee Parental School Choice Program, has employed a number of WLC's graduates as teachers, and utilizes the services of student volunteers in Wandani, its after school program.
  - Programmed into the curriculum for the COL 101 and 102 Freshman Seminars are discussions and activities which examine the College's church relatedness and its service to men and women of all religious backgrounds.
  - Diversity presentations are provided by minority business and professional leaders in all sections of the COL 101 and 102 Freshman Seminars.
  - The College's international students plan and organize an International Night at which they present their cultural and ethnic customs to their peers, including food, dress and traditions.
  - For the past two years in February, in conjunction with Black History Month, the Cultural Diversity Awareness Club has organized a panel discussion featuring civic and religious leaders in Milwaukee, as well as students of Wisconsin Lutheran College. The purpose of the discussion is to talk about the impact of race on our lives, whether at the College, Milwaukee, the workplace, the church, or the world. This opportunity is open to all students, faculty, and staff. Last year's panel included a Milwaukee County Circuit Court judge, a pastor of a Milwaukee church, the Diversity Coordinator at Marian College in Fond du Lac, and a Spanish teacher at a high school in Whitefish Bay.

Although these and many other examples illustrate the College's desire to serve a racially and culturally diverse community, the fact remains that its own faculty, staff, and student body is

predominantly white. And although the minority students who attend WLC express a high degree of acceptance by everyone on campus, the fact that there are no minority adults to mentor them or to assist with their needs remains a challenge that the College has been unable to satisfactorily address.

The organization's outreach programs respond to identified community needs.

Wisconsin Lutheran is active in response to using its physical and human resources to serve a wide variety of communities and their needs. Providing interactive opportunities to serve and to learn through practice is conducted daily at Wisconsin Lutheran. Internships, community service organizations and class projects are among the numerous examples of this type of interaction. The College has also been very active in sharing its facilities with community organizations. For example:

- Milwaukee Chamber Orchestra makes its home within our fine arts facility as WLC's "Orchestra in Residence."
- Wauwatosa youth soccer and basketball programs are conducted in our athletic facilities.
- The College regularly hosts Wisconsin State Athletic Tournament games (basketball and volleyball).
- There are plans in place to host area high school football, baseball, softball and soccer games at the newly completed outdoor sports complex, as well as community-based organizations centered on these sports.
- Meeting rooms are regularly used by synodical organizations and by other business and civic organizations.
- WLC students regularly provide tutoring services to local public and private school students.
- The Internship Program is heavily utilized and the demand for interns regularly exceeds the College's ability to provide students.
- The Teacher Education Department participates regularly in collaboration with other Milwaukee area Colleges and universities to provide post-service training to Milwaukee educators, and has received funding from several federal grants to develop programs to meet the needs of urban teachers, especially in mathematics and science.
- A annual average of more than 6000 people have attended the Summer Arts in the Park program, a six-event series of corporately sponsored free outdoor concerts held on the campus green over the past five summers. See Summer Arts Brochure in Resource Room.
- Recognizing the serious lack of quality laboratory science experiences by students in small Lutheran elementary schools, faculty from WLC's Biology Department, along with Lutheran elementary school teachers developed "Operation Science," a program that trains Lutheran elementary teachers to use science kits that are also furnished by the group. Operation Science utilizes space in the new science hall to house its kits and supplies. It runs workshops during the summer for teachers. Now in its eighth year, Operation Science has dramatically improved the quality of science education for thousands of elementary children.

These are but a few of the many examples in which the College extends itself to its various communities. Throughout its period of rapid growth and expansion, the College has remained committed to serving its community in ways that are mutually beneficial. At times, this commitment produces a certain amount of tension, especially when it comes to the scheduling of facilities. A highly efficient director of campus events maintains the College calendar, reserves and rents spaces for internal and external groups, and provides support services for groups including media and catering support. As a result, external constituents regularly remark about the professional manner in which their events were supported. At the same time, students and faculty cannot assume that spaces will always be available for their use. Consequently, faculty, staff, and students must also utilize the “Facilities Use Request” application process which, when used in a timely manner, does ensure that they are able to use facilities which meet their needs. Still, there remains a sensitivity to prioritize facility use to make sure that the needs of students, faculty, and staff are reasonably balanced against the College’s desire to serve external groups.

In responding to external constituencies, the organization is well-served by programs such as continuing education, outreach, customized training, and extension services.

To the extent that programs and services to external constituencies advance the mission of Wisconsin Lutheran College as a liberal arts college for traditional-aged undergraduates, such programs serve the college and the constituencies they serve. Adult continuing education, either for credit or not for credit, does not exist in any kind of formal program, nor do professional training or licensure programs, extension services, or distance learning.

At the same time, the Education Department has gone to extraordinary lengths to provide course work and practicum experiences for those seeking license renewal or initial certification. Workshops for science teachers, research services for various environmental agencies, and research regarding problems and issues facing the church are a few ways in which the College extends itself to its external constituencies.

Another good example of the College’s commitment to serving its communities is the existence of The CHARIS Institute. This separately incorporated think tank was created by the former president and the former vice president for academic affairs who is now its executive director. This institute exists to provide educational and research services and programs for the benefit of the church. CHARIS hosts an annual “Church Door Symposium” to bring leading thinkers to campus to explore particular problems or issues facing the church.

#### **Evidence that needs strengthening:**

1. The tension described in the “Brief History of Wisconsin Lutheran College” between those in the WELS who strongly support its existence, and those who remain suspicious of its perceived liberal tendencies, remains a challenge in the denomination. The previous president did not place church relations as a high priority for the College, choosing instead to build an institution of uncommon quality which would by its product win the support of people. The current president has demonstrated a greater level of overt concern for church relations and has made it a point to cultivate relationships with church leaders. The lack of awareness of WLC’s existence by many within the denomination, coupled with

perceptions by others that WLC operates at cross purposes to the other WELS institutions of higher learning, remain concerns that require continued attention.

