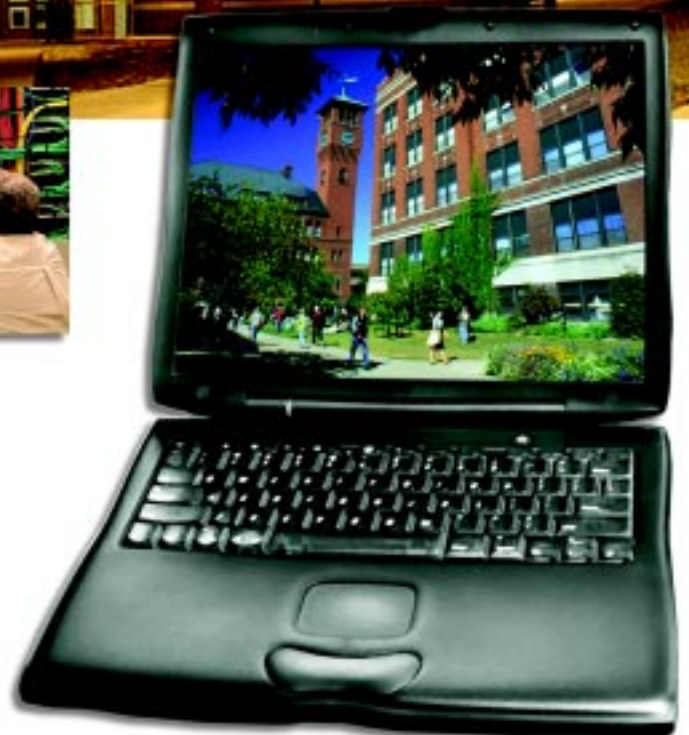
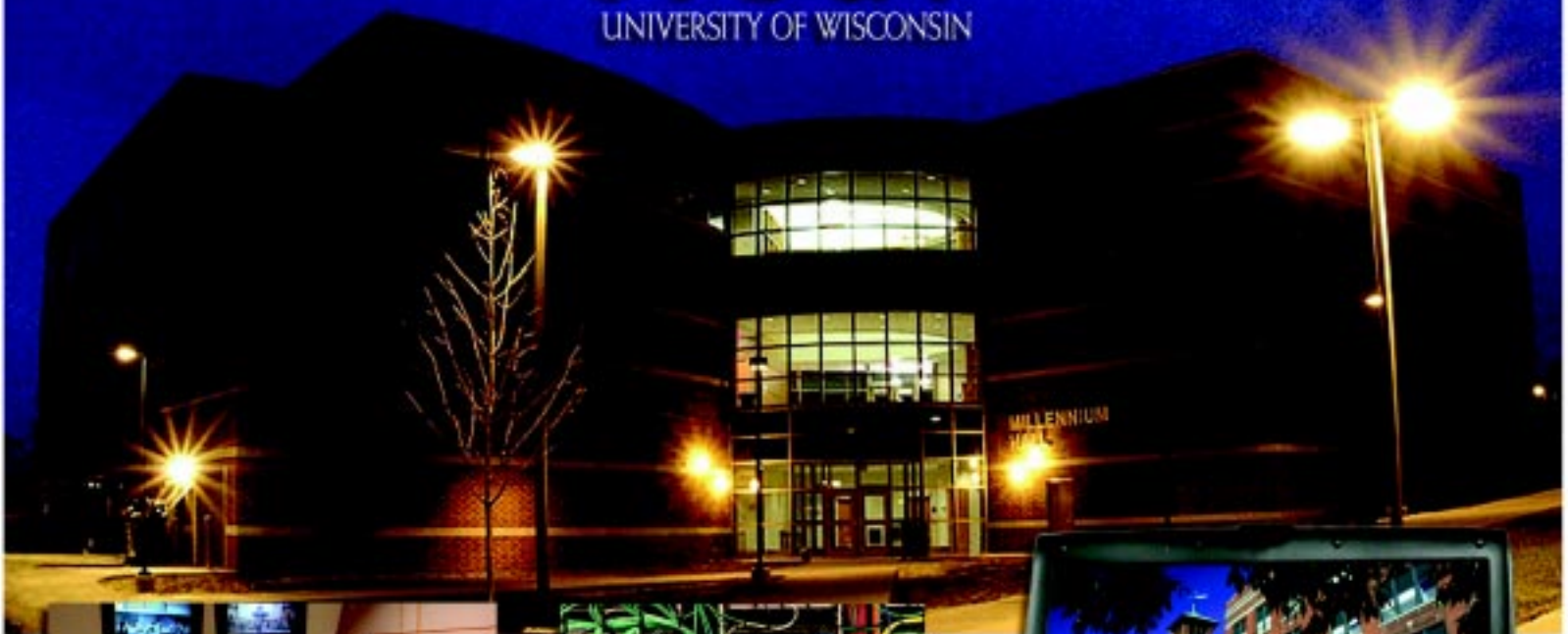


2001 Malcolm Baldrige National Quality Program Application



STOUT
UNIVERSITY OF WISCONSIN



*The School of Choice
for the 21st Century*



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Administrative Structure

University of Wisconsin - Stout

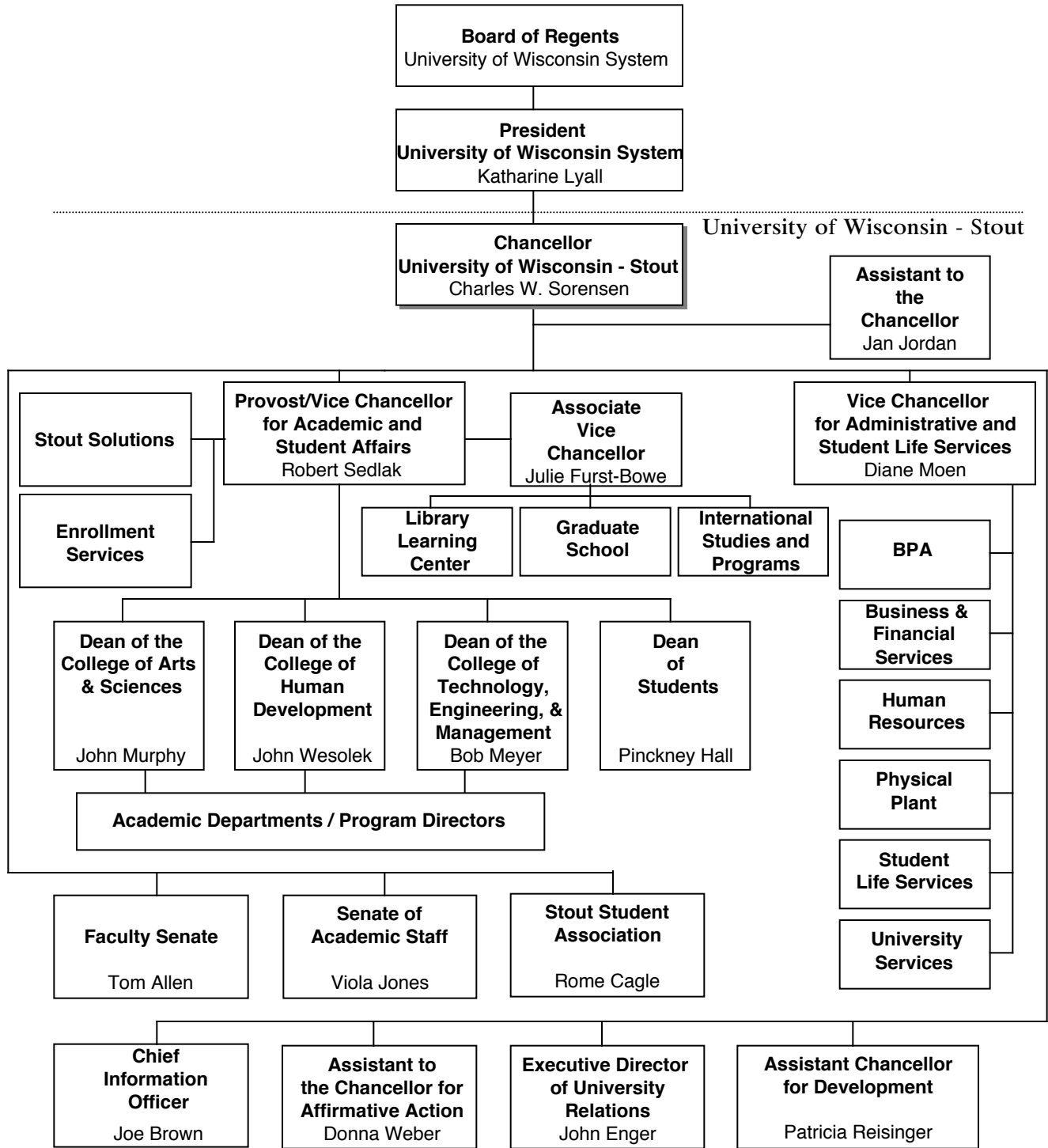


Figure ORG 1. The UW-Stout organization

Shared Governance Structure and Key Stakeholder Linkages

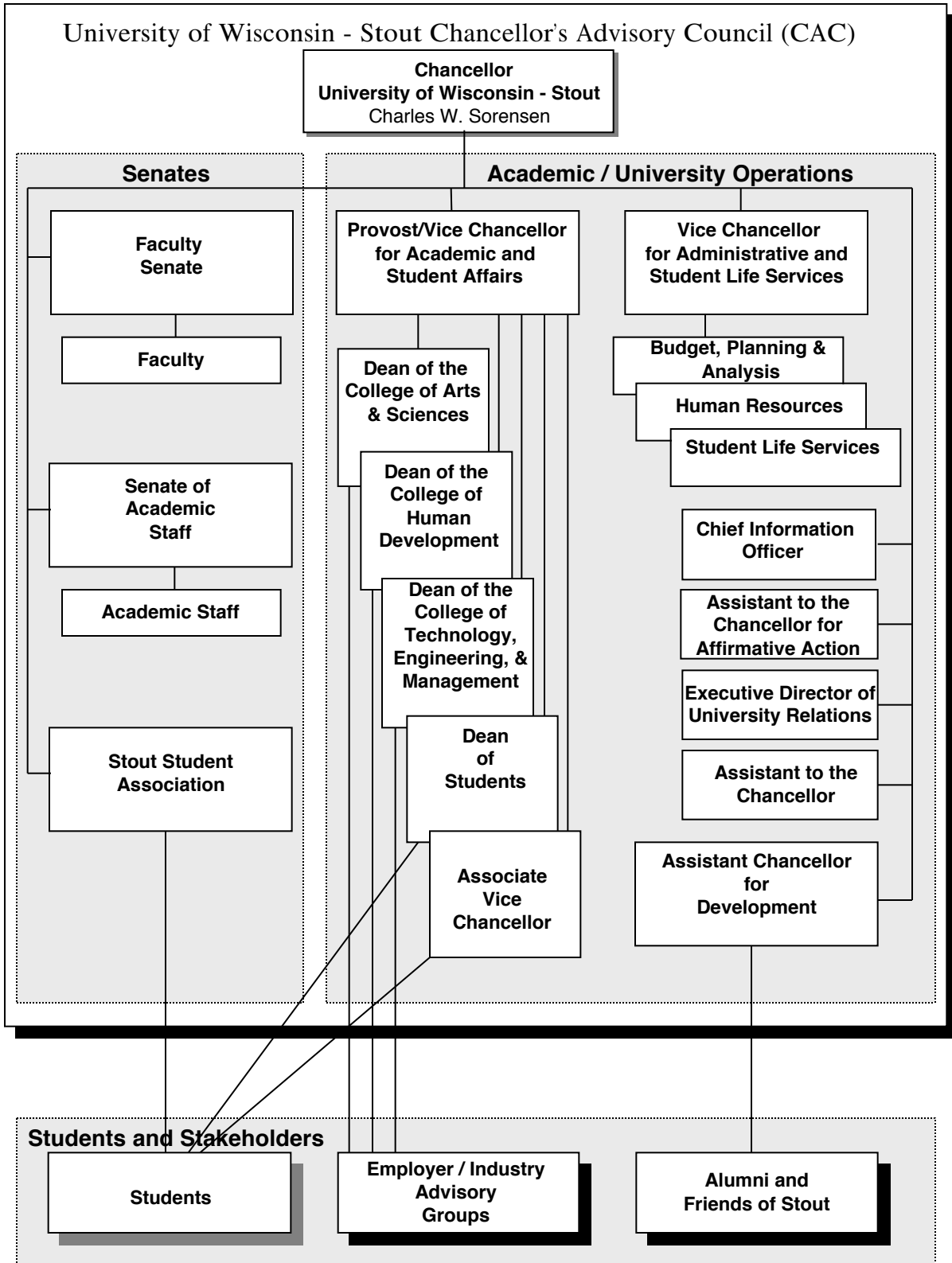


Figure ORG 2. CAC members, shared governance structure and stakeholder contact points