### **Recommendations Regarding Core Component 5A:**

1. An area of concern, relative to mission and outcomes, would be the formal study of the College's impact on the church body. Are we accomplishing any of our goals in this area in a measurable way? Anecdotally there is plenty of evidence of this impact. Comments are often heard about individual alumni influence on their home church. However, no formal comprehensive study has been commissioned by the College. It is suggested that a formal study be commissioned to assess this outcome and that the study be a collaborative effort between institutional research, alumni affairs and other appropriately interested offices of the College, including the research resources of The CHARIS Institute.
2. Understanding and being able to articulate the WELS position on doctrinal fellowship should be a major priority for the development of future church leaders. For too long the WELS has unintentionally promoted or created an impression of "WELS exclusivity" and we need to continue to work toward full education of our membership and other Christians. Plans to incorporate the church's teaching on church fellowship have been incorporated into the student services plans for the 2004-05 academic year.
3. It is recommended that Wisconsin Lutheran College continue to seek partnerships and share its facilities with groups, organizations and the general community. Using its new facilities to create opportunities for groups to come to campus is something WLC has done well. WLC should continue to create, facilitate and promote programs that support and enhance our mission, while taking great care not to negatively interfere with regular academic and co-curricular activities for our student body.

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### **CORE COMPONENT 5B: The organization has the capacity and the commitment to engage with its identified constituencies and communities.**

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Wisconsin Lutheran has academic, co-curricular and student service programming avenues in place to make connections with the constituencies it serves. This "outward" service orientation is pervasive throughout the College and is the direct result of a philosophy of community service that was developed by the previous president and which is encouraged by the current president.

In the past several years, there has been increased engagement of WLC with its communities. This has occurred at several levels within the institution and has involved administration, faculty, and students. The institution has actively supported interaction with our constituencies and communities by providing policies and financial support in a variety of areas.

**Evidence that demonstrates the criterion is met:**

The following examples are provided as evidence of the kinds of connections that are developed and maintained with the various communities served by the College.

The organization's structures and processes enable effective connections with its communities.

WLC has long recognized the importance of positive town-gown relationships. The public affairs office has been adequately staffed with well-trained personnel. Just recently, the director of public relations position has been elevated to a vice president for public affairs position on the president's cabinet. The vice president for public affairs has very capably represented WLC to the neighbors and local governments. Funding for additional legal counsel and mediation services has been available when needed.

- Successful rezoning of property in Wauwatosa for new Science Hall.
- Successful purchase of Milwaukee County Grounds parcel for the outdoor athletic complex.
- Property-purchase agreements with many Wauwatosa neighbors to the east and, more recently, to the west of campus.
- All of the above included numerous meetings with homeowners, elected officials, and community groups and involved hundreds of hours of preparation and presentation time

Academic departments have been encouraged through workshops and seminars to engage in service-learning projects within the community. Consortium and joint ventures have been encouraged and developed in several areas. There has been some concern at the faculty level regarding the appropriate level for decision-making pertaining to outside joint efforts. Several examples are provided to illustrate the College's commitment in this regard.

- The Communication Department requires small group communication classes to engage in semester-long projects in which each group learns small group dynamics and carries out a service learning project either on campus or in the community.
- The Biology Department enables students to do field work with the Wisconsin Department of Natural Resources, the National Forest Service, and the Bureau of Land Management at a variety of sites.
- The Psychology Department encourages student involvement in projects at the medical and mental health facilities on the campus of the Milwaukee Regional Medical Campus which is immediately north of the College campus.
- The Education Department provides numerous opportunities for students to be engaged as volunteers in urban learning environments as well as projects such as Junior Achievement.

Faculty and staff are encouraged to make themselves available for presentations to local church and community groups through the Speaker's Bureau coordinated through the public affairs office. They are also encouraged to be involved in local government and community

organizations such as Rotary Clubs, Chambers of Commerce, etc. Many also serve on church boards and committees for their churches.

- Two faculty/staff have served as elected Wauwatosa alderpersons.
- During the past year more than 40 presentations have been given by faculty/staff to outside groups.
- Three College representatives are active in local Rotary Clubs, one as a past president.
- Four individuals actively participate in local Chamber of Commerce events, including as a past president and another as the 2005 president.
- Many members of the faculty and staff are involved on their local churches by serving on boards and committees. One member of the faculty has been elected to the WELS' Synodical Council (its board of directors) and another chairs the Synod's Commission on Schools.

The admissions office very effectively engages prospective students and their families in campus open houses, tours, presentations, etc. The Recreation Complex (REX) has for many years been available for a variety of community athletic events as well as other occasions, including WELS district conventions and other synodical meetings. Fine arts activities involving the local community have also been strongly supported by the institution as evidenced by the full-time position of the director of arts programming. The institution also has a full-time director of campus events responsible for all logistics involving both on-campus and off-campus users of the facilities. The institution also provides a full-time career support individual and a half-time internship coordinator to facilitate interaction between WLC students and potential employers and internship sites. In addition:

- The College has the capacity to get to know parents very well. Most of the contact by admissions is hands-on with families because of the association with churches. Nearly 70 percent of Wisconsin Lutheran College students are members of the WELS. Also, families of students generally reside within a 100 mile radius of campus, so parents are familiar with the College. Feedback comes from many sources: parents, pastors, alumni, etc.
- Most of the attention is given to students currently served by the College. The student affairs office operates an extensive program during orientation for the parents of freshmen. The program allows parents to get comfortable with the procedures and routines of the College.
- Interaction with the Board of Regents includes quarterly and annual meetings. The College's administration is generally engaged. There is social involvement between the Board and the faculty and staff, including an annual Board Recognition Banquet to which all current and former Board members and all faculty and staff are invited. The Board is kept abreast of what is being sent out to the other constituents of the College, and also receives a weekly email update from the president.

The organization's co-curricular activities engage students, staff, administrators, and faculty with external communities.

Co-curricular activities include fine arts and athletic events, lectures and educational programs, conferences and symposia, and lectures and exhibits. Although the College's academic focus has been and remains on providing an intense liberal arts education for traditional-aged students in a residential setting, and has, consequently, not felt constrained to offer credit or non-credit programs for adults through continuing education programs, the fact remains that the College supports a very full calendar of co-curricular activities that are of interest to students, faculty, and staff, and which are also heavily attended by external constituencies.

The programs and services provided by the Art, Music, and Theatre Departments have already been documented. The director of arts programming presents an annual calendar of music and other performance events for the general public with deep discounts for faculty, staff, and students. Athletic events attract large crowds. Guest lectures, programs, and exhibits draw people from on and off campus. In short, the co-curricular life of the College provides many rich opportunities for various constituencies to engage with each other. The following are cited as examples of ways in which the College engages with its external communities through co-curricular programs:

- There is a long history of student initiated blood drives over many years. During the past four years, donations have averaged 42 usable units of blood each time according to the Blood Center of Southeastern Wisconsin, with 381 total units donated from 2000 to present.
- The College shares its fitness facilities with students from the Medical College of Wisconsin and from the immediate neighborhood. Medical students and friends of the College can purchase membership privileges and use the REX workout facilities.
- Social and educational programming in the Campus Center is often open to the public, and provides students, faculty, and staff with more than 100 opportunities each year.
- The office of campus ministry has expanded its programming with upperclassmen reaching out and mentoring freshmen students to create ministry opportunities. This also involves two students from the Wisconsin Lutheran Seminary in Mequon, Wisconsin, who serve as "senior vicars" to the College.
- The College has participated for more than 20 years in TCW (Travel/Canvass/Witness) interactions with synod congregations throughout the country. Student teams are engaged and hosted by congregations to travel to their location and assist with church outreach programs.
- The College's athletic teams provide exciting competition in a complete array of men's and women's sports as members of the NCAA as a Division III school. (See Website listing of teams - <http://www.wlc.edu/athletics/>)



The organization's educational programs connect students with external communities.

Many of the ways in which students become involved with external communities have been previously documented. For purposes of establishing a base of evidence that supports this core component, the following examples are cited:

- Education Department Assistant Professor of Education, James Rahn, is the founder of Hope Lutheran School, Inc., and continues to serve as chairman of its board of directors. A Wisconsin Lutheran College student worked full time at Hope during the summer of 2002. This student canvassed the neighborhood recruiting students, assisted the principal in setting up the administrative policies and curriculum, and wrote a grant proposal that resulted in the school receiving \$100,000. Numerous other students have used Hope Academy to satisfy state-required “multi-cultural” immersion experiences.
- Internships – More than half of the graduating student body have completed at least one internship for academic credit. The WLC Internship Program is designed as an academic for-credit program. The Internship Coordinator is responsible for site location, agreement forms, evaluation forms, and final evaluation for student interns from all majors and minors in the institution. The internship program, previously discussed on p. 98, has significantly increased interaction between WLC, its students and the external community.

**TABLE 5.1 - Internships**

<b>Academic Year</b>	<b># of Students Internships</b>	<b># of New Internships</b>
1999 – 2000	54	28
2000 – 2001	67	38
2001 – 2002	68	36
2002 – 2003	96	42
2003 – 2004	97	46
Total:	382	190

The number of new sites indicates that in the last five years 190 new companies or organizations have been positively influenced by a WLC student.

- College 102 networking/interview assignment – all freshmen must complete two informational interviews with professionals outside of the immediate WLC family. Then they use the interview information to write a paper for class about potential career paths.
- All students within the education department conduct observational field work within area schools.

The organization's resources—physical, financial, and human—support effective programs of engagement and service.

When the Campus Center was built in 1996, purposeful planning for outside groups and activities was conducted and strategies to accommodate were implemented. Our campus events office, directed by Karen Plamann, has developed policies and procedures to attract outside groups to make use of the Campus Center and its meeting facilities. Cheryl Pasbrig, Associate Athletic Director, has in place the ability to host athletic groups from the community. Below is a sample of some of the events and groups hosted in recent months.

- Synod district conventions and conferences have been hosted with attendances ranging from 300 to 900.
- Major sport and music camps are supported for area elementary and secondary students.
- See Appendix I for a complete list of groups which have used WLC facilities.

Planning processes project ongoing engagement and service.

The Master Plan of the College expresses the College's commitment to serving its larger communities with programs and services. These broad planning assumptions and goals are translated into specific goals and programs in the various divisions and departments of the College.

One of the most significant ways that the College has adopted to ensure that attention to meeting the future needs of internal and external constituencies will occur comes from the fact that the Academic Council adopted modified guidelines for conducting comprehensive academic program reviews every six years which are based on the Higher Learning Commission's five criteria for accreditation. This was done to provide an ongoing basis for gathering data that supports fulfillment of the criteria and because the new criteria place a heavy emphasis on service to the institution's constituencies, academic departments are forced to evaluate the extent to which they engage and serve their communities.

The annual goals and budgets submitted by every department also serve as documentation that the College is committed to maintaining appropriate engagement with its constituencies. Line items can be found in many departments which budget for activities that engage the institution with external communities.

**Evidence that needs strengthening:**

1. There is some uncertainty as to where the power lies to make decisions regarding efforts to align a group, department or project with outside entities. Better clarification and communication of this is desirable.
2. The College should create a "clearing house" or unified source and process for reporting these activities. There is no coordinated means to report these activities so the Colleges' constituencies can be aware of the depth and breadth of the service level already occurring.

3. Several academic disciplines are actively involved in community outreach through either the internship program and/or service learning activities in their classrooms. All disciplines should be encouraged to evaluate how and where their majors might become involved in internships or classroom activities within the community. Such activities have several advantages: 1) students learn practical application of classroom theory, 2) the community benefits from services provided, and 3) WLC is viewed as a partner in the community.

4. WLC intentionally brings a wide variety of outside groups to campus. This provides several blessings. However it also creates competition for space with inside (student) groups. Students are the primary consideration and concern has been voiced about the balancing of campus use (student) priorities with outside events.

**Recommendations Regarding Core Component 5B:**

1. The College should develop appropriate planning and analysis tools in order to coordinate and manage the College’s growth and its ability to support outside organizations.

**CORE COMPONENT 5C: The organization demonstrates its responsiveness to those constituencies that depend on it for service.**

The College has been able to advance its mission by providing more efficient programs and services in collaboration with other institutions, agencies, and organizations. The relationships the College maintains for these purposes are conducted with integrity.

**Evidence that demonstrates the criterion is met:**

Collaborative ventures exist with other higher learning organizations and education sectors (e.g., K–12 partnerships, articulation arrangements, 2+2 programs).

WLC has found ways to collaborate with other institutions, organizations, and agencies to effectively deliver services and programs its students, faculty, and staff. Representative examples of such collaborations include:

- Wisconsin Lutheran College has conducted joint faculty conferences with its sister institutions, Martin Luther College and Bethany Lutheran College, in order to pool resources for faculty development.
- The College has a number of consortium agreements related to library services. Marvin M. Schwan Library Consortial agreements include:
  - SWITCH (Southeastern Wisconsin Information & Technology Exchange) a group 8 Colleges and seminaries in southeastern Wisconsin which share one integrated online library catalog which offers patron initiated requests and daily delivery of items to patron designated libraries.