Administrative Structure

University of Wisconsin - Stout

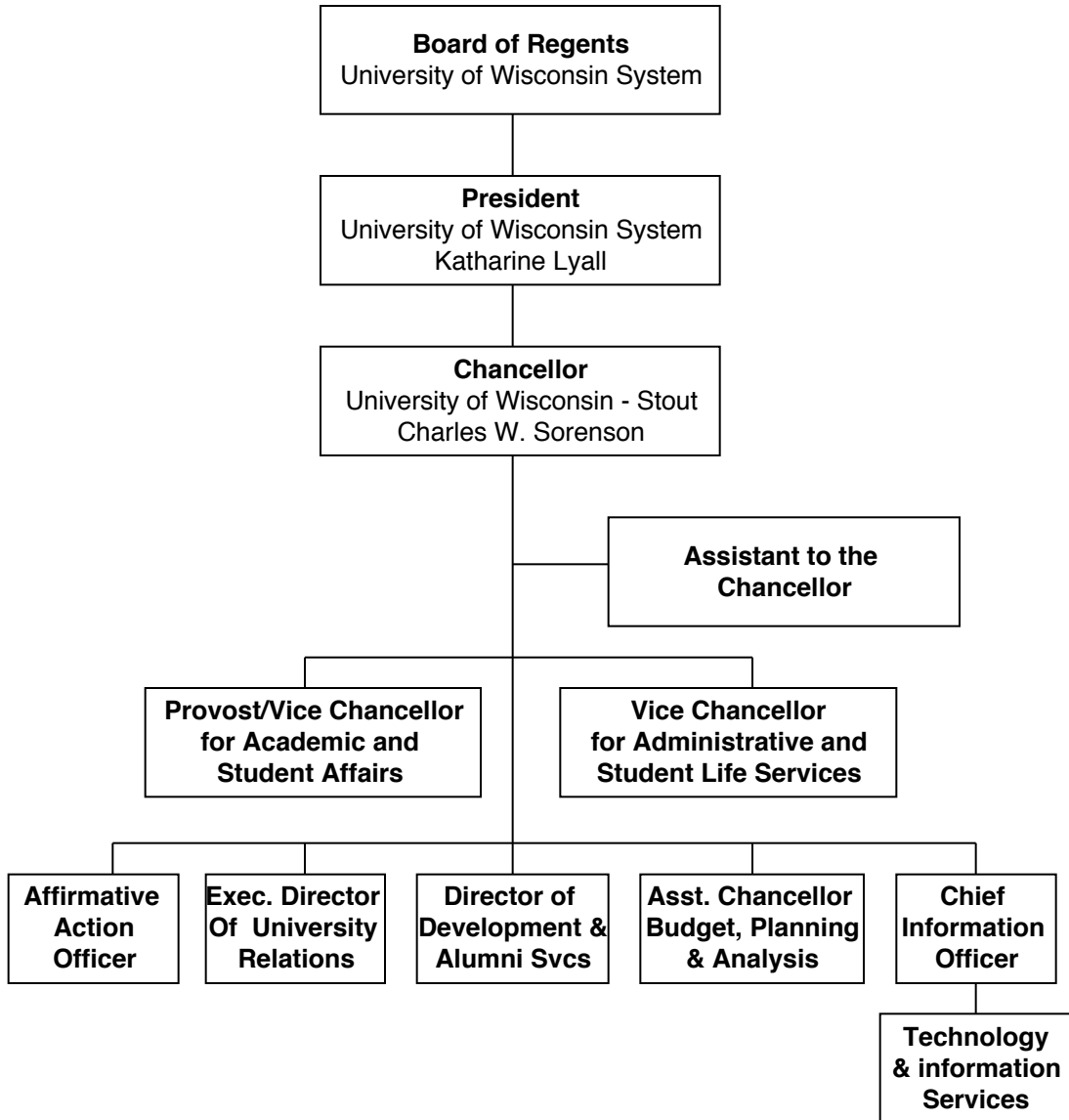


Figure ORG 3. UW-Stout administrative structure

P.1 Organizational Description

a. Organizational Environment:

a(1) The University of Wisconsin-Stout (UW-Stout) is one of the 13 publicly supported universities in the University of Wisconsin System (153,000 students in 11 comprehensive campuses plus UW-Madison and UW-Milwaukee). The UW System designates UW-Stout as a special mission institution, forged from the heritage of its founder, Senator James Huff Stout, a Wisconsin industrialist. Stout believed that people needed advanced education to prepare them for America's developing industrial society. To implement this vision, Mr. Stout founded a private institution called the Stout Manual Training School in 1891. In 1911, the training school became a public institution named Stout Institute and received teacher-training accreditation in 1928 with programs centered on industrial arts and home economics. In 1932, Stout was accredited as a college and received Master's degree accreditation in 1948. The campus became Stout State College in 1955, and Stout State University in 1964. In 1971, UW-Stout became part of the UW System when a State of Wisconsin law combined its two public university systems under one Board of Regents. Now, 110 years since it was founded, UW-Stout's students attend one of three colleges:

1. College of Human Development;
2. College of Technology, Engineering and Management; or
3. College of Arts and Sciences.

UW-Stout offers a distinctive array of 27 undergraduate and 16 graduate degree programs which, taken as a whole, are unique in the country.

a(2) This uniqueness as an academic institution comes from a strong focus on programs supporting its Mission (figure O1) and strong business relationship processes to keep its programs current with fast-changing technology and market dynamics. While UW-Stout offers graduate programs, its primary objective is to develop students for careers in industry and education. Toward that end, UW-Stout emphasizes an integrated approach to learning that engages students in both theoretical and practical aspects of their disciplines. Traditional instruction is reinforced with extensive technology laboratories and industry partnerships. UW-Stout describes this as "*hands-on, minds-on*" active learning. These methods are complemented with courses offered via distance learning and by other delivery mechanisms to optimize student scheduling and flexibility. UW-Stout's 27 undergraduate programs are the fewest offered within the UW System. More than half of these programs are offered at no other campus in the UW System, and several are unique in the nation. Even degree programs appearing to be similar to programs elsewhere are unique in the extent of applied focus.



UW-Stout is also unique in its approach to program management. Program Directors (PDs), who are faculty members reporting to one of the College Deans, lead new program development across all three Colleges. These PDs

UW-Stout's Mission Statement

University of Wisconsin-Stout, as a special mission institution, serves a unique role in the University of Wisconsin System. UW-Stout is characterized by a distinctive array of programs leading to professional careers focused on the needs of society. These programs are presented through an approach to learning which involves combining theory, practice, and experimentation. Extending this special mission into the future requires that instruction, research, and public service programs be adapted and modified as the needs of society change.

- a. The university offers undergraduate and graduate programs leading to professional careers in industry, commerce, education, and human services through the study of technology, applied mathematics and science, art, business, industrial management, human behavior, family and consumer sciences, and manufacturing related engineering and technologies.
- b. The university integrates the humanities; arts; and natural, physical and social sciences into its undergraduate programs. Experiences in these areas provide a foundation for the major field of study, promote continuing personal and professional growth, and prepare the students to deal constructively with issues and opportunities of the future. The university places special emphasis upon student development.
- c. The university's programs center on human development and interpersonal relationships, efficient and effective practices in industry, commerce, education, and human services, and the relationships of individuals to their environment and to society.
- d. The university develops new educational strategies, provides opportunities to learn through involvement and experimentation, and creates a climate of inquiry. The university experiments with new instructional methods in the interest of improving the learning process.
- e. The university expects scholarly activity including research, scholarship, development, and creative endeavor that supports its programs at the baccalaureate level, its select graduate programs, and its select mission.
- f. The university, through outreach and public service, addresses the needs of society, contributes to the welfare of the state and to its economic and technological development, and cooperates with University of Wisconsin-Extension.
- g. The university cooperates with the other University of Wisconsin institutions; the Wisconsin Technical College System; other state and national agencies; and participates in statewide, national, and international programs.

Figure O-1. UW-Stout's mission has enabled it to concentrate in specialized areas of active learning

are supported by a Planning and Review Committee to assure newly developed program proposals are consistent with the mission, and strengthen each College's curriculum. This focused set of programs guides students in their career choices and enhances their job opportunities upon graduation. Graduate placement rates in their degree field reinforce the value of this focused approach to program offerings. UW-Stout's program development process of identifying new programs and refining existing programs was cited as a best practice in an American Productivity and Quality Center (APQC) Institutional Budgeting Consortium benchmark.

On paper, UW-Stout's organization is a set of typical, hierarchical university functions (Organization Chart figure ORG 1). Led by the Chancellor, Charles W. Sorensen, UW-Stout is responsible to meet the goals set by the Board of Regents; run the day-to-day academic, operational and planning functions; interface with the community and other stakeholders; and manage the support services and administrative staff. A dean leads each College, with department heads and faculty managing academic objectives. Chapter 36 of the *General Statutes of Wisconsin* requires the formation of additional decision-making functions called "Shared Governance" within the faculty, academic staff, and students. This means that, in addition to the Chancellor, these functions have primary responsibility for the formation, development, and review of policies concerning their functions. For faculty, "primary" means "*formal power to initiate action, carry out review, and make recommendations which result in legislation*" regarding their institution's "*academic and educational activities and faculty personnel matters.*" UW-Stout has three governance bodies: (1) Faculty Senate, (2) Senate of Academic Staff, and (3) Stout Student Association. The concept of shared governance provides for equal representation in the decision-making process, but complicates the organizational structure and inhibits rapid decision-making. Recognizing these issues, UW-Stout created an innovative new leadership system in 1996.

This leadership system removes the organizational complications and inhibitors, encourages responsive two-way communication, and flattens the organization structure through broad involvement of all governance bodies. The Chancellor's Advisory Council (CAC) is the core of the leadership system. It meets bi-weekly, and involves 19 university leaders from administration, faculty, support services, Stout Student Association, and from the Stout Foundation. These members of the Senior Leadership Team provide the communication conduit to and from their organizations, resulting in strong communication linkages, participatory decision-making to achieve consensus, and enhanced opportunity for meaningful faculty and staff roles in shared governance matters. Supporting the CAC are a number of established committees such as the Strategic Planning Committee, the Learning and Information Technology Council, the Planning and Review Committee, and the Curriculum and Instruction Committee. These established committees contain cross-functional and/or cross-college participation, and will typically report to one of the CAC members. These committees also provide additional

avenues for the CAC to deploy university-wide actions, analyze issues and provide results and feedback to the CAC. Many of UW-Stout's core processes emulate the CAC in extent of involvement and participation, with the goal of gaining broad consensus and buy-in to policies, priorities, and actions. The development of UW-Stout's vision and values (figure O-2) typifies this collaborative process.

a(3) UW-Stout has 1208 employees, including 44 administrative appointments, 277 faculty, 298 instructional and non-instructional academic staff, 388 classified employees, 134 limited term and project employees (LTE's), and 67 graduate assistants. Classified employees are represented by 1 of 5 unions; 54% of all employees are female and 4.4% are minorities. There are 33% female faculty. UW-Stout has a positive relationship of involvement and interacts with these unions through monthly union/management meetings facilitated by the Human Resources Office.

a(4) To prepare students for successful careers, UW-Stout takes pride in its extensive laboratories where students develop their "*hands-on, minds-on*" capabilities. UW-Stout provides its students 12% more laboratory time in their curriculum than the UW System average in high-technology engineering, construction, communications, textiles, and science laboratories. Maintaining a safe and environmental-friendly learning atmosphere is a university priority. UW-Stout has four key student services: (1) Enrollment Services, (2) Placement, (3) Library, and (4) Student Life Services. Support services for all students, faculty and staff include Budget Planning and Analysis, Physical Plant, University Services, and Information Technology.

Vision Statement:

UW-Stout, a respected innovator in higher education, educates students to be lifelong learners and responsible citizens in a diverse and changing world through experiences inside and outside the classroom that join the general and the specialized, the theoretical and the practical, in applied programs leading to successful careers in industry, commerce, education, and human services.

We Value:

- Excellence in teaching within high quality, student-centered undergraduate and graduate education involving active learning and appropriate technology.
- Scholarship and research within applied knowledge and general education.
- Collaborative relationships with business, industry, education, community and government.
- Growth and development of students, faculty and staff through active participation in a university community.
- Diversity of people, ideas and experiences.
- Active involvement in shared governance, consensus-building, teamwork, open and effective communication, and respectful, ethical behavior.

Figure O-2. UW-Stout's value system

a(5) UW-Stout is governed by Wisconsin State Statutes and Administrative Rules. Chapter 36 of the Statutes creates the UW System and sets powers for the Board, President and Chancellor. It mandates special programs and requirements for the UW System and provides the legal framework for tenure and governance for faculty, academic staff and students. Chapters UWS 1 through UWS 22 of the Wisconsin Administrative Code (law) cover tenure, student discipline, complaints and grievances, prohibited conduct on university lands and other provisions. Local rules are established to implement some administrative code requirements. Federal regulations affecting the university include, but are not limited to, Title VI and VII of the Civil Rights Act, ADA, Age Discrimination in Employment Act, Family Rights and Privacy Act, Drug-Free Schools and Communities Act, Family and Medical Leave Act, Equity in Athletics Disclosure Act, OSHA, and Copyright Act of 1973.

Accreditation agencies (figure O-3) mandate periodic assessments to assure UW-Stout’s ability to achieve its mission. Thirteen state and national agencies accredit undergraduate and graduate degree programs.

| UW-Stout Accreditation Agencies |
|--|
| North Central Association of Colleges & Schools (NCA) |
| National Association of Industrial Technology |
| Council on Rehabilitation Education, Inc |
| Commission on Accreditation of Rehabilitation Facilities |
| American Assn of Marriage and Family Therapy |
| American Dietetic Association |
| Foundation for Interior Design Education Resource |
| National Association for Schools of Art & Design |
| National Association for School Psychology |
| Accreditation Board for Engineering Technology |
| American Council for Construction Education |
| American Assoc. of Manufacturing Education Committee |
| Department of Public Instruction |

Figure O-3. UW-Stout academic accreditation agencies

b. Organizational Relationships:

b(1)(2) UW-Stout’s 7,975 students (7,271 undergraduates and 704 graduate students) come from diverse backgrounds, nationalities, and ethnic origins. For over a decade, enrollment has been managed to this approximate level to keep budgets in balance with its infrastructure support, laboratories, and faculty-student workload ratio. Seventy-two percent of students are Wisconsin residents, 26% come from 24 other states, and 2% are international students from 34 different nations. UW-Stout has a strong student gender balance with 50% male and 50% female students. Student segments include new students, academically “at-risk” students, transfer students, graduate students, adult students, minority students, disabled students, and international students. Special services and programs are designed and offered to each of these student groups. Through surveys, UW-Stout identifies the importance of individual requirements on a student’s overall learning experience. Surveys are initiated with students at selected times during their academic career and with graduates who provide UW-

Stout with data to prioritize and target improvements to student groups, academic processes, and student services. From survey, student feedback, and other analysis, UW-Stout identifies four essential requirements for student and potential student success (figure O-4).

UW-Stout has five key stakeholder relationships - two academic relationships (UW System/Board of Regents and feeder schools) and three stakeholder relationships (employers, alumni, and the community). Surveys, committees, forums, and line-of-site organizational contacts (see ORG 2) build and strengthen these relationships and identify important requirements as shown in figure O-5.

UW System and the Board of Regents: The UW System, through the Board of Regents, provides UW-Stout (and the other UW System campuses) with uniform policy guidelines and centralized support for mission, capital planning and budget, finance and trust funds, government liaison services, legal services, purchasing contracts, transfer student information services, and UW System-wide information technology coordination. The UW-Stout Chancellor meets twice each month with the UW System President and other Chancellors exchanging information and engaging in System-wide planning. Other UW-Stout administrators and governance leaders meet regularly with UW System peers to discuss issues and opportunities and to share best practices. UW-Stout participates in UW System-wide institutional research studies and comparative surveys for benchmarking opportunities and to determine goal setting.

Feeder schools: UW-Stout has systematic enrollment processes supporting its mission and James Huff Stout’s vision. The university has built relationships with high schools, technical colleges, and community colleges with articulation agreements governing transfer courses, sequencing and career-tracking. As indicators of success of these relationships, UW-Stout prides itself in its ability to attract, retain, and graduate transfer-in students and provide student services and academic guidance to enable all students to have an equal chance in obtaining a degree.