- LCOMM (Library Council of Metropolitan Milwaukee) a multitype library organization allowing access to assorted southeastern Wisconsin libraries.
- WILS (Wisconsin Library Services) and OCLC (The Online Computer Library Center) for collaborative online cataloging and interlibrary loan services as well as cooperative collection purchases of electronic books and databases.
- The College participates in an internship consortium in which all Wisconsin private colleges collaborate in sharing internship ideas and opportunities.
- WAICU also provide a College to Work Scholarship Initiative. This is a new partnership among Colleges, employers and WAICU in which employers offer scholarship dollars and internship programs to develop entry level employees. WLC has had at least one student involved in this developing program since the beginning of the program two years ago.
- WLC has valued its strong partnership with the Medical College of Wisconsin:
  - The Medical College provides a cadaver for anatomy and physiology laboratories each year through its licensed program and management services for providing for the ethical treatment of human cadavers.
  - WLC has been able to contract for physician, sports medicine, training and health services from the Sports Medicine Institute of the Medical College.
  - Medical students use our athletic facilities. Intramural basketball games, weight lifting and fitness services are provided for MCW students.
  - Mutual use of the respective libraries is available to students of the two institutions
  - Dr. William Hendee, Dean of the Graduate School of Biomedical sciences and Vice President for technology of the Medical College of Wisconsin has openly applauded and endorsed our liberal arts College.
- The College also has an articulation agreement with Carroll College in Waukesha, WI, to accept students into its physical therapy program, and with Concordia University – Wisconsin to accept students into its occupational therapy program.

The organization's transfer policies and practices create an environment supportive of the mobility of learners.

The College's credit transfer policy is found on page 21 of the Student Handbook. There is also reference to advanced placement on page 23 and concurrent enrollment on page 24.

The College also now uses a transfer agreement form which is completed before a student takes a summer course at another institution. And in the case of students transferring credits to WLC, policies are in place in the registrar's office which govern how credits are accepted in transfer from other institutions. More specific instances of how students are encouraged to transfer into WLC are related to the following:

- The Teacher Education Department receives many requests each year from individuals who wish to seek state licensure in Wisconsin. A carefully developed transfer evaluation policy is in place which facilitates rapid transcript evaluation

- without seriously encumbering the director of teacher education with an expectation of evaluating transcripts when transfer is not likely.
- Teacher Education Post-Baccalaureate Certification in Education guidelines are on the WLC website at... <http://www.wlc.edu/academics/edu/pbc.html>

Community leaders testify to the usefulness of the organization's programs of engagement.

- Many internship endorsement letters have been received by the College which document the success of this program and the high regard with which it is held in the business and professional community. These letters are kept by the Internship Coordinator and will be available in the Resource Room in Exhibit N.
- The Wauwatosa Chamber of Commerce presented its Community Leadership Award to the College's former president in recognition of his outstanding service provided to the community and has awarded its "Civic Appreciation Award" to the College for each and every new building it has constructed.
- The U.S. Forest Service has applauded the College's biology students for their projects on the County Grounds, and especially those projects surrounding the old forest lands located there.
- The College has received numerous letters of thanks for the students who have participated in the Vision of Hope community service program.
- Many accolades have been received from school district administrators and cooperating teachers regarding the high quality of student they have observed in their schools. The director of teacher education retains a file of such correspondence. One of many such examples includes the following quote from *Milwaukee Journal Sentinel*, May 10, 2003, on Mark Sievert "*Ex-pitcher throws heart into teaching*"

"He puts his heart into everything," said Lynn Tompitch, the Muskego School District teacher who agreed to mentor Sievert in her classroom this semester. "He went after baseball with a passion, and he's doing the same thing in the classroom." "He's gold," Tompitch said. "This guy is going to be a top-notch teacher."

The organization's programs of engagement give evidence of building effective bridges among diverse communities.

- The College has a long standing and very stable relationship with its primary student market, the area Lutheran high schools of the WELS. Statistics from the admissions office reveal that a continuing significant number of freshmen students come from these schools.
- The dean of enrollment services is available when students need influence, from a hug to a kick. He registers every freshman and interviews every sophomore. He will decide whether or not to involve the parents based on those meetings.
- Student telecounselors in the admissions office set new standards by completing more than 12,000 successful calls to prospective students last year, an increase of nearly 25 percent. For the year 2001-02, a total of 12,168 successful calls were made, an average of 468 per week, 94 calls each evening. This was accomplished by 20 students working Sunday through Thursday during the academic year. In 2002-03,

- attendances at the four campus visitation days increased. For the first time, admissions counselors were sent to more far reaching areas in Arizona, California, Colorado, and Washington.
- Residence Halls are rented to summer Medical College interns, WELS missionaries on furlough, and other church workers who are working temporarily in Milwaukee.
  - The Medical College of Wisconsin holds its white coat ceremonies in WLC's Recreation Complex
  - A foursome of Wisconsin Lutheran College music majors learned that in its first year (2002-03), Hope Christian Academy, a Lutheran charter school in the inner city of Milwaukee, did not have a music teacher on staff. These students initiated a program whereby they came to Hope two afternoons per week and taught music lessons to all of the children. Numerous Wisconsin Lutheran College students have completed urban and/or reading clinical assignments at Hope Christian School.
  - The College's president has visited with elected officials from the Wisconsin Ev. Lutheran Synod to help improve relationships with the Synod that in past years have been somewhat strained from time to time. The addition of the vice president for development and church relations indicates a decision to foster positive working relationships between the College and the Synod.
  - The College's Annual Report documents additional use of WLC facilities by outside groups.
  - Nicolet High School held its commencement program in the College's Recreation Complex in 2003 and 2004. Wisconsin Lutheran High School has held its graduation exercises there every year for the past decade.

The organization participates in partnerships focused on shared educational, economic, and social goals.

The faculty and staff of Wisconsin Lutheran College are appropriately active in professional, civic and church related organizations that provide mutually beneficial results for the College and its constituencies. Examples of such partnerships include:

- The College is a member of the West Suburban Chamber of Commerce. The vice president for finance and administration is a past president and the vice president for public affairs is the current president.
- The College is a member institution of the Wisconsin Foundation of Independent Colleges (WFIC) and supports its efforts to raise funds for the general support of independent higher education in Wisconsin. The College also hosts various WFIC meetings and events.
- The College is a member institution of the Wisconsin Association of Independent Colleges and Universities (WAICU) and participates in many collaborative efforts to reduce the cost of higher education for students by seeking greater financial aid assistance from the Wisconsin state legislature, as well as reducing "back office" expenses through a nationally recognized collaboration effort. The College also hosts various WAICU meetings and events.