Employers: Five-hundred companies recruit UW-Stout graduates, and four-hundred companies recruit co-op/intern students. UW-Stout has formal processes and innovative initiatives to maintain constant contact and strengthen employer relationships. Program Directors use Industry Advisory Committees to advise on new program development and implementation. The UW-Stout Technology Transfer Institute (STTI), through its “Incubator Program,” enables companies with innovative ideas or problems to collaborate with UW-Stout faculty and students to take ideas from concept phase to the production of products and/or services.

Alumni: In 1962, UW-Stout created the Stout Foundation for the purpose of raising alternative sources of revenue to expand academic programs, fund new initiatives, and to increase scholarships and endowments. The Stout Foundation received the Council for Advancement and Support of Education (CASE) Circle of Excellence in Educational Fundraising Award for two consecutive years by: (1) building effective relationships with alumni and Friends of Stout, (2) strengthening and building new relationships with industry

and other potential donors, and (3) global outreach to increase awareness of UW-Stout and its capabilities.

Community: UW-Stout is the largest employer and a major attraction for industry, students, and visitors to the Menomonie community and Chippewa Valley area. Two

important community relationships exist: (1) through the Chancellor and other senior leaders attending and participating in Chamber of Commerce meetings and activities; (2) through Chamber and other community leader representation on the Stout Foundation Board.

| Key student requirement and indicators: | Description |
|---|---|
| a. Cutting-edge, career-oriented programs (number of new programs, placement success) | Programs that provide leading edge undergraduate and graduate learning capabilities in specific career fields |
| b. High quality, active learning education and instruction (percent lab instruction, faculty contact) | State-of-the-art facilities and course delivery methods, high quality faculty with relevant professional experience |
| c. Effective student support services (retention, academic success, student satisfaction) | Advising, counseling, career services, housing, dining, student activities, health and safety, access to technology |
| d. Related employment and academic or career growth opportunity (placement in major, graduate success, employer satisfaction) | Ability to gain employment in chosen field or to expand their educational experience in post-graduate programs |

Figure O-4. Key student requirements are well understood at UW-Stout

| Stakeholder | Relationship | Requirements |
|-----------------------------------|--|--|
| 1. Business and industry partners | <ul style="list-style-type: none"> ▪ Source of jobs for graduates ▪ Source of technology transfer ▪ Identify changing needs / trends | <ul style="list-style-type: none"> ▪ Qualified interns who can quickly contribute ▪ High quality, steady pool of graduates ▪ Highly qualified faculty consultants |
| 2. Alumni and Friends of Stout | <ul style="list-style-type: none"> ▪ Source of student referrals and outreach ▪ Source of donations, endowments | <ul style="list-style-type: none"> ▪ Positive image and reputation of UW-Stout ▪ Communications and networking ▪ Support for life-long learning |
| 3. Feeder schools and community | <ul style="list-style-type: none"> ▪ Have mutually beneficial objectives ▪ Sharing and access to both community and UW-Stout facilities and services | <ul style="list-style-type: none"> ▪ Cooperative two-way relationship ▪ Accept, develop, and graduate students ▪ Safety |
| 4. Board of Regents | <ul style="list-style-type: none"> ▪ Represent Wisconsin citizens and taxpayers ▪ Strengthen mission and performance | <ul style="list-style-type: none"> ▪ Sound fiscal management ▪ Enrollments and accreditation maintained |

Figure O-5. UW-Stout has strong relationships with all of its key stakeholders to understand and satisfy their needs

P.2 Organizational Challenges:

a(1)(2) Competitive Environment:

There are two competitive considerations essential to achieving UW-Stout's goals: (1) competition for faculty, and (2) competition for students. Mission-similar universities and business/industry compete for skilled and qualified faculty. Competitive differentiators for faculty include: participation in the university decision-making process, quality of laboratory and other facilities, technology infrastructure, peer recognition, campus atmosphere and image, and opportunities for research and professional and career development.

Competition for students comes from other UW System universities, public universities and colleges in the State of Minnesota (because of reciprocity agreements), and other national and international private and public universities. Business and industry are also competitors for high school and technical college students. Since our primary market is Wisconsin (72 percent of students), the other UW System campuses are the major competition. Twenty-eight percent of students are non-residents and come to UW-Stout because of its unique mission and curriculum. UW-Stout's outreach initiatives with high schools, businesses, alumni, and Friends of Stout are effective methods to compete for students. Competitive differentiators for students include: UW-Stout's image and focused mission, career focus and placement success, student services, and active learning facilities.

In order to achieve leadership in these key competitive factors, UW-Stout compares its performance with the other UW System campuses and with a selected set of nationally recognized universities with similar mission and /or curriculum, including California Polytechnic State University-San Luis Obispo, Ferris State University, and the New Jersey Institute of Technology. These comparisons provide data to assess leadership performance levels within the market of opportunity and for mission differentiation. To build and sustain its reputation and image nationally and internationally, UW-Stout also uses major national university benchmarks to compare its performance in key areas of student satisfaction, diversity, and financial management. This year, the universities selected for comparison are from states attaining A-B scores in the 2000 "Measuring Up" National Education Survey. Wisconsin was one of only three states attaining "A" or "B" scores in all five categories.

b. Strategic Challenges:

Guided by its vision, values, and mission, UW-Stout's objective is to be the school of choice for the 21st century. To achieve this objective, campus direction is guided by seven strategic goals with specific action plans deployed through its annual budget planning process involving the entire campus. This process enables UW-Stout to respond to its strategic challenges with constancy of purpose and consistency of actions, avoiding year-to-year major shifts in direction. UW-Stout's strategic challenges and goals are:

1. Offer high quality, challenging academic programs that influence and respond to a changing society. UW-Stout’s challenge is to keep its programs continually renewed and refreshed. Strong stakeholder contact processes are employed to keep current on changing requirements. These relationship processes are complemented by Program Directors who use an effective Program Development Process to refine existing programs and to design new programs that cut across the three Colleges and strengthen UW-Stout’s mission. Key indicators of success include: (1) curriculum renewal, (2) employer assessment of graduate readiness and job performance, and (3) increased level of academic challenge.

2. Preserve and enhance our educational processes through the application of active learning principles. Hands-on, minds-on student learning capabilities have differentiated UW-Stout in the marketplace as demonstrated by its superior job placement success. The challenge in maintaining this reputation is to continue to lead in the percent of instruction provided in laboratories and to increase the number of experiential learning opportunities through cooperative relationships with industry. Key success indicators include: (1) increased level of student engagement (collaborative learning, student interactions with faculty, and enriching experiences), (2) targeted computer competencies for students, and (3) job placement success.

3. Promote excellence in teaching, research, scholarship, and service. The campus promotes and facilitates research and developmental opportunities to attract, retain, and develop UW-Stout’s faculty and staff. Even though UW-Stout is primarily a teaching university, its objective is to be a leader among the UW System comprehensives in federal grants and in budget allocated for professional development. Key indicators of success include (1) faculty engaged in research grants, (2) professional development expenditures, (3) number of sabbaticals and professorships, and (4) distance education offering growth.

4. Recruit and retain a diverse university population. To support the increasing requirement for students to operate effectively in a globally diverse environment, UW-Stout deploys initiatives to retain and graduate all student groups, has strengthened multicultural student services, and implements specialized academic support programs and new cultural-specific courses. New study abroad programs and additional foreign language requirements for graduation are also being implemented. Key success indicators include (1) recruitment of minority faculty and staff, (2) freshman retention rate, (3) graduation success, and (4) scholarship growth for diversity recruiting and academic quality.

5. Foster a collegial, trusting, and tolerant environment. The challenge in achieving this goal is to make shared governance effective by integrating the Faculty Senate, the Senate of Academic Staff and the Stout Student Association (SSA) in planning and decision-making processes. Success indicators include (1) faculty/staff morale, (2) employee turnover, and (3) student retention and satisfaction.

6. Provide safe, accessible, effective, efficient, and inviting physical facilities. UW-Stout implements effective capital and budget planning processes and innovative methods of funding new technology plans to continually improve its physical facilities in an environment of constant budgetary

challenges. This commitment to up-to-date, safe facilities and services has enabled UW-Stout to achieve leadership in student morale in national surveys. The Stout Foundation leads universities its size in fund raising, and strong industry partnerships provide additional sources for state-of the art laboratory technology. Key success indicators are (1) student satisfaction with the college environment, (2) safety and security, and (3) Stout Foundation financial growth.

7. Provide responsive, efficient, and cost-effective (educational support) programs and services. UW-Stout must continuously improve and refine internal capabilities to: (a) strengthen its attraction as a leading academic institution, (b) optimize its support programs and services to best meet the needs of its students and stakeholders; and (c) ensure that budget priorities are allocated to instruction. In order to achieve this goal, UW-Stout systematically evaluates its support process effectiveness, efficiency, and satisfaction as described in P2 c. Key success indicators include (1) percent of budget allocated to instruction; (2) student evaluation of support programs and services; and (3) energy use.

c. Performance Improvement System

UW-Stout introduced quality management practices in 1992 with extensive awareness training in facilitation, performance measurement, and benchmarking, creating a continuous improvement environment. Since that initial training, UW-Stout faculty and staff have utilized quality tools such as teaming, process management, fact-based analysis, etc. in the curriculum and in the day-to-day activity. In 1997, UW-Stout received an endowment to create a “People Process Culture” Chair to study the culture of high performance organizations and apply the learning to the university and its curriculum.

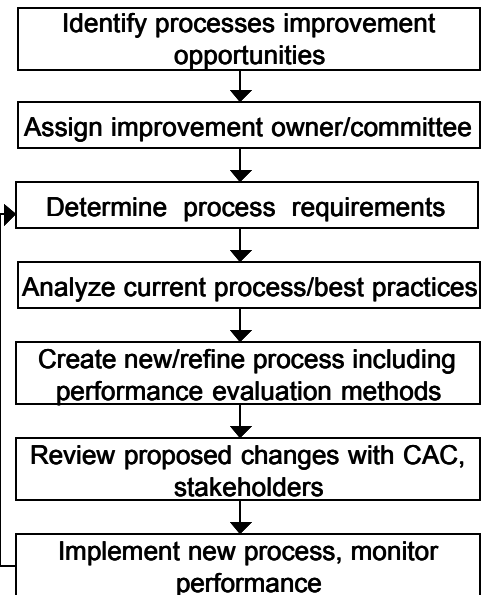


Figure O-6. UW-Stout improvement process

In 1998, UW-Stout took performance improvement to the next level by applying the Malcolm Baldrige criteria. Figure O-6 illustrates UW-Stout’s continuous improvement process. Improvement opportunities are identified through three methods; (1) through strategic and annual planning, (2) through Baldrige assessment and feedback, and (3) through regularly scheduled improvement reviews such as those done by the Educational Support Unit Review Committee (ESURC). Committees or teams within or across colleges implement improvement actions using benchmarks and best practices to identify and implement improvement actions.

Glossary of Terms and Abbreviations

| | |
|-----------------------------|---|
| AASCU | American Association of State Colleges and Universities |
| AAUW | American Association of University Women |
| AC | Assistant Chancellor |
| ADA | Americans with Disabilities Act |
| ALT | Administrative Leadership Team |
| APQC | American Productivity and Quality Center |
| ASA | Academic and Student Affairs |
| ASLS | Administrative and Student Life Services |
| ASPIRE | Academic support program to aid first generation, low income, physically, or learning disabled students |
| BFS | Business and Financial Services |
| BOD | Board of Directors |
| BOR | Board of Regents |
| BRIO | A commercially available software package for data query |
| BPA | Office of Budget, Planning and Analysis |
| CAC | Chancellor's Advisory Council |
| CAS | College of Arts and Sciences |
| CASE | Council for Advancement and Support of Education |
| CDR | Central Data Request |
| CET | Communications, Education, and Training |
| CHD | College of Human Development |
| CIC | Curriculum and Instruction Committee |
| CIM | Computer Integrated Manufacturing |
| CIO | Chief Information Officer |
| COHORT | Refers to the year a student is first enrolled at UW-Stout |
| CSRDE | Consortium for Student Retention Data Exchange, University of Oklahoma |
| CTEM | College of Technology, Engineering, and Management |
| CUPA | College and University Personnel Association |
| DC | Department Chairs |
| EM | Enrollment Management |
| ES&H | Environmental Safety & Health |
| ESURC | Educational Support Unit Review Committee |
| Factbook | A control book with subgroup, trend, and comparative data grouped by: student characteristics, students by program, student credit hours, faculty workload, class size, and cost analysis |
| FERPA | Family Educational Rights & Privacy Act of 1974 |
| FOCUS | Commercially available data retrieval software application |
| Friends of Stout ... | Parents, relatives, other individuals or companies who have a relationship with, or an interest in, UW-Stout's future |
| FTE | Full-time Equivalent (student or employee) |
| FY | Fiscal Year |
| GCM | Graphic Communications Management |
| GUI | Graphical User Interface |
| HDFLCES ... | Human Development, Family Living, and Community Educational Services |
| HERI | Higher Education Research Institute |
| HR | Human Resources department |
| IT | Information Technology |
| IACLEA | Wisconsin Chapter of the International Association of Campus Law Enforcement Administrators |

Glossary of Terms and Abbreviations, continued

| | |
|---------------------|---|
| IPEDS | Integrated Post-Secondary Education Data System |
| JACAP | Joint Administrative Committee on Academic Programs |
| IGR | Institution Graduation Rates |
| LIT | Learning and Information Technology |
| LLC | Library Learning Center |
| LTE | Limited Term Employee |
| LTS | Learning Technology Services |
| MAGS | Midwest Association of Graduate Schools |
| NACUBO | National Association of College and University Business Officers |
| NCA | North Central Association of Colleges and Universities, Commission on Institutions of Higher Education |
| NCES | National Center for Education Statistics |
| NIST | National Institute of Standards and Technology |
| NSSE | National Study of Student Engagement |
| NWMOC | Northwest Wisconsin Manufacturing Outreach Center |
| OASIS | Organization of Adult Students Involved at Stout |
| OSHA | Occupational Safety and Health Administration |
| PDs | Program Director – process owner who develops new programs that cut across all three colleges |
| PPCC | People Process Culture Chair - An endowed Chair at UW-Stout to study the culture of high performance organizations and apply the learning to the university and to the curriculum |
| PIN | Personal Identification Number |
| PMIS | Planning Management Information System |
| PPC | Personnel Policies Committee |
| PRC | Planning and Review Committee |
| RRO | Registration and Records Office |
| SLS | Student Life Services |
| SME | Society of Manufacturing Engineers |
| SPC | Strategic Planning Committee |
| SPSS | Statistical Package for Social Sciences |
| SSA | Stout Student Association |
| STEPS | A special pre-college program designed to interest middle-school girls in careers in technology |
| STTI | Stout Technology Transfer Institute |
| SS | Student Services |
| SVRI | Stout Vocational Rehabilitation Institute |
| SWOT | Strengths, Weaknesses, Opportunities, and Threats |
| TIS | Technology and Information Services |
| UDS | University Dining Services |
| UW-Stout ... | University of Wisconsin – Stout |
| UW System.. | University of Wisconsin System of 13 universities - 11 Comprehensives, plus the University of Wisconsin-Madison, and University of Wisconsin-Milwaukee. In addition, 13 2-year colleges |
| VC | Vice Chancellor |
| WC | Worker's Compensation |
| WI | Wisconsin |
| WSEU | Wisconsin State Employees Union |
| WTC | Wisconsin Technical College System |

1.0 Leadership

The mission, vision, and values are the guiding principles for UW-Stout's short and long-term performance improvement initiatives. UW-Stout created its leadership system to facilitate broad stakeholder participation and collaboration in setting, communicating, implementing, and refining its guiding principles and achieving its strategies.