- WLC is a participant in Partners Advancing Values Education (P.A.V.E.) and provides courses and training to support the professional development curriculum of this program.
- The College sponsors a variety of activities in conjunction with community organizations such as the Rotary Club of Wauwatosa, the Education Foundation of Wauwatosa, that the Wauwatosa School District.
- Numerous student organizations exist to provide service to the community, thereby benefiting the community as well as providing leadership development opportunities for students.

The organization's partnerships and contractual arrangements uphold the organization's integrity.

Contractual relationships are carefully monitored in order to ensure fair dealing with all parties. The vice president for finance and administration is ultimately responsible for the administration of contracts and ensures the ethical conduct of the institution in relation to contracted parties. Individual contracts may be formed by various departments within the College. Examples of such relationships include:

- Internship agreements between the College and business and professional partners are maintained by the internship coordinator.
- The Milwaukee Chamber Orchestra is the "orchestra in residence" of Wisconsin Lutheran College and provides services and accrues benefits according to an arrangement managed by the director of arts programming.
- Sodexo Campus Services provides food services for students, manages the snack bar in the Warrior Underground, and provides catering services for College events according to a regularly negotiated contract that is monitored by the vice president for finance and administration with evaluative input from students and the office of student affairs.
- The Johnson Controls Worldwide Corporation provides facility maintenance and housekeeping, maintains the grounds, and provides utilities management.
- The Wackenhut Company provides on-campus security.
- Health and Physician Services are contracted for our students through the Medical College of Wisconsin according to an annually negotiated contract.
- Guest artists, exhibitors, and presenters perform according to the guidelines established in contracts developed, negotiated, and maintained by the director of arts programming.
- When facilities are rented to outside organizations, the office of campus events negotiates a contract for services according to established guidelines, following an established fee schedule.
- As a member institution in two athletic conferences, the College abides by the terms and conditions of the NCAA, the Lake Michigan Conference, and the Michigan Independent Athletic Conference, and upholds the goals and aims of those organizations.

**Evidence that needs strengthening:**

1. College presidents of WAICU have endorsed collaborative ventures (purchasing, professional interaction among College academic, administrative and student support offices) and have become a model state wide program. Wisconsin Lutheran College should continue to support WAICU and create similar collaborative ventures. WLC also works closely with WFIC and its sister Colleges within the state and should be encouraged to maintain these important collaborative ties.
2. WLC will continue to maintain quality academic offerings and transfer procedures to meet student needs.
3. WLC has made some progress in working within the community and should maintain and expand where possible these types of mutually beneficial relationships.
4. Financial support should continue for participation & membership in a variety of educational, economic, religious & social activities as valuable networking & educational resources.

**Recommendations With Respect to Core Component 5C:**

1. WLC should annually assess partnerships and contractual arrangements to maintain quality customer service and leadership examples on campus.

**Core Component 5D: Internal and external constituencies value the services the organization provides.**

It can be argued that the College enjoys an excellent reputation among its internal and external constituencies due to the high quality of services that it provides. It shall be the purpose of this section to document the means by which the College evaluates the quality of its services, and the level of satisfaction generated by the College's constituencies.

**Evidence that demonstrates the criterion is met:**The organization's evaluation of services involves the constituencies served.

- Surveys of student satisfaction with the food service are regularly utilized by Sodexo to ascertain areas in which it can be more responsive to student needs and desires.
- Instructor Appraisal Forms are used every semester to provide student feedback to professors and department chairs about ways to improve teaching and learning.
- The College best understands the extent to which parents value the services provided through verbal confirmation. But the College also gets confirmation from parents when they continue to send their children to the College. If parents didn't like the



job done by the College, they wouldn't continue to send their children. And Wisconsin Lutheran does get a number of repeat siblings attending. Now the College is starting to see children of alumni attending.

- While the Board of Regents is a constituency, the Board is really the College. The College's obligation is to make sure the Board is aware of activities and decisions, and communicates fully with them. The Board provides guidance and direction. The Board can help students by helping the College run efficiently. Some Board members individually may take a student as an intern, contribute financial support, or in other ways demonstrate positive regard for the College.
- Residence Life regularly surveys the resident students to identify areas that can be improved.

Service programs and student, faculty, and staff volunteer activities are well-received by the communities served.

Numerous artifacts of evidence have already been cited to validate this concern. Additionally, however, the following are provided:

- Wisconsin Improvement Programs in education;
- National Handbell Organization; seminary work in Hong Kong; WFIC grants for geriatric and elderly issues; SC Johnson Community Involvement programs; Bethesda Lutheran Homes and Services involvement; local Milwaukee theatre-based companies; etc.

The organization's economic and workforce development activities are sought after and valued by civic and business leaders.

- Student interns are highly sought after and the demand for interns generally exceeds the supply of students seeking them.
- The number of graduates who have worked at Strong Funds is now more than a dozen and is an indication of the high level of satisfaction this company has with the College and its students.
- Other places where graduates are in local or regional high profile workforce positions include the Milwaukee Brewers, the Milwaukee Bucks, the Milwaukee County Zoo, Midwest Airlines, Northwestern Mutual Life, etc.
- Since 1996 the student employment office has placed 53 students in community service positions such as counselors at the Pregnancy Counseling Center, reading tutors, and Boys & Girls Club assistant.

External constituents participate in the organization's activities and co-curricular programs are open to the public.

As documented previously, the College has had a long term commitment to serving the public with educational, cultural, and athletic programs and has made its facilities available to the general public. Again, a few examples illustrate this commitment:

- Currently 94 people maintain active membership in the Recreation Complex including neighbors, MCW students and friends of the College.

- The Summer Arts in the Park is free to the general public and the Guest Artist Series is marketed to the public, primarily on the west side of Milwaukee.
- Athletic events in the Recreation Complex as well as at its outdoor sports complex are open to the public. More than 11,400 people attended such events during the 2003-04 academic year.
- Concerts and activities in the Warrior Underground often attract more parents and student not affiliated with WLC than its own students.

The organization's facilities are available to and used by the community.