1.1 Organizational Leadership

a. Senior Leadership Direction:

a(1) UW-Stout's Chancellor, Charles W. Sorensen, receives guidance from the Board of Regents (BOR) and the President of the UW System as representatives of the State of Wisconsin legislature and taxpayers. Within UW-Stout, the traditional organization structure (as defined by WI Statute 36.09) includes two divisions (Academic and Student Affairs, and Administrative and Student Life Services) and three "Shared Governance" entities (the Faculty Senate, the Senate of Academic Staff, and the Stout Student Association (SSA)). Under "Shared Governance," these three entities are responsible for policy formation, development and review of their functions.

To accomplish its mission, values, and strategies, however, the UW-Stout senior leaders needed more cross-organization communication, more participation to achieve rapid decision-making with consensus and follow-through on actions, and broader stakeholder representation. To achieve these objectives, the senior leaders added key opinion shapers and all decision-making functions into one cohesive organization called Chancellor's Advisory Council (CAC) (figure 1.1-1). The 19 CAC members include the senior leaders (ORG 1) and representatives of key stakeholder groups, including academic colleges, student services, Faculty Senate, Senate of Academic Staff, classified staff, and SSA representing the students. The CAC extends the governance groups' influence beyond the Statute requirement of setting their own policies to participating in campus-wide direction-setting and decision-making. This assures a priority focus on student learning and development as defined in UW-Stout's first two values.

The annual summer retreats are the primary process for setting UW-Stout short and longer-term direction and identifying future opportunities. Guidance received from the Board of Regents, established committee recommendations, assessment of past performance and success of internal improvement actions, and industry best practices are evaluated by the CAC. From these evaluations, the CAC recommends new academic plans or changes to existing plans, sets next fiscal year budget priorities and performance expectations, establishes division initiatives, and refines strategic objectives. These priorities and actions are set within the framework of UW-Stout's values and mission.

UW-Stout's values and vision were developed over a two-year period using bottom-up input from focus groups, open forums, written surveys, and draft documents for discussion. During the CAC's summer retreats, the mission, vision, values, are reviewed for consistency and currency with

respect to the key strategies and improvement initiatives identified. The CAC plans longer-term funding and budgets to avoid year-to-year reaction to budgetary changes and to respond to unplanned program changes or new opportunities.

The short-term university priorities generated from the summer retreat are further developed and performance expectations set annually through a campus-wide participatory process (Item 2.2). Recommended updates are reviewed by each organization, and through all-campus mailings and feedback forums. The Strategic Planning Committee collects and aggregates this feedback and presents final recommendations to the CAC and the governance organizations. Once approved, the vision, values, and strategies are deployed by CAC representatives to their respective organizations and stakeholder groups and reinforced by aligning resources to strategic plans using values as the criteria. Recommended mission changes require approval of UW System prior to implementation. Strategic plans, budgets and performance expectations are allocated to each organization, who in-turn, cascade those objectives through their respective Division/College/Unit organizations.

To assure successful deployment of values and performance to plan, the CAC meets bi-monthly (rotating with the Chancellor's Cabinet - Item 1.1b(1)) to review status of strategic plans and short-term improvement actions, review performance, receive progress reports on budget priorities, and implement new initiatives surfacing from changing stakeholder needs or environmental conditions. The priority on student learning and development is continuously reinforced by tracking a set of key performance indicators representing student and student group performance and satisfaction throughout the life cycle of their academic careers and as alumni. Mission, values, strategies and performance expectations are continuously communicated and reinforced through a number of written, oral, and electronic methods shown in figure 1.1-2.

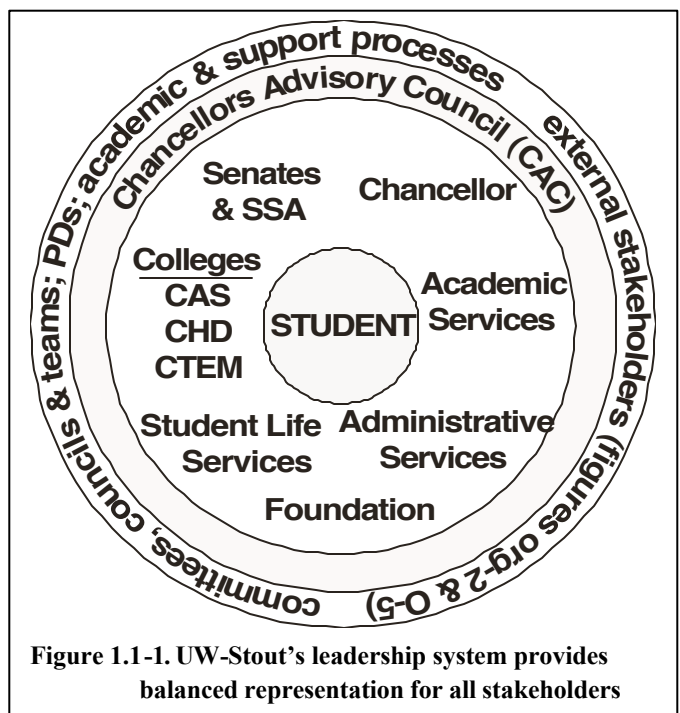


Figure 1.1-1. UW-Stout's leadership system provides balanced representation for all stakeholders

To create balanced representation for all stakeholders, CAC membership includes representatives who have regular contact with key stakeholder groups (ORG 2), including the Executive Director of University Relations for community, the Assistant Chancellor for Development for alumni and Friends of Stout, the Deans through their personal involvement and the Program Advisory Committee process (Item 6.1), and the Provost through Enrollment Services for feeder schools. With this broad participation, the CAC achieves five essential imperatives: (1) it flattens and simplifies the traditional hierarchical structure; (2) it provides a collaborative system among all university functions and stakeholders to set direction, review progress, and balance priorities among the different constituencies; (3) it facilitates communication, understanding, and consensus on major decisions; (4) it assures rapid and effective deployment of major decisions; and (5) it empowers each organization to accomplish their objectives and goals within the framework of UW-Stout's mission and values.

a(2) UW-Stout's values articulate its foundation of ethics, diversity, involvement, innovation, development, and a safe and secure academic environment to facilitate organizational learning. To reinforce a strong ethical environment, UW-Stout senior leaders established an Ethics Committee to respond to potential ethical behavior issues for faculty and staff and to provide ethical conduct advice and counsel. Targeted programs ensure equity for students with diverse backgrounds. Special services such as new student orientation, tutoring, advisement, adult student services, career exploration, disability services, and multicultural student services provide individualized support to ensure each student's success (see Item 3.1). A recent initiative to increase student and faculty diversity awareness is the distance education partnership with California and Louisiana universities where UW-Stout students participate jointly in classes with an ethnically diverse student population.

UW-Stout provides information to students, faculty, and staff on campus security procedures and practices, encouraging them to be responsible for their own security and the security of others, and informs them about crime prevention. In partnership with the community law enforcement, UW-Stout

has continually reduced crime over the years. Campus property crime declined 38% from 1995 to 1999. Students report statistically significant higher satisfaction with personal security/safety at the campus than ACT peer comparisons for public colleges and all colleges greater than 5,000 students.

The CAC and the governance structure provide all students and other stakeholders with a voice in UW-Stout policy and decision-making, and create a proactive structure for effective two-way communication. The Faculty and Academic Staff Senates and the SSA are empowered to determine their own policies and operating structures and have a voice in campus decision-making. Classified staff voices are heard through five state unions, and committees such as the Classified Professional Development Committee.

As part of academic and budget planning, the CAC allocates developmental days for faculty and staff, providing opportunities for innovation such as developing research projects and grant proposals. The Classified Professional Development Committee develops and offers classified staff professional development opportunities. UW-Stout's Incubator program enables faculty, students and industry partners to co-develop new, innovative products and processes from concept to market. The Program Director (PD) is a UW-Stout distinctive process for developing new educational offerings and maintaining relevancy with the changing needs of students and employers. PDs are faculty experts in their field with close ties to industry, education, community, and government. The process assures concerted attention to UW-Stout's mission, empowers the faculty, integrates the three colleges, supports a continuous learning environment, and keeps academic programs current with stakeholder needs. As evidence of PD effectiveness, since 1996, 14 programs have been changed, nine concentrations have been changed, and five new programs have been added.

b. Organizational Performance Review:

b(1) UW-Stout reviews organizational performance and progress on university priorities through a series of meetings held with specific groups of senior leaders targeting specific content and time-frames from daily to annual. The CAC provides the central coordination for all these review meetings

| Communication Method | Purpose |
|--|---|
| UW-Stout web site | Communicate vision, mission, values, strategy and all information to stakeholders |
| <i>Stoutonia</i> – student newspaper | Communicate mission, values, issues and information among students |
| <i>Community News</i> - staff newsletter | Inform and update the campus community on activities and events |
| <i>Stout Outlook</i> - alumni newsletter | Communicate mission, values and strategies and network with alumni |
| Stout Foundation Annual Report | Deploy information on annual Stout Foundation performance |
| Administrator attendance at Senates | Two-way sharing of information and performance with governance leaders |
| Chancellor's Luncheon meetings | Discuss academic department/university needs with Department Chairs |
| Chancellor's Coffee meetings | Campus/community issues/opportunities shared with community leaders |
| Chancellor's memos/e-mails/dept. visits | Deploy UW System, CAC, and BOR information and listen to faculty and staff |
| Open Forum meetings | Share information and receive feedback on specific university issues |
| Accountability Report | Report on campus success measures to UW System and Board of Regents |
| Advisory Committees | Provide advice on business/industry expectations of and for graduates |
| Guest editorials in area newspapers | Inform community of campus and UW System issues and opportunities |
| Monthly meetings with city Mayor | Build relationship of trust and share information |

Figure 1.1-2. Communication methods are many and address all key stakeholders

| Review finding | Type | Involved | How action is deployed |
|---|------|-----------------------------------|--|
| New Graphic Communications program required | O | Faculty, Industry, Feeder Schools | Through Program Director / Program Advisory Committee and partnerships with industry. |
| Additional security issues (theft) in one campus building | I | Students, Faculty and Staff | Establish an ad-hoc committee to identify issues and make recommendations to the CAC. |
| Develop expanded global/international experiences | O | Students, Faculty and Staff | Provide grants to facilitate four key objectives. Expand Director of International Program's role. |
| Enhance web-based curriculum development | O | Faculty and Staff | Hired a web-based curriculum designer. A new laptop training team was established. |
| Develop UW-Stout plan to support UW System <i>Diversity Plan 2008</i> | I | UW System, Students, Staff | Allocate funding for staff member special assignment to develop an implementation plan. |
| Strengthen the complaint management process | O | Students, Faculty and Staff | Process improvement committee assesses current process, benchmarks, and implements new process. |
| Reduce student alcohol and other drug abuse | I | Students, Faculty and Staff | Launch Chancellor's Coalition on Problem Drinking to investigate a long-range solution. |
| Progress in achieving strategic initiatives | O | All Stakeholders | Establish a Stakeholder Visioning Group. Technology provider partnership for laptops. |
| Achieve minority purchasing goals | O | Suppliers | Deploy CAC goal to achieve Governor's Award. |

Figure 1.1-3. Key issues and opportunities identified from recent CAC reviews(Type O=opportunity; I=issue)

as the leadership involved are all CAC members. The agendas for CAC bi-monthly meetings include reviews of enrollment data, academic performance, budget variance, technology reports, review of strategy-related issues, and team building. Agendas for the annual CAC retreats include reviewing overall organization progress; review of mission, vision, values; environmental scanning; review of strategic goals; diversity; budget outlook; and funding priorities. Comparative data on performance indicators such as student and stakeholder satisfaction, retention, and placement are reviewed in the bi-monthly and annual planning meetings. This comparative data provides gap analysis to ascertain leadership performance and to evaluate changing trends.

The nine-member Chancellor's Cabinet of senior leaders also meet bi-monthly to identify and review policy matters, regulations, audits, and organizational needs/concerns requiring CAC attention. The Chancellor, the Provost, the Vice Chancellor for ASLS, and the CIO meet weekly to discuss very short-term performance and opportunities for improvement. Figure 4.1-1 (Item 4.1) identifies key organizational measures of academic, administrative, faculty and staff, and operational performance reviewed and their link to important academic processes. Figure 1.1-3 illustrates recent review findings and how actions are deployed.

When faculty workload emerged from the planning process as a top priority, several actions were deployed, including: (1) initiating a faculty workload committee for further analysis; (2) performing comparative studies; (3) reallocating workload for research paper advisement; (4) revising the faculty position allocation model; and (5) allocating additional funding. Progress on these actions was reviewed in CAC meetings and in subsequent annual planning sessions. Since 1998-99, these indicators show improvement in workload pressure and improvement in faculty morale.

As new program proposals are considered, needs assessment surveys are conducted with various stakeholder groups to ascertain the need and level of interest. In addition, class

research projects provide data analysis to regional organizations regarding employer needs, workforce issues, changing market demands in the manufacturing industry, and attitudes and opinions of the general public. With results of these types of surveys and analysis, UW-Stout develops new initiatives and creates new program offerings. From surveys and research analysis, UW-Stout organized and led a partnership effort with UW-Eau Claire and Chippewa Valley Technical College to develop a biennial budget request to the State for a Work-Based University Consortium to initiate a new educational partnership with businesses to deliver fast, competent and seamless access to education, training, and research for employees in the Greater Chippewa Valley.

b(2) During reviews, improvement priorities are identified by evaluating gaps between current performance and expected performance, current performance compared to other like universities or best practices, or from new proposals requiring funding requested from the faculty, staff, or stakeholders. Performance gaps or new ideas result in actions to (1) allocate additional resources or funding, or (2) initiate further study and/or benchmarking through a university committee or special task force. UW-Stout's primary approach to deploying both strategic initiatives and improvement actions is through the department/program structure if the improvement action is concentrated in one area. To deploy university-wide initiatives, UW-Stout has a number of established and ad-hoc committees and teams that cross-department and College lines as shown in figure 1.1-4. Committees typically have CAC leader participation and provide a mechanism to deploy new initiatives and gain campus-wide feedback. Departments and/or committees are responsible for reporting to the CAC on status of improvement actions implemented.

b(3) UW-Stout has a systematic process to continuously develop senior leader capabilities and refine the leadership system. Student, faculty, and stakeholder survey feedback, operational performance, and direct stakeholder feedback through listening and learning approaches such as Senate and committee meetings provide input on individual leadership

| Established Committees | CAC Member | Committee Responsibility |
|---|---------------|--|
| Strategic Planning Committee | Robert Sedlak | Develop and monitor strategic plan/performance |
| Provost's Council | Robert Sedlak | Manage university academic processes |
| Planning and Review Committee | Tom Allen | Assess new and existing academic programs |
| ASLS Council | Diane Moen | Manage university administrative processes |
| Learning and Information Technology Council | Joe Brown | Manage information technology processes |
| Educational Support Unit Review Committee | Diane Moen | Review and validation of support unit processes |
| Curriculum and Instruction Committee | Tom Allen | Manage curriculum quality, policy and guidelines |
| Campus Physical Development Committee | Diane Moen | Manage campus physical development plans |
| Enrollment Management Committee | Robert Sedlak | Monitor actual enrollment to planning targets |
| Ethics Committee | Diane Moen | Review concerns of conflict of interest |

Figure 1.1-4. Sub-set of established committees with cross-functional and cross-College participation

and leadership team effectiveness. Biennially, the faculty and staff also complete a survey of the Chancellor, the Provost, the Vice Chancellor of ASLS, and the academic deans to evaluate relationships between senior leaders and the Senates. UW System and other best practice assessments also provide input to evaluate the leadership system effectiveness. As part of monthly review meetings, senior leaders allocate time for team building and professional development activities intended to respond to feedback issues and for proactive development. These activities include leadership profiling, collaborative leadership training, and building relationships. This venue also provides a forum for discussions of leadership system operation, best practices from other higher education publications, distance education technology, outreach initiatives, and diversity. These team building meetings have a formal agenda developed by a steering committee, with a systematic evaluation of agenda effectiveness annually. Participation in professional organizations, leadership roles in external organizations, and developmental seminars are employed to achieve individual leaders development plans.

1.2 Public Responsibility and Citizenship

UW-Stout's value of *"Collaborative relationships with business, industry, education, community and government"* guides its approach to public responsibility and citizenship.

a. Responsibilities to the Public: The Administrative and Student Life Services Division, the Academic and Student Affairs Division, the Office of University Relations and the Affirmative Action Office are responsible for improving UW-Stout processes governing societal responsibilities to prevent problems and maintain a strong stakeholder image.

a(1) Figure 1.2-1 highlights the important practices, measures and targets to assess progress and improve UW-Stout operational performance in its legal, regulatory, accreditation, and safety/risk management processes. UW-Stout's approach to managing its societal responsibilities is to exceed state, federal, and association legal and regulatory requirements to assure long-term health, safety, security, and ethical standards for its students, faculty, and staff. In addition to NCA accreditation, UW-Stout holds specialized accreditations specific to its major programs (figure O-3).

The campus monitors trends in key indicators to assess performance to plan and to drive improvement. When trends indicate variability or a change in performance compared to a plan or goal, new initiatives are developed to prevent problems. When a safety or security incidence does occur, extensive root cause investigation is done by the responsible organization. Improvement actions as a result of these incidences are communicated up the organization for approval and university-wide dissemination.

a(2) UW-Stout proactively manages its societal responsibilities through close coordination with community and industry organizations, involvement with other UW System campuses to coordinate improvement initiatives and identify best industry practices, and direct involvement with State policy-making organizations. To anticipate future requirements, UW System continually carries out long-range studies evaluating education issues of the future. These studies provide UW-Stout with long-term trend information to be used in planning to identify potential societal, operational, or service issues. For example, the UW-Stout Chancellor co-chaired a regional and state Economic Summit including community and business leaders and faculty and staff from two regional campuses. The purpose of the summit was to identify the economic development needs for the Chippewa Valley as input to a state-wide study.

UW-Stout personnel within the Affirmative Action Office as well as individuals and units within the ASLS Division, such as Business and Financial Services, Safety and Risk Management, and Police and Security Services, belong to professional societies in their areas of responsibility. Through these societies and through membership in state and federal regulatory organizations such as the Federation of Environmental Technologists, and American Society of Safety Engineers, members of these organizations keep up to date on emerging trends that may require new process approaches or more stringent goal-setting. Networking, newsletters, e-mail, and conferences are methods used to maintain currency. Police and Security Services have minimum hiring requirements and ongoing education to maintain certification. The university police have received numerous state and national awards for their communications programs implemented via the UW-Stout web site. Partnerships with community organizations, such as the Police Department and the Fire Department, also enable UW-Stout to project needs and potential opportunities for new

| Process | Practices | Measures | Target | Fig. Ref. |
|-------------------|---|--|---|---------------------------|
| Legal & Safety | <ul style="list-style-type: none"> • Safety reviews • Community partnerships | <ul style="list-style-type: none"> • Campus safety/security indicators • Energy efficiency • Injury and accident rates | <ul style="list-style-type: none"> • Continuous improvement • Best in UW System • Continuous improvement | 7.5-9 7.5-17 7.4-13 |
| Risk Management | <ul style="list-style-type: none"> • Worker Compensation | <ul style="list-style-type: none"> • Worker Compensation claims filed • Worker Compensation premiums paid | <ul style="list-style-type: none"> • UW Comprehensive leader • UW Comprehensive leader | 7.4-14 a 7.4-14 b |
| Ethics and Equity | <ul style="list-style-type: none"> • Audits • Affirmative Action • Ethics Policy | <ul style="list-style-type: none"> • Number of non-conformance issues • Percent of females and minorities • Conflict of interest issues | <ul style="list-style-type: none"> • Zero findings • Best among peers • Zero | 7.5-7 7.4-5a, b N/A |
| Accreditation | <ul style="list-style-type: none"> • NCA accreditation • Program specific accreditations | <ul style="list-style-type: none"> • Specific audit criteria • Accreditation approval following review process | <ul style="list-style-type: none"> • Ten-year accreditation • Maximum accreditation period | O-3 |

Figure 1.2-1. UW-Stout key practices and measures of societal responsibility

approaches. UW-Stout’s Environmental Safety and Health Specialist also supports two other UW System campuses and is able to identify and deploy best practices among the three. Academic Program Advisory Committees provide input on potential societal impacts of new program proposals. Reclamation and recycling initiatives also demonstrate UW-Stout’s proactive approach to its societal responsibilities.

a(3) Ethics Committee addresses ethical behavior questions and provides advice and counsel for students, faculty, staff, and stakeholders. This committee meets each fall for refresher training and is continually available on request to review ethical conduct issues. Ethical behavior for students is outlined in and governed by UWS 14 and UWS 17 as documented in UW-Stout’s student handbook. UW-Stout also documents and communicates its procedures to maintain ethical practices in its research projects.

b. Support of Key Communities: UW-Stout has extensive involvement and organizational partnering initiatives to actively support and strengthen local, regional, state, national, professional, and community organizations and to achieve its value of *“Collaborative relationships with business, industry, education, community and government.”* To assure key community initiatives are identified, prioritized, and actions are aligned to UW-Stout long-term goals, community involvement and economic development initiatives are integrated into UW-Stout’s strategic and budget planning process and are part of its strategic objectives (See Cat. 2).

UW-Stout’s senior leaders, faculty, and staff promote the community’s education and economic health. The UW-Stout senior leadership team leads by example as shown in figure 1.2-2 (space does not allow all 19 CAC members and positions to be shown) and by their involvement in UW-Stout affiliates -- the Stout Technology Park, the Stout Technology

Transfer Institute (STTI), the Menomonie Development Committee, Momentum Chippewa Valley, and the Committee on Competition. Through the Chancellor’s leadership in the Stout Technology Park, at least 1,000 new high paying jobs have been added to the region. UW-Stout, the Menomonie School District, the city, the county, and the regional technical college formed the Menomonie Planning Committee to coordinate cooperative educational programming and facility use. UW-Stout-funded cultural activities bring cultural events and other entertainment to the community. Faculty and staff also have extensive community involvement with participation on school boards, city council, non-profit boards, and other local, state, and national associations and professional societies. Senior leaders also support quality in education through numerous Baldrige presentations nationally, with accreditation organizations employing Baldrige assessment, and by sharing their experiences with other academic institutions and through its web site.

To reinforce the importance of community and social involvement as part of a well-rounded career, UW-Stout extends its community commitment and involvement practices to its students. “STOUTREACH” is an initiative promoting opportunities for students to volunteer time and talent toward community service. This year, over 520 students participated in service activities such as “Helping Hearts,” “Giving Tree Program,” and “Fall and Spring Yard Clean-up.” ULeaD is a student leadership development program offering a non-credit certificate to students meeting coursework in six selected categories including personal development, organizational development, personal growth, wellness, appreciation of diversity, and appreciation of arts. STOUTREACH and ULeaD are coordinated by professional staff and operated by students.

| CAC member | Role at UW-Stout | Involvement and participation |
|------------------|--------------------------------------|--|
| Charles Sorensen | Chancellor | Greater Menomonie Development Corporation Board |
| Robert Sedlak | Provost | Chippewa Valley Habitat for Humanity Board Member |
| Diane Moen | Vice Chancellor | National Association of College and University Business Officers |
| Pat Reisinger | Assistant Chancellor for Development | Frank Lloyd Wright Wisconsin Heritage Tourism Program–Chair |
| John Murphy | Dean–College of Arts and Sciences | Chamber of Commerce – Business Development Committee |
| John Wesolek | Dean–College of Human Development | Executive Board for Momentum Chippewa Valley |
| Bob Meyer | Dean – College of TEM | American Society of Engineering Education, SME |

Figure 1.2-2. UW-Stout’s senior executives lead the university by example in this subset of community involvement

2.0 Strategic Planning

UW-Stout's highly collaborative planning process exemplifies its value of *"active involvement in shared governance, consensus-building, teamwork, open and effective communication, and respectful, ethical behavior."*

2.1 Strategy Development

In 1996 UW-Stout redesigned its process for short- and long-term planning, with further revision in 2000. UW-Stout's approach to strategy development involves broad collaboration and analysis of the internal organization, complemented by environmental scanning to determine external needs, competition, and public policy direction.

a. Strategy Development Process:

a(1) UW-Stout's strategic planning process begins with establishing a baseline strategy. This baseline strategy was developed over a two-year period beginning in 1996 and was further refined in 2000. In 2001, the entire strategic plan was reviewed, beginning with a Stakeholder Visioning Session. With the mission, values, Board of Regents imperatives, and state policy projections as a foundation, the Strategic Planning Committee (SPC) develops recommended goals as shown in figure 2.1-1. Business and industry input and survey data from alumni and other stakeholders were gathered to determine external factors potentially affecting UW-Stout's future. Numerous focus groups and forums were held with campus-wide groups to gather input from internal constituents regarding capabilities and needs. As information was synthesized, alternatives analyzed, and preliminary conclusions developed, the committee validated these analyses with internal and external stakeholders using the same process of forums and focus groups. This iterative process enabled the committee to refine its plans, identify issues, and develop strategic plan recommendations to meet the needs of its internal and external constituents. This collaborative approach balances priorities between the future needs of UW System and UW-Stout with its internal and external stakeholders. Recommendations were then reviewed with the governance organizations and the CAC, resulting in refinement. The final step in developing the baseline strategy was the Chancellor's approval of the long-term strategic plan goals and performance measures as shown in figure 2.2-2.

Once the goals and performance measures are developed, the SPC's role is to oversee the deployment and integration of the action plans, and to keep them updated with changing environmental conditions. The Provost, who serves as the Chair of the SPC, oversees the deployment and refinement of these plans. The process is continuous as long-term strategic goals are translated into short-term action plans through the annual

budget process shown in figure 2.2-1. Action plan owners review progress semi-annually with the SPC. During these reviews, the SPC also refines its strategies with new analysis and to ensure that appropriate resources are balanced between short- and long-term actions.

a(2) To determine long-term market trends and environmental factors affecting education, the Committee uses UW System Administration studies and other industry reports such as the final report of *"The UW System in the 21st Century"* (a system-wide strategic plan). These studies and plans also provide assessments of the competitive environment and key issues affecting education. UW-Stout's own research and survey results also provide performance comparisons within UW System, with other comparable universities, and in how UW-Stout alumni and employers compare their capabilities with other college graduate employees. Industry analyses are segmented to focus on those industries important to UW-Stout's mission, such as manufacturing and hospitality.

Student academic and service needs are obtained through the Stout Student Association (SSA), from representation on the SPC and the CAC. Student and alumni survey analysis and trends complement direct student feedback. This input has resulted in actions for increased co-op, internship and job placement; improved access to information technology; and increased support for faculty workload.