Believing that the continued growth and development of the College is enhanced when a broad spectrum of the community is able to utilize and enjoy the facilities and services of the College, community groups have been welcomed to hold meetings or conduct events on campus. Following are only a few examples of ways in which the College has opened its doors:

- Not only are the facilities used by the community, all new buildings have been recognized with architectural awards by the community.
- Milwaukee Chamber Orchestra and Milwaukee Symphony Orchestra members conduct master classes, recitals in the Center for Arts and Performance and Schwan Concert Hall
- The Recreation Complex offers athletic events, graduation ceremonies, hand bell festivals, even space for a model airplane group, memberships for weight and strength training, etc.
- The Campus Center hosts more than 50 dinners and luncheons during the course of a year (events such as Synod District Conventions, Ella Post Society) and hosts meetings for a wide variety of organizations (e.g., The Center for Church and Change, an annual rose show, Time of Grace Ministry, Good Shepherd Bible Study, etc.)
- Residence Halls are used in the summer when College is not in session by visiting Inner City Vacation Bible School groups.
- Thrivent Financial Services conducts chapter meetings.
- Financial planning seminars are conducted in classrooms during evening hours.
- The Rotary Club of Wauwatosa holds an annual Thanksgiving luncheon in the atrium of the Fine Arts Center.
- The College's Summer College for Kids series introduces area children of elementary/middle/high school ages to our campus throughout the summer. They participate in a variety of educational, arts, and athletic programs.

The organization provides programs to meet the continuing education needs of licensed professionals in its community.

Although the College's mission is narrowly focused on undergraduate liberal arts education, it does have some opportunity to provide for the continuing education needs of licensed educators in Wisconsin, and to provide initial state teaching licensure for private school teachers. These continuing education courses are generally provided during the College's summer session. In addition, the College offers a variety of theology courses which can be applied toward a certification process required by the WELS of its teaching ministers.

**Evidence that needs strengthening:**

1. Wisconsin Lutheran College should continue to evaluate its summer session courses to make sure that they meet the needs of the College's continuing students and the community it serves. Summer programming has and will likely continue to be limited because of WLC's focus and identity as a traditional, undergraduate liberal arts college and because its traditional students typically need to use the summer to earn money to pay for their tuition. Pricing of summer session tuition has been and remains a concern that should be studied carefully in order to make sure that summer courses are both affordable for the student and yet cost-effective for the College.

**Recommendation With Regard to Core Component 5D:**

None Noted.

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**Conclusions, Interpretations, and Judgments Related to Criterion Five**


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From its early years when it was struggling to survive behind the ten foot high concrete walls that surrounded its campus, to an institution which has become enmeshed in the fabric of its community and has become the crossroads for cultural and academic activities and services, Wisconsin Lutheran College has evolved into an institution that is committed to serving its various communities and constituencies.

This self-study has documented the myriad ways in which the College has learned from its constituents and has responded to them. It is fully engaged and committed to serving its affiliated denomination, its surrounding community, its parents and students, and the professions and businesses that benefit from its graduates. Significant evidence has led to the conclusion that these constituencies value the services and resources provided by the College and consider it to be a valuable asset to them.

This self-study has also identified ways in which the College can continue to improve in this regard.

From the perspective of Criterion Five and its associated Core Components, this self-study has demonstrated that the College fulfills the Criterion and has the capacity to continue its high level of service and responsiveness to internal and external constituents, and has the capacity to raise the standards for such service even higher.

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## Summary

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### **Affiliation Status: The Case for Continued Accreditation**

This self-study presents a candid evaluation of Wisconsin Lutheran College in light of the five criteria for accreditation established by the Higher Learning Commission of the North Central Association of Colleges and Schools. Through the self-study process, teams of faculty, staff, administrators, and students evaluated institutional data and organized it in such a way as to present a cogent case that the College fulfills each of the criteria.

No institution is perfect. Wisconsin Lutheran College certainly has much room for improvement. It is still a relatively young and growing institution. Consequently, this self-study process was also intended to identify evidence that needs strengthening. Such evidence was presented as it related to the core components of the five criteria. Self-study committees were also encouraged to offer specific recommendations that could direct institutional actions to overcome documented shortcomings and strengthen the evidence. Some of these recommendations have already been considered and are being acted upon.

This self-study is intended to be self-critical and not just self-congratulatory. Summative conclusions, interpretations, and judgments were offered at the conclusion of each chapter to reframe each of the criteria in the context of Wisconsin Lutheran College.

This self-study is presented as a comprehensive argument that Wisconsin Lutheran College fulfills the criteria for accreditation of the Higher Learning Commission. It therefore serves as the basis for the institution's request to continue its status as an institution accredited by the Commission.

### **Summary of Evidence that Demonstrates Fulfillment of the Criteria**

As observed by the visiting team in 1997, Wisconsin Lutheran College remains an institution on the move. It continues to grow in enrollment, faculty, and staff. Its campus continues to develop, providing state-of-the-art facilities in all program areas. It is financially secure, having compiled an impressive track record of funding. It is governed by a very capable and committed Board of Regents. It is led by a president and an administrative team who are determined to continue the College's commitment to quality higher education in a Christian liberal arts context. And most important, this self-study has documented the College's strong focus on and commitment to its mission and the execution of its programs and services with integrity.

It has been demonstrated that this institution has the physical, human, and financial resources to accomplish its goals for the future. It also has had, and continues to develop, realistic short and long-range plans that ensure the continued wise stewardship of those resources. It has organized its resources in such a way that the primacy of its educational mission in the context of its Lutheran Christian philosophy is upheld and advanced. It has

demonstrated a capacity and a commitment to continuously improve the quality of its programs and to respond to challenges and opportunities. The College also realizes that the need for greatly expanded levels of gift support are needed if the College is to get closer to its vision of becoming one of America's preeminent Christian liberal arts colleges.

Student learning and effective teaching are means by which the College fulfills its mission. It has been demonstrated that the College has a very clear understanding of intended academic goals at the institutional, departmental, and course levels. These goals form the foundation for a highly effective and well developed program of assessment of learning which has led to improvements in learning and teaching. The College has also shown its commitment to effective teaching by providing relevant evaluation and collegial supervision. It has also on occasion made difficult personnel decisions to ensure that its students continue to receive the highest quality of instruction. Great attention and considerable resources have been applied toward providing excellent learning environments along with both formal and informal supports and services.