External stakeholder needs (industry, community, feeder schools, alumni, and Friends of Stout) are gathered and

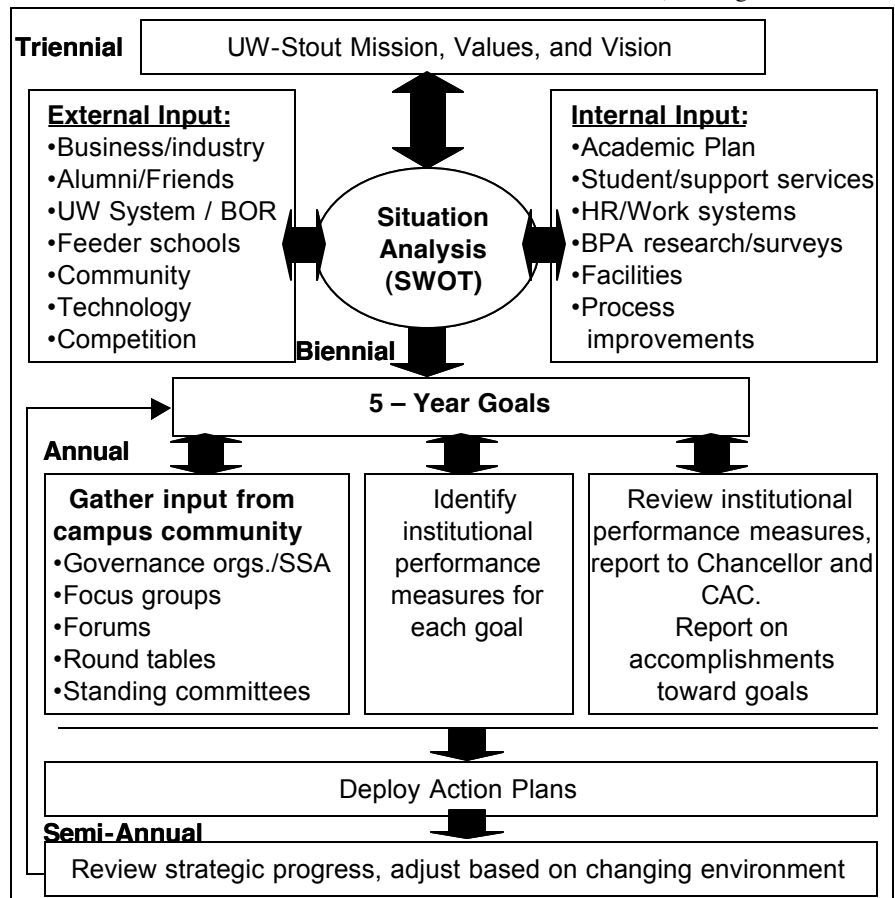


Figure 2.1-1. UW-Stout's strategic plan development process

aggregated through regular interaction with individuals and contact organizations. Through these contacts, UW-Stout validates and assures stakeholder expectations are clarified and understood. For external stakeholders, program quality and content, flexibility in scheduling and offering programs, skill needs, communication processes and UW-Stout image were important strategic considerations. For feeder schools, relationship processes provide information on student developmental needs, course sequencing, and use of alternative delivery methods and technology to optimize graduation success for all students, including transfer students. Partnerships with technology companies such as Ameritech, Phillips Plastics Corporation, and the STTI provide UW-Stout with information on technology trends and advances to plan for new internal work system capabilities and for the application of technology to enhance learning methods, broaden delivery, and to provide more flexible offerings.

Biennially, the SPC performs a situation analysis using the SWOT (Strengths, Weaknesses, Opportunities, and Threats) analysis tool. The committee identifies organizational strengths and weaknesses from periodic action plan reviews (six-month and annual), performance indicator analysis, ad hoc surveys, environmental scan information, and other reports. The strengths and weaknesses are validated through campus-wide review at the fall budget planning forums. A stakeholder visioning session is also held biennially. This group reviews global, national, state, and local issues influencing higher education with facilitated discussion and reflection on the impact to UW-Stout and its stakeholders. This broad look forward leads to vision and mission refinement and identification of anticipated trends.

One of the significant strengths of UW-Stout's strategic planning process is its integration with the budget cycle. Applying realistic budget projections up front in planning are an integral part of the process. Annually, the budget process begins with information on progress achieved on strategic plan goals. Additionally, updates of the strategic plan from the SPC are a critical resource for developing the new annual budget priorities. This information is evaluated at the summer Chancellor's Advisory Council (CAC) planning retreats and is the origin of the initial ideas, actions, and plans developed as the campus budget priorities.

Internal stakeholders, including students, faculty, and staff, have opportunity for involvement in the strategy development process either as individuals participating in forums or committees, completing surveys, through the governance process (SSA and the Senates), or through the department organization structure. These avenues facilitate effective communication of information to improve decision quality and buy-in, increase trust in campus administration, and improve awareness and understanding of the campus direction. For faculty, input includes needs for new teaching tools, updated facilities, and developmental opportunities. For staff, work environment issues and development opportunities are primary inputs. Internal stakeholder needs related to facilities and infrastructure improvements are evaluated in

conjunction with academic program development and the nature of the student population.

b. Strategic Objectives:

b(1) UW-Stout's seven long-term strategic goals are defined in figure 2.2-2, including short- and long-term action plans. Short-term actions are targeted to a one or two-year time frame, while longer-term actions are targeted for a three to five-year time frame. To set objectives, established committees such as the Provost's Council, the Enrollment Management Committee, and the Planning and Review Committee analyze data for trends affecting the current direction, and discuss opportunities. Improvement recommendations are brought to the CAC for consideration. Then deployment strategies are identified and resources allocated. Top-down directed initiatives or opportunities are also brought to the SPC for consideration. Through the budget process (figure 2.2-1), financial analysis determines the allocation of resources or actions required to secure additional funding. The following example illustrates how actions support the goals of the strategic plan. Goal 1: *"Offer high quality, challenging academic programs that influence and respond to a changing society."* Based on concerns from the printing industry, a review of state job prediction data, and results of a needs assessment survey, an opportunity in the Graphic Communications Management program (GCM) surfaced. Because there was a demonstrated need for more qualified employees in the field, UW-Stout, with the assistance of the GCM external industry advisory committee, lobbied successfully to gain support at the UW System and the State levels to increase state funding to allow greater enrollment in the Graphic Communications Management program. Important external requirements considered in strategic analysis for new or expanded program development include: levels of available state funding, external sources of funding, industry needs for new programs, economic trends, demographic changes, graduate employment patterns, and other college or university programs that may compete for potential students.

b(2) UW-Stout's strategic planning process ensures the organization is responsive to student and stakeholder needs utilizing the SWOT analysis tool, a biennial stakeholder visioning session, and annual involvement in the budget planning process. The SWOT analysis and stakeholder visioning prompts the review of five-year goals biennially. The annual budget planning process identifies short-term university priorities and action plans to support the deployment of the goals. Periodic reviews (six-month and annual) of action plan deployment ensure progress is responsive to organizational needs, allows for immediate alignment, as necessary, and parallels mission, vision, and values intent.

2.2 Strategy Deployment

UW-Stout's strength in strategic planning is its strong connection to the annual budget process. UW-Stout was selected by the American Productivity and Quality Center (APQC) for Education Best Practices, and the Pew Higher Education Roundtable Program as a best practice partner in

their Institutional Budgeting Consortium Benchmarking Project. UW-Stout was identified as an “innovative organization in institutional budgeting and resource allocation” and was recognized for its “strong link between budget and academic program planning,” highlighting its process to eliminate academic programs no longer viable and reallocate funds to new academic programs.

a. Action Plan Development and Deployment:

In addition to communicating strategies via presentations and postings on the web site for all stakeholders to view, UW-Stout’s strategy is systematically deployed through the process depicted in figure 2.2-1.

a(1) In this process, the owners of long-term organizational strategies within divisions and units develop annual deployment plans, align resources, review progress, and synchronize their priorities as part of the annual budget planning process. Where these actions require major resource allocations, key units within the institution will develop their own strategic plans that align with, and support, the institution’s strategic plan. Examples of these strategies include the Information Technology Plan, the Academic Plan, and the Diversity Plan. The SPC developed a set of resource principles to provide deployment guidance and successful implementation of strategic objectives. One of these resource principles is to maintain budget flexibility at all levels of the organization through the use of reserves to fund unanticipated changes or emergency needs. At UW-Stout, departments are empowered to operate within their budget allocation or to request additional resources or reallocation of funds. This “exception” management process eliminates review meetings and delegates authority and accountability to multiple levels of the organization. Budget, Planning and Analysis continually improves the budgeting process. Methods such as the APQC benchmarking are used to learn best practices. The budget process inputs also link back into the next year’s strategic plan review and update. The budget cycle begins with two CAC retreats to propose budget priorities to which the campus community can respond during the fall participatory sessions. At these sessions, process refinements and the addition of other improvements are identified. Improvements made to the planning process include the inclusion of capital budget issues, participation by the Foundation, and stronger emphasis on academic planning issues. The success of this empowered process is demonstrated by the budget variance performance shown in figure 7.3-7. The SPC and CAC reviews progress on long-term objectives semi-annually.

Like the strategic planning process, UW-Stout’s annual budget process is also highly participative. **1**The process begins with the CAC reviewing the academic and strategic plan; its five-year goals; the current situation analysis; progress towards action plans; and performance measures, analyses, and projections. **2**CAC holds two summer retreats to draft short-term planning priorities. **3**Early fall, facilitated groups discuss short-term planning priorities and identify gaps. This process facilitates meaningful input and participation by faculty, staff and students; involves governance and administrative groups in setting campus

priorities; and increases communication at all levels during the budget development process. **4**Subsequently, two CAC budget planning sessions are held to review feedback from the facilitated sessions, complete the strategies to implement short-term planning priorities, establish key measures of performance and review resource needs. As the first of five feedback loops within this process, this information is shared with the campus. Group feedback is considered in finalizing the short-term planning priorities at the second CAC planning meeting and **5**the Chancellor then approves the short-term planning priorities, resource allocations, budget targets, and key measures of performance. These decisions are communicated to the campus at-large through two forum sessions. **6**At this point in the process, targets are deployed through a cascading approach from the Provost/VC to Deans, Chairs, and other Directors. **7**There is an additional feedback

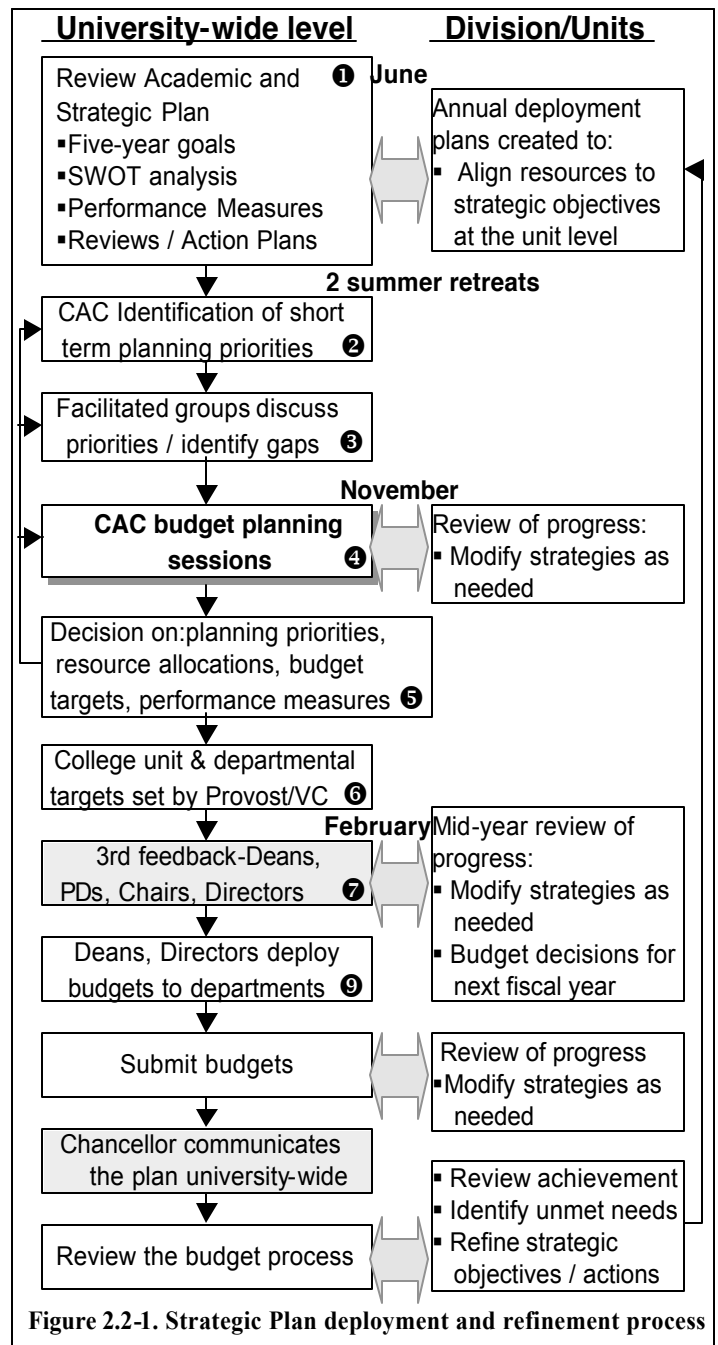


Figure 2.2-1. Strategic Plan deployment and refinement process

process to discuss division budget priorities, gain understanding and consensus at this level, and again, ③ as the Deans and Directors deploy budget objectives to their departments. Once consensus is achieved, budgets are submitted. ④ UW-Stout broadly communicates its strategic goals and plans internally through the CAC, in open university-wide forums, updates to the Senates, and written communication. The strategies are also documented on UW-Stout's web site for internal and external dissemination to all stakeholders as well as shared by the Chancellor with the community and legislators. Any significant feedback from this external communication is reviewed with the CAC and Senates before integration into the strategy.

a(2) Key short- and longer-term action plans are defined in the academic plan, enrollment management plan, diversity plan, information technology plan, division plans, and capital plan. These plans identify key changes anticipated. The academic plan identifies new programs and concentrations to be implemented in response to student and stakeholder needs. The current enrollment management plan indicates marginal increases in residential student populations and an increased emphasis on adult and distance learners.

a(3) Figure 2.2-2 defines strategic goals and an abbreviated list of short- and long-term action plans, key performance measures, and goals. All seven strategies address some elements of the work system and faculty and staff short- and long-term plans. Goals 3, 5, and 6 most directly address

faculty and staff development, innovation (research), diversity, retention, and teamwork. These are issues and opportunities identified as critical from the governance organizations, Board of Regents and UW System, and through surveys and other listening posts (Item 5.3b(1)).

a(4) Figure 2.2-2 identifies key performance measures and expected performance against benchmarks. Annually, the SPC, as well as the CAC, review the organization's performance and identify areas needing additional action. The campus achieves alignment by allocating budget and resources (figure 7.3-4) to strategic actions and assures coverage for students and stakeholders through broad organizational involvement in the planning process.

b. Performance Projection:

Figure 2.2-2 provides a target measure as well as a competitor's projection. Targets are derived from projecting past performance into the future, assuming that current processes will yield sustained results, and/or that new process improvement actions underway or planned will result in improved performance levels. Extending current trends into the future also derives comparative projections. Competition is considered to be institutions with similar characteristics (curriculum, mission, etc.), and UW System comprehensives. Where UW-Stout's performance demonstrates clear leadership, the objective is to sustain that leadership. In other indicators, the objective is to close gaps to be better-than competitive levels in all key performance measures.

| Goals (See Overview) | Strategic objectives / actions | Strategic indicator | 2004 Target | Competitor Projection |
|----------------------|--|---|--|--|
| Goal #1 | <ul style="list-style-type: none"> ▪ Maintain high employer satisfaction (L) ▪ Improve level of academic challenge (L) | <ul style="list-style-type: none"> ▪ Employer satisfaction ▪ NSSE-scale on academic challenge | <ul style="list-style-type: none"> ▪ 100% ▪ >50 fresh ▪ >52 senior | <ul style="list-style-type: none"> ▪ ≥95% ▪ >50 fresh ▪ >52 senior |
| Goal #2 | <ul style="list-style-type: none"> ▪ Improve student success through leadership in active learning principles (L) ▪ Increase computer competencies of students (L) | <ul style="list-style-type: none"> ▪ NSSE scale on active learning ▪ Self rating scores on computer survey | <ul style="list-style-type: none"> ▪ >41 fresh ▪ >56 senior ▪ >40% to 95%/item | <ul style="list-style-type: none"> ▪ 41 fresh ▪ 50 senior ▪ NA |
| Goal #3 | <ul style="list-style-type: none"> ▪ Increase faculty research activities (L) ▪ Promote professional development (L) ▪ Increase application of instructional tech (L) | <ul style="list-style-type: none"> ▪ % of faculty engaged in research projects ▪ Professional development expenditures ▪ Growth in distance learning | <ul style="list-style-type: none"> ▪ >50% ▪ >UW Comp avg. ▪ 100 courses | <ul style="list-style-type: none"> ▪ NA ▪ 1.4% ▪ 50 courses |
| Goal #4 | <ul style="list-style-type: none"> ▪ Implement recruitment plan (S) ▪ Implement retention plan (L) ▪ Retain faculty (S) | <ul style="list-style-type: none"> ▪ Minority Faculty/Staff ▪ Student Scholarships ▪ Student retention (Fresh, Soph) ▪ 6-year graduation rate ▪ Faculty voluntary resignations | <ul style="list-style-type: none"> ▪ 10% ▪ 550 ▪ 80% ▪ 60% ▪ < 3% | <ul style="list-style-type: none"> ▪ 5% ▪ NA ▪ 84% ▪ 65% ▪ <4% |
| Goal #5 | <ul style="list-style-type: none"> ▪ Open, reliable communication & teamwork (S) ▪ Increase ratings of supportive campus environment (L) | <ul style="list-style-type: none"> ▪ Overall morale level ▪ NSSE scale on supportive campus environment | <ul style="list-style-type: none"> ▪ 3.6 mean ▪ >60 fresh ▪ >57 senior | <ul style="list-style-type: none"> ▪ NA ▪ >60 fresh ▪ >57 senior |
| Goal #6 | <ul style="list-style-type: none"> ▪ Provide a safe environment (L) ▪ Continuously improve campus facilities, services, and infrastructure (L) | <ul style="list-style-type: none"> ▪ Safety/security incidents ▪ ACT Student Opinion Survey – college environment | <ul style="list-style-type: none"> ▪ < 90 ▪ >4.0 | <ul style="list-style-type: none"> ▪ <150 ▪ >3.65 |
| Goal #7 | <ul style="list-style-type: none"> ▪ Increase student satisfaction with educational support programs and services (L) ▪ Minimize average annual energy use (L) | <ul style="list-style-type: none"> ▪ ACT Student Opinion Survey- positive satisfaction with serv. ▪ Average annual energy use | <ul style="list-style-type: none"> ▪ >4.0 ▪ 130,000 BTU/GSF | <ul style="list-style-type: none"> ▪ >3.5 ▪ 154,000 BTU/GSF |

Figure 2.2-2. Strategic goals, objectives, key indicators, targets and comparisons (S)=short-term action, (L) = long-term

3.0 Student and Stakeholder Focus

3.1 Knowledge of Student Needs and Expectations

Identifying and satisfying the unique needs and expectations of student groups and other stakeholders within the markets served is primary input for developing UW-Stout’s strategies and achieving its mission.

a. Knowledge of Student and Market Needs:

a(1) The mission of the UW System and UW-Stout determine which markets its educational programs will address. One of the primary goals of the UW System as stated in “*Achieving Excellence: The UW System Accountability Report 2000-01*” is to “provide widespread access to graduates of Wisconsin high schools.” Therefore, the primary market for UW-Stout’s programs is a Wisconsin resident. The mission of UW-Stout is to offer a select number of undergraduate and graduate programs in specialized fields, not duplicated in the state or region (figure 7.5-1). These specialized programs appeal to traditional and non-traditional students who are state residents (72 percent of students) and to students from 24 other states and 30 nations. The university accepts a limited number of non-resident students to meet enrollment and diversity goals.

UW System’s market research unit assists UW-Stout in identifying markets for new programs. UW-Stout further segments these markets to target other education providers and potential students with characteristics that best fit UW-Stout’s mission focus. This segmentation analysis is used to develop programs targeted to serve and recruit high school students (pre-college programs, Youth Options Program), students attending technical and community colleges that are interested in transferring (articulation agreements, guaranteed admission agreements) and to students who are interested in attending UW-Stout graduate school. UW-Stout has also established partnerships with universities in other countries to facilitate study abroad and international student recruitment.

Each year, the Admissions Office in consultation with the Provost’s Council and Enrollment Management Committee establishes application targets for the number of new freshmen, transfer students and other student segments. A current enrollment initiative is to deploy alternative instructional delivery methods to working adult students.

The majority of new freshmen enter UW-Stout from high schools in Wisconsin and Minnesota. Transfer students enter the university from technical colleges and other two-year and four-year colleges. Graduate students enter the university with a variety of backgrounds; many graduate students work full-time and are part-time students. The Admissions Office tracks the number of new students from each high school and transfer institution and reports this information to PDs. Program Directors develop articulation agreements to facilitate transfer between technical college programs and UW-Stout programs. New information about the university, such as changes in admission policies, new programs, etc., is communicated to high school guidance counselors through mail, high school visits, campus visits, telephone and the web site. As part of the strategic plan diversity objectives, the

Admissions Office hired a minority recruiter to establish relationships with several urban high schools.

| Student Listening and Learning Method | Group |
|---|---------------|
| Student application information/orientation | Future |
| New student surveys | New |
| Staff liaisons for student segments | Current |
| Student participation on advisory boards | Current |
| Student course evaluations/surveys/SSA | Current/Jr/Sr |
| Student complaints | Current |
| Exit interviews | Former |
| Alumni surveys/gatherings | Alumni |

Figure 3.1-1. Methods for listening and learning

a(2) UW-Stout student needs, expectations, and attitudes are assessed and monitored throughout their entire academic careers. The campus utilizes several long-term listening and learning approaches to identify needs and trends, anticipate where changes and improvements are necessary and create a climate supportive of student learning and development. Figure 3.1-1 lists some important methods. In addition, individual units have also deployed short-term methods for assessing student needs and evaluating programs and services.

During orientation, students are required to complete placement tests, an on-line computer skills assessment, and fill out other special needs surveys. The results are analyzed to determine appropriate course placement; identify special needs for housing, and computer resources; and to develop new student programming. Each student identifying a special need is contacted by a student services representative and referred to a support unit. Specialized support units exist to meet the needs of the following student segments: new students, academically “at-risk” students, disabled students, minority students, transfer students, international students, adult students and graduate students. Freshmen also participate in the National Survey of Student Engagement (NSSE) and a UW System survey of incoming student satisfaction. The results of the UW System survey (figure 7.2-2) demonstrate UW-Stout leadership in key student requirement areas. In the ACT Survey (figure 7.2-5), freshmen overall satisfaction exceeds national benchmarks.

Students are also segmented by academic program and are actively involved in making decisions regarding their program. Program Directors are key contacts for students who obtain information on student needs through formal advisement meetings and informal contact. Each program has an advisory committee comprised of students, faculty, alumni and employers. Each semester, students evaluate courses, and academic programs are reviewed on a regular cycle to determine if they are meeting all stakeholder needs (Item 6.1).

To proactively seek student needs and expectations, students participate in advisory committees for all major student service units including the Library Learning Center, the Student Center, and the Multicultural Services Advisory Council. Support units also obtain informal input from students through suggestion boards, surveys, focus groups and taste tests (in Dining Services), and from the annual ACT

Student Opinion Survey administered to sophomores and juniors. Prior to graduation, students complete an assessment of their general education competencies and the NSSE Senior Survey. The results of these assessments are used to improve students' future academic competencies and experiences.

The Provost's Council determines and responds to requirements, expectations, and preferences of current students by reviewing results of analyzed data from numerous student listening posts, including survey data, complaints and formal and informal discussions with individual students and student organizations. These data are collected daily from PDs, support service units and committees, and reported weekly to the Provost's Council to identify improvement opportunities. Improvement actions are deployed through the deans' participation in the Provost's Council.

The Office of Budget, Planning and Analysis (BPA) aggregates and analyzes longer-term needs and expectations from demographic studies; student, alumni, and employer survey feedback; information from environmental scans; and peer or best practice comparisons. BPA analyzes local, state, regional, and national data, such as high school graduation projections and adult student markets, to predict longer-term trends affecting enrollments; and participates in UW System-wide strategic planning to anticipate and project changing student requirements over the next 10 years. From these sources, BPA develops a comprehensive knowledge base of future, current, and former student and stakeholder needs and expectations used by the CAC, the Provost's Council and the Faculty and Academic Staff governance units to evaluate long-term impacts (such as developing alternative sources of course delivery); to develop new strategies, programs, and services; and to determine annual budget planning priorities.

Each year, the Placement Office develops a report summarizing major findings of state and national employment studies, salary surveys and employer feedback. The report lists emerging skill areas and is used by senior leaders and PDs to: a) identify opportunities for new programs and courses; b) modify existing courses and programs; and c) determine appropriate enrollment targets for programs based on projected employer demand. From UW System provided enrollment targets and enrollment management guidelines, UW-Stout establishes enrollment goals annually for each degree program. These goals are determined by factors such as student interest, employer demand, past enrollment trends, and available resources. The quantity and student type in each program determines the number and type of course offerings and delivery methods provided each term.

The Space Committee meets monthly to determine criteria for allocating classroom and laboratory space and equipment, and provides input to the Provost's Council and the Strategic Planning Committee. Classroom and laboratory assignments are made by departments and coordinated by the Registration and Records Office (RRO). Space is assigned on the number of students in a course or the need for computers or other equipment. The RRO analyzes classroom utilization each semester and distributes results to academic departments,

BPA, and the Space Committee for future planning. In addition, residence hall directors track room occupancy each semester; building supervisors monitor utilization of buildings; and Student Services staff monitor the number of students they serve. This information is input to the Provost's Council for planning and improving services. Student input is used to make improvements on a continuing basis. For example, the Library Learning Center increased its open hours based on student demand and utilization.

Evaluations from state and national accrediting agencies also influence educational improvements. The North Central Association is the main accreditation agency. Several degree programs are accredited from national accreditation agencies. The state's department of public instruction accredits all of UW-Stout's teacher preparation programs. (figure O-3).

To determine student needs and expectations and the relative importance to national norms, UW-Stout participates in two national surveys, the ACT Student Opinion Survey and the NSSE, each year. These surveys measure student satisfaction with academic and support processes as well as general satisfaction with the campus environment. Potential students, alumni, employers and other stakeholders are also surveyed to determine the relative importance of key satisfaction indicators (figure 3.2-2).

a(3) UW-Stout uses a continuous improvement approach (described in figure O-6) to keep its listening and learning methods current. Survey feedback; input from advisory committees, campus councils, industry associations and consultants; and participation in UW System research studies that are national in scope are all sources of information on student and stakeholder needs. These sources provide information with which to compare UW-Stout listening and learning processes for efficiency and effectiveness compared to best practices. Participation in professional associations provides benchmark information on listening and learning best practices and emerging trends. In the past year, UW-Stout faculty and senior leaders have been actively involved in the Academic Quality Improvement Project, the Quest for Excellence Conference and many professional associations. Senior leaders have also been involved in sharing "best practices" with winners of the National Malcolm Baldrige Award and with other educational institutions applying performance excellence concepts to improve their listening and learning processes and outcomes. The Provost evaluates these inputs and determines improvements needed to student and stakeholder listening and learning approaches. New process improvements requiring additional resources or major changes in approach are reviewed by the CAC prior to implementation. A recent listening and learning process improvement was UW-Stout's participation in NSSE, designed to provide comparative information on student engagement in learning.

b. Knowledge of Stakeholder Needs and Expectations

UW-Stout has long-standing partnerships with its key stakeholders (described in figure O-5). These partnership

processes are designed to achieve UW-Stout's mission and student and stakeholder needs.

b(1) Alumni needs and expectations are identified through the Stout Foundation contact processes and through alumni surveys. The Foundation hosts alumni gatherings throughout the world and maintains an alumni database and an interactive web site. The alumni receive a special newsletter, "*The Outlook*" and invitations to numerous events. In addition, the ACT Alumni Outcomes Survey is used to compare alumni outcomes and satisfaction among UW-Stout and other public universities nationwide. Feedback from these sources is used in planning new academic or alumni involvement programs.

The Placement and Co-op Office develops and maintains employer relationship processes. Each employer is listed on the UW-Stout web site and in the on-line vacancy bulletin. Employers are invited to a three-day Career Conference each fall, and the Placement Office coordinates on-campus employer interviews. UW-Stout has more employers attend on-campus interviews and the Career Conference than any other UW System comprehensive university. To be proactive regarding employer needs, Placement and Co-op Services recently implemented BrassRing software connecting students and employers with 24/7 on-line services. To evaluate the effectiveness of these partnerships, the Placement Office tracks graduates and the BPA surveys employers (figure 7.1-8 and 7.1-13a-b).

UW-Stout also identifies the needs of its business and industry partners through three outreach units: the Stout Technology Park, the Stout Technology Transfer Institute (STTI) and the Stout Vocational Rehabilitation Institute (SVRI). The Stout Technology Park was established in 1990 and now houses 20 manufacturing and service industries. Each tenant in the park has an ongoing relationship with UW-Stout and with faculty serving in consultant roles to the various organizations. Within STTI are several centers including the Northwest Wisconsin Manufacturing Outreach Center (NWMOC), a NIST funded organization. This award-winning center assists manufacturers in 33 counties to improve quality and performance. SVRI is a large campus-based rehabilitation operation providing a wide array of education, training, and research resources to employers as well as direct services to people with workplace disabilities. Strong partnerships in these three units enable UW-Stout to anticipate emerging needs and proactively address them.

As the largest employer in the city of Menomonie, UW-Stout senior leaders meet regularly with community leaders, and university faculty and staff serve on key community governance groups, such as the city council, the school board and the public library board. The university and community also work together on major projects, such as the development of a new recreation complex on UW-Stout's campus. The UW System Board of Regents is a key stakeholder and senior leaders meet with the board monthly to discuss issues. Needs from these stakeholders are summarized during CAC monthly meetings and used in planning to develop future improvements.

b(2) Stakeholder listening and learning approaches are continually reviewed and improved by the appropriate unit/s within the organization as part of the continuous improvement process described in figure O-6. Feedback from feeder schools is obtained through admissions staff and PDs. UW-Stout also participates in many groups that provide information on the needs of feeder institutions. One example of this is the Joint Administrative Committee on Academic Programs (JACAP), which includes members from UW-Stout and area technical colleges. In the area of graduate studies, UW-Stout participates in the Midwest Association of Graduate Schools.