Although the academic culture is still emerging, it has been documented in this self-study that everyone associated with this College is committed to the creation of an outstanding learning environment which values and promotes a life of learning. In fact, it has been argued for many years that the College's central role with respect to its affiliated religious denomination is to provide committed and educated Christian lay leaders who can use their knowledge, skills, and love for their Lord to serve their churches, their families, their communities, and their nation. This institution supports the continued educational development of its faculty and staff. As a liberal arts college, it especially values general education and has worked to provide opportunities for students to apply their knowledge in appropriate ways to diverse employment and service situations. It has been demonstrated that, although in many ways quite traditional, the curriculum is regularly reviewed and improved so as to be responsive to changing environments and to make sure that students are well prepared to live in a global, diverse, and technological society.

Finally, this self-study has demonstrated that the College is responsive to the various constituencies it serves and that it conducts itself with the highest degree of integrity. Considerable evidence was cited with respect to criterion five to show that the College is heavily committed to serving a wide variety of community, student, employer, alumni, parent, and church constituencies. Evidence has been organized to show just how valued a partner WLC has become to these constituencies.

## Summary of Evidence that Needs Strengthening

Wisconsin Lutheran College has also shown its ability to recognize its own shortcomings and has identified through this self-study areas which will need to be strengthened if the College is going to continue to fulfill its mission and strive toward its vision. This summary is intended to briefly enumerate the evidence that the College believes needs ongoing attention:

### Criterion One

- The mission statement needs to be more broadly published and made more visible on campus.
- Creating greater racial, ethnic, and religious diversity requires greater attention in terms of how the mission is carried out with these populations.
- Greater consensus should be sought regarding the attributes of the student population the College seeks to serve.
- The new governance structures warrant continued attention to promote greater collaboration, understanding and implementation of shared responsibilities.

### Criterion Two

- Worship and spiritual life needs to become more central to campus life.
- Greater interdisciplinary collaboration among faculty is needed to ensure sustained commitment to the ideals of the liberal arts.
- Strategic planning needs to engage a broad representation of College constituents and not merely be the product of the president and his administrative team.
- Assessment of the effectiveness of non-academic areas of the College needs to be developed to the same level as the faculty's assessment of academic outcomes.

### Criterion Three

- Although highly developed and fully implemented, considerable data gathered from assessment efforts remains to be scored and evaluated. "Closing the assessment loop" has not occurred in all departments.
- The need for new and expanded facilities continues to exist. Additional significant gift revenues will be needed to accomplish future capital projects. At the same time, monitoring and updating existing facilities must be maintained.
- Course syllabi remain inconsistent in quality and content.
- Data from assessment should become more publicly available if it is going to serve the purposes for which it is intended, namely, improved teaching and learning.
- Tools for evaluating the effectiveness of teaching are in need of revision.

### Criterion Four

- The Board of Regents needs to develop a greater understanding of academic issues including the "freedom of inquiry" and the policies that ensure such a freedom.
- Greater communication of scholarly accomplishments of faculty, staff, and students should occur.
- The College should monitor E & G expenditure levels for instruction to make sure that resources are allocated according to academic priorities.

- The College's alumni should be surveyed more rigorously to measure the extent to which they believe their WLC education prepared them to live in a diverse society.
- Better tracking of graduates by departments would foster responsiveness to graduate school and employer needs and expectations.
- Greater involvement of external constituencies in evaluating academic programs is needed to ensure curricular relevance.
- More opportunities and experiences should be provided on campus to prepare students to live in a diverse society.
- Although an IRB has been established, further refinement and expansion of these responsibilities and their ethical application are needed.
- Continued attention is needed on the measurement of and improvement in instructional effectiveness.
- A policy on intellectual property rights should be developed.

Criterion Five

- Relationships with the affiliated denomination require additional attention and nurture to ensure higher levels of support.
- Develop a greater understanding and appreciation for the church's teaching on "fellowship."
- Clarify where decision-making lies with respect to aligning programs with outside agencies.
- Expand partnerships with the community by making facilities and resources available so long as they enhance and don't detract from the undergraduate program.
- Encourage all academic departments to develop internship opportunities for students to give them work experiences in fields related to their major.
- Continue to participate in collaborative efforts under the aegis of WAICU.
- Conduct a thorough evaluation of the College's summer session to promote maximum enrollment in a cost effective manner.
- Create a single clearing house to coordinate relationships with outside entities.

## Summary of Recommendations for Improvement

This self-study has afforded the institution an opportunity to go beyond analysis of strengths and weaknesses and to recommend specific courses of action for institutional improvement. While the Board, faculty, staff, and administration will have to weigh the relative merits of each recommendation, and may in the final analysis choose not to adopt any or all of them, these recommendations do provide positive directions for discussing the issues and problems they seek to ameliorate. In fact, some of the recommendations are already under consideration and actions plans have been developed to implement them. This section of the summary will briefly enumerate the recommendations presented by the criterion subcommittees.

### Criterion One

- Suggested recommendations for greater publication and visual display of the College's mission.
- The Board of Regents should be engaged in discussions with faculty and staff about the meaning and implications of the mission statement.
- Greater explanation of the mission should occur in faculty and staff orientations.
- A schedule for the regular evaluation and review of the mission should be developed.
- Discussion which relates the mission to governance structures should occur.
- Additional efforts should be made to build relationships with neighbors.
- Provide more learning opportunities for appreciating cultural diversity.

### Criterion Two

- A more aggressive study abroad program should be developed.
- Planning and evaluation processes need to engage broader constituency representation.
- All divisions of the College should submit their annual assessment, evaluation, and planning documents to the Assistant Dean for Assessment.
- Make the Assistant Dean for Assessment a full-time position and expand responsibilities to include all areas of institutional effectiveness.

### Criterion Three

- Develop a program of regularly scheduled facilities and technology evaluation to ensure that optimal learning environments are maintained.
- Develop a uniform syllabus format which more explicitly links course objectives to institutional mission and goals.
- Provide greater access and use of assessment data.
- Revise the Instructor Appraisal Form.
- Develop a system to regularly evaluate the effectiveness of academic mentors and advisors.

### Criterion Four

- Discuss the perceived conflict between the *Continuity of Policies* statement and the Faculty Handbook statement on academic freedom to achieve clarity and integrity.



- Department heads should annually submit to the academic dean lists of scholarly achievements within the department.
- Promote greater interdisciplinary collaboration among departments on scholarly projects.
- Develop additional mid-term formal and informal assessments of instructional effectiveness.
- Follow up assessments of graduates should be conducted by departments to ensure greater responsiveness to learning needs for a diverse society.
- Every academic department should evaluate the value and utility of requiring a senior capstone experience which synthesizes learning in the major and demonstrates accomplishment of academic goals in the major.
- Develop a policy on intellectual property rights.
- The faculty should provide greater programming and more educational experiences that link the responsible use of knowledge to the practice of social responsibility.

Criterion Five

- Conduct research to determine the College's impact on the affiliated denomination.
- Articulate a definitive understanding of church fellowship as it impacts the education of future church leaders.
- Conduct an evaluation of facilities use by outside organizations in order to develop a deliberate balance between campus needs and outside requests for facilities.
- Develop appropriate planning and analysis tools in order to coordinate and manage the College's growth and its ability to support outside organizations.
- Conduct an annual audit of all contractual agreements and arrangements to insure integrity and shared understanding.

## Conclusions Regarding the Four Purposes of This Self-Study

1. To evaluate the institution for continued accreditation according to the newly adopted criteria for accreditation by the Higher Learning Commission.

This self-study has provided Wisconsin Lutheran College with the opportunity to thoroughly evaluate itself in light of the five criteria for accreditation. In doing so, it has focused on evidence that supports fulfillment of the criteria. It has also identified and summarized evidence that this self-study suggests is in need of institutional attention and improvement. The criteria have also fostered a spirit of creativity among those charged with conducting the self-study by encouraging recommendations for future action. This purpose has been satisfied and this report demonstrates its accomplishment.

2. To evaluate the effectiveness of administrative structures and planning processes to manage continued and balanced growth and expansion.

This purpose was deliberately developed in light of two conditions that exist at the institution. First, a significant change in leadership has occurred and continues to occur. The College has a new president and vice president for academic affairs. Two new vice presidents have been added. The current vice president for student affairs will retire at the end of the year. These personnel changes have contributed to a major alteration to the style and substance of leadership. The long range effects of these personnel changes have yet to be fully understood or appreciated. This self-study was conducted during the first year of the new president's tenure. Insufficient evidence was available to make judgments about the effectiveness of changes he has implemented.

Similarly, the president has instituted a new strategic planning process that has engaged a broad representation of College constituents. This process is not yet complete. The College's Master Plan was shown to be an effective tool for managing continued and balanced growth and expansion. Auxiliary planning documents such as the *Vision 750* curriculum plan have served the institution well. This self-study, while examining the usefulness of those documents, was unable to evaluate changes in planning processes that are still unfolding.

Finally, considerable comment was made in this self-study about the change in the organization of faculty from a division to a modified department structure. Opinions vary regarding the effectiveness of this change. A few voices remain nostalgic for the old division structure, but the faculty by a large majority voted to adopt the new department organization. As roles and relationships continue to be refined, this governance structure should serve the College well. Strengths and weaknesses of any human organization are going to be present. This self-study has attempted to honestly evaluate those structures and make recommendations to improve their effectiveness.

3. To evaluate the culture of the institution for internal and external consistency with its mission.

More important than organization, plans, and procedures is the human culture that determines the collegial spirit required to make such systems work. Undertones in some sections of this self-study indicate that while all are deeply committed to the mission and

ministry of the College, there is a measure of dissent. To what extent this is healthy or not was not evaluated by this self-study. Great care was exercised by the self-study editor to make sure that the final self-study report spoke with a uniform voice, that it avoided serving as a platform for individual voices, and that it declined to advance undocumented opinions. While it might be natural for such expressions to emerge from individual and small group contributions to the self-study process, review of self-study draft reports by the larger College community appropriately weighed the evidence of the institution-as-a-whole to present a balanced final report.

Taken as a whole, this self-study reveals that Wisconsin Lutheran College is – as the introduction and background described it – in the stage of adolescence in its growth and development. Outwardly, the College has grown at a remarkable pace. Inwardly, it has more maturing to do as it strives to find its identity. Such is the nature of a young and growing institution. Fortunately, the pervasive commitment to the College’s mission and the dedication to public ministry make such internal inconsistencies manageable. And even though it might be natural for different people to have developed different agendas for the College or who might question some administrative positions or plans, it is this overarching commitment to mission and ministry that binds the place together for a common purpose. This self-study has not been a particularly effective tool in identifying and mitigating these forces, nor was intended to do so. Insofar as it has provided the opportunity to identify and acknowledge differences of opinion, it has served this purpose well.

In many other ways, however, this self-study has also demonstrated that the College is remarkably consistent in how it reflects its mission to external constituencies, the perceptions of which are very consistent about the Christian mission of the College, the high quality of its programs, and the students who graduate from it. The organization’s culture, viewed from the outside, is uniformly positive.

4. To evaluate the program of academic outcomes assessment and its ability to generate improvements in student learning.

Assessment has received a great deal of attention since 1997. This institution has devoted a remarkable amount of time and energy to develop a comprehensive and effective program of assessment. This self-study has provided ample evidence that the assessment program is increasingly becoming an embedded part of the College’s culture and has led to appropriate improvements in student learning. While there continues to be room for improvement, it has been demonstrated that the process of assessment is flexible and has resulted in numerous changes and improvements to the means and methods of assessment. Consequently, assessment will always be in a state of evolution as it not only examines the data of student achievement and uses that data to improve teaching and learning, but as it evaluates its own processes and adjusts them so the institution as a whole has better information on which to base its decision-making.

## The Next Ten Years

Being able to predict the future on the basis of internal structures, resources, and processes is a greater challenge today than it was in 1997. New leadership, new programs, new challenges, new governance structures, new planning processes – all contribute to a measure of uncertainty. Attempting to raise an additional \$100 million over the next ten years is a daunting task. Increasing the enrollment and expanding the faculty and staff to serve them will test the effectiveness of the College's leadership. Adding and expanding facilities will add new challenges and test the College's ability to maintain superior quality in all its facilities.

But even in the face of these challenges, one thing remains constant. This College exists to serve God and to share the gospel of Jesus Christ. As the president is often heard to say, "This isn't our college; this is God's College, and He will provide for it." In spite of the limitations of the humans who come to work here, and in spite of the differences and debates that may occur about how to best carry out the mission, Wisconsin Lutheran College will continue to thrive and grow under God's grace so that in serving Him it can continue to grow and develop as one of America's truly fine Christian liberal arts colleges.