The UW-Stout Foundation has ongoing contact processes with alumni and industry partners to build and strengthen relationships, and continually benchmarks its Foundation activities with other like institutions to evaluate effectiveness and identify improvement areas. Foundation and alumni staff participate in the Council for the Advancement and Support of Education (CASE) and the UW System Development Officers Council. The Placement and Co-op Office, STTI and SVRI continually evaluate employer relationships. Employer surveys are conducted regularly and the results are shared with PDs and Deans and used to improve academic programs. Each client of STTI and SVRI completes an evaluation of the services, and the result of these evaluations are used by staff to improve services and better meet the needs of clients.

Every other year, BPA surveys recent alumni and their employers to evaluate graduate satisfaction and educational effectiveness. The surveys evaluate personal development needs, preparation for and satisfaction with employment, quality of education, and effectiveness of specific UW-Stout programs (figure 7.1-10 and 7.1-13a-b). Information from advisory committees, professional associations, alumni surveys and gatherings, and employer surveys is utilized to ensure that academic programs are preparing students to meet the needs of the labor market. During the past six years, 26 programs have revised their requirements, and seven new degree programs have been implemented to meet changing student and employer needs.

3.2 Student/Stakeholder Satisfaction & Relationships

"Collaborative relationships ... " is a core value that guides UW-Stout's approach to understanding and strengthening student and stakeholder relationships.

a. Student and Stakeholder Relationships:

a(1) UW-Stout begins building relationships with students several years before they enroll. Middle and high school students are introduced to UW-Stout through pre-college programs and campus preview days. Admissions counselors and PDs visit high schools and technical colleges to develop relationships with students and to foster positive referrals. In a nationwide high school guidance counselor survey done by *Newsweek/Kaplan College Catalog*, UW-Stout was one of only four schools cited as a school most often recommended as a "hidden treasure" and a school that respondents would attend if they could repeat their college years.

Once students are enrolled, key student relationship objectives assure student academic and social development, satisfaction with support services, and career placement. The primary method to build and maintain relationships with students is through highly collaborative interaction with PDs, faculty and support staff. Student relationships are also maintained throughout their academic careers through involvement with the SSA and other student organizations. For students with special needs, or specific segments of students, relationships are also built and maintained through support services and peer organizations. The BPA continually surveys all students throughout their academic career to assure that satisfaction with programs, services, and support is kept current with changing needs and expectations.

| Stakeholder | Success Measures and Key Access Mechanisms* |
|----------------------------------|---|
| Students | <ul style="list-style-type: none"> • Retention and graduation rates • Student satisfaction • Placement success in degree * PDs, Dean of Students |
| Alumni and Friends of Stout | <ul style="list-style-type: none"> • Alumni satisfaction • Donations and contributions *Director of Alumni Services |
| Employers, Business and Industry | <ul style="list-style-type: none"> • Placement rates • Employer satisfaction • New programs and services *Directors of Placement, STTI, SVRI |
| Community and Feeder Schools | <ul style="list-style-type: none"> • Safety performance • Community service/involvement • Enrollment targets met • Transfers-in and graduation success *Director of Enrollment Services *Director of Campus Security |
| UW System and Board of Regents | <ul style="list-style-type: none"> • Accreditation performance • Budget and audit conformance • BOR member satisfaction *UW System and BOR meetings |

Figure 3.2-1. Key stakeholders, measures and access

Key stakeholders and success measures are shown in figure 3.2-1. UW-Stout’s approach to build and strengthen student and stakeholder relationships is to continuously monitor satisfaction through surveys and other listening posts (Item 3.1), to engage all stakeholders as collaborative partners for mutual success, and to measure the effectiveness of those relationships to identify improvement opportunities. Partnerships are built by student and stakeholder participation and representation in the CAC (figure ORG-2), joint participation in committees and advisory councils, proactively seeking long-term relationships through outreach and alumni contact processes, and developing innovative programs within the UW-Stout mission that attract new stakeholders.

a(2) To determine student and stakeholder contact requirements, UW-Stout creates organizational line-of-sight relationships and process linkages between key individuals and organizations in the university and these stakeholders. For students, PDs, resident advisors and support staff are key

contact points. Students are required to maintain contact with these individuals from the time they enter a program to the time they graduate. The Director of Alumni Services has specific responsibilities and systematic processes for maintaining strong alumni contact for the purpose of referrals and donations. Alumni contact processes include alumni gatherings and identifying and promoting high achieving UW-Stout graduates. Organizational contact points responsible for developing contact requirements with employers, business, and industry include Placement and Co-op Services, the Stout Technology Park, STTI and SVRI. These organizations share several mutual goals including technology transfer, internship opportunities, and economic development.

Community contact requirements are governed by cooperative meetings between the university and key community constituents. UW-Stout employees and students hold leadership roles and participate in organizations addressing joint community issues. The community is invited to the campus for several events each year and the attendance is monitored. Cooperative activities are coordinated by the University Relations Office and special task forces. The campus police have formal contact processes with their community counterparts. UW-Stout evaluates community contact processes through the ESURC review process.

The Chancellor is the primary organizational focal point for the Board of Regents and reports to them monthly. In addition, many of the senior leaders meet with their counterparts from other UW System universities to form committees and teams for benchmarking and addressing new system-wide issues and opportunities. Members of the Board also complete annual surveys gauging their satisfaction with the performance of UW-Stout. Survey results indicate a high level of satisfaction with UW-Stout leadership (figure 7.2-9)

a(3) UW-Stout has formal complaint management processes for all stakeholders. Complaint processes for students, employees and members of the public (all other stakeholders) are outlined in the Wisconsin Administrative Code. Processes are also described in the handbooks provided to employees and students. UW-Stout’s complaint policy is to address each complaint at the source, but provide for an escalation path when required. In offices that receive formal complaints, the complaints and their resolutions are documented and aggregated campus-wide. A recent improvement in the complaint management process involves a formal review of complaint trends by the CAC twice each year with action plans to address issues and/or opportunities.

a(4) Numerous listening posts (such as advisory committees, comparative studies and surveys) are used to evaluate student and stakeholder relationships, access performance and continually improve relationship building and stakeholder access (figure O-6). Program specific trends and best practices in educational services are monitored continually by PDs, student service providers and administrators through information provided by K-12 schools, the technical college system, employers, professional organizations and UW

System. Data from these sources are aggregated and analyzed by the Provost’s Council, BPA, and by the CAC. Results of analysis are used to determine short-term improvement actions or longer-term plans that require budget or strategic actions. Recent improvements in contact and relationship processes at UW-Stout include holding formal visioning sessions with all key stakeholders to ensure that these groups have input into future strategic initiatives.

b. Student and Stakeholder Satisfaction Determination:

UW-Stout has multiple sources to determine student and stakeholder satisfaction as illustrated in figure 3.2-2. Surveys and other feedback are captured by BPA, the PRC, the ESURC, independent UW System and national organizations.

b(1) UW-Stout uses surveys, behavioral data (enrollment trends, retention rates, drops/withdrawals), focus groups, and peer and national comparisons to evaluate satisfaction and dissatisfaction feedback. Standardized surveys are conducted on a pre-determined schedule but UW-Stout’s information gathering methods are also flexible to take advantage of new opportunities, such as web-based surveys. Information is gathered somewhat differently depending on the stakeholders. External stakeholders are interviewed or receive very targeted surveys that undergo intense review. Students receive much more frequent and comprehensive surveys. Alumni are also surveyed and asked to evaluate events and services. The alumni office staff keeps abreast of changing alumni needs through these evaluations and through associations such as CASE and the UW System Development Officers Council.

b(2) Follow up is handled through several different channels to provide students and stakeholders more than one opportunity to receive feedback. These include: (1) information and study results are placed on UW-Stout’s web site, in the library, and are publicized by University Relations in news outlets; (2) staff are trained to attend to and resolve individual problems or concerns or questions that emerge from data analysis; (3) presentations and discussions highlighting the feedback are held; (4) individual follow up with students, employers and alumni is also done for specific

purposes; (5) students who withdraw from the university are interviewed by a student services staff member; (6) the Foundation follows up with alumni and donors. Results of all surveys and follow-up feedback is reviewed at CAC summer retreats and deployed throughout the organization as a result of monthly CAC reviews.

b(3) Figure 3.2-2 describes the comparative data obtained from UW-Stout survey instruments. BPA, as the institutional research office and clearing house for this comparative data, constantly scans the environment for comparative data, normative data and national or local best practices. Comparative data are used to determine gaps in performance between UW-Stout and other leading organizations. These gaps provide UW-Stout with strengths and improvement opportunities. Large improvement gaps in those areas deemed most important by students, become the priority areas to allocate resources and drive improvement initiatives.

b(4) UW-Stout has improved its approaches to satisfaction determination through its quality improvement efforts as part of the institution’s continuous improvement process (described in figure O-6). The campus has a strong foundation of institutional research, conducting satisfaction surveys and program reviews for over 25 years. For the past four years, involvement in Baldrige assessments identified the need for best practice studies, peer reviews, and external survey processes to obtain national comparative data. Similarly, BPA and other offices are active in scanning for both appropriate educational and non-educational benchmarking and attend conferences and seminars (such as the Quest for Excellence) to gain new insight into satisfaction determination methods and make new contacts. BPA determines and recommends to the CAC investment in new and/or alternative research approaches for campus-wide satisfaction determination. When implemented, BPA assesses effectiveness of these methods at providing timely and accurate assessment of student and stakeholder satisfaction for both short-term improvement actions and for longer-term planning. UW System also provides mechanisms for sharing of best practices in satisfaction research.

| Determination methods | Stakeholder evaluated | Frequency | Sample size | Objectivity / validity | Comparison | Major focus |
|-------------------------------|--------------------------------|----------------------|--------------------|--------------------------|---------------------------|---|
| UW System surveys | Students, alumni, employers | Annual | 1,000 | Done by an external firm | UW System campuses | Satisfaction/dissat; Future intentions |
| Student surveys | Students | Annual | varies | BPA, SLS, ACT, NSSE | Segmented; National norm | Satisfaction/dissat; Student engagement |
| Senior survey | Senior students | Annual | 400 | BPA | Segmented groups | General education competencies |
| Graduate survey | Alumni | Every 2 years | All | BPA | UW System average | Preparation for career competencies |
| Placement survey | Alumni | 6 months after grad. | All | Placement Office | Peer group, segmented | Satisfaction/dissat; competencies |
| Employer survey | Employers, businesses | Every 2 years | All | BPA | Stout grads versus others | Satisfaction/dissat; competencies |
| Program /support unit surveys | Students, employers, community | 1 to 7 years | Targeted audiences | PRC/ESURC | Compared to best programs | Satisfaction/dissat; effectiveness |

Figure 3.2-2. A sample of survey instruments used to determine all stakeholders’ satisfaction

4.0 Information and Analysis

UW-Stout’s mission, values and strategies provide the platform for selecting, analyzing, evaluating, and managing data and information to support market, student and stakeholder needs. These data and information are used to plan strategies and budgets; review and compare process performance; set goals; anticipate changing conditions; and to identify root cause issues and opportunities.

4.1 Performance Measurement and Analysis

Applying its mission, values, and stakeholder needs as a foundation for developing strategic goals and annual plans, UW-Stout has a four-step process to select, align, use and improve its organizational performance measurement system. These steps include: (1) select key indicators that align to, and provide an assessment of both strategic and annual progress; (2) identify goals based on comparisons and best practices; (3) assure data integrity; and (4) evaluate the effectiveness of indicators in identifying cause and effect.

a. Performance Measurement:

a(1) UW-Stout’s approach to data gathering is to enter data one time, one place. To achieve this, we use the concept of data ownership. Data and information requirements identified as part of the strategic planning process are organized into three primary operational areas: (1) Academic student data are gathered from faculty and staff in the three colleges and consolidated in the Academic and Student Affairs Division (ASA); (2) Business, human resource, safety and equal opportunity data are gathered from student and support service areas and integrated in the Administrative and Student Life Services (ASLS) area; and (3) Information technology

operational information (data and information performance) is collected and integrated by the Chief Information Officer (CIO). Further, Budget Planning and Analysis (BPA) collects and integrates operational results to determine short-term performance, and results of studies, surveys and special reports for use in longer-term planning. BPA analyzes and correlates these data sources to determine operational areas for improvement and strategic trends. UW-Stout uses an integrated relational database (DATATEL ERP system) to consolidate and retrieve university-wide academic and administrative operational and strategic information. As a premier account, UW-Stout is a leader in DATATEL deployment within the education industry. Key operational data are also consolidated in the *Factbook* (Item 4.2a(1)). Critical information integrated at the ASA, ASLS, and CIO level is further incorporated for organization-wide short-term decision-making at the CAC and actions deployed through the various Councils, Committees, and governance organizations. Longer-term BPA analysis is integrated during the strategic reviews and CAC summer retreats

a(2) UW-Stout’s mission, values, and strategic plan are the criteria used to develop the most important organizational measures and goals. UW-Stout uses the Strategic Planning process (figure 2.1-1) to develop strategic goals, annual budget planning priorities, and action plans. Performance measures and indicators (and review frequency) to monitor operational and long-term progress toward goals are selected in the strategic planning process and refined by the Strategic Planning Committee (SPC), ensuring alignment with student, stakeholder, and employee requirements. Figure 4.1-1 illustrates the key organizational measures used to support daily operations and longer-term plans.

| Organization-wide performance measures | Fig. Ref. | Student need (O-4) | Stakeholder Need (O-5) | Employee need | Relationship to Performance | Process | Freq. |
|--|-----------|--------------------|------------------------|---------------|---|--------------|-------|
| Program niche | 7.5-1 | a | all | X | High quality, challenging programs | PD | Q |
| Applicant profile | 7.1-1 | all | 4 | X | Assure student success | Enrollment | W |
| Enrollment | 7.5-5 | all | 4 | | Afford access; meet stakeholder needs | Enrollment | W |
| % lab instruction | 7.5-4a,b | b | 1 | | Application of active learning principles | PD | A |
| NSSE student engagement | 7.1-4b | c | 1,2,3 | | Application of active learning process | PD | A |
| Student group retention | 7.1-2a | c | 3 | | Recruit and retain a diverse population | ASA/SLS | S |
| Scholarship growth | 7.3-9b | c | 1,2,3 | X | Recruit and retain a diverse population | EM | A |
| Student satisfaction | 7.5-9a | c | 1,2,3 | X | Recruit and retain a diverse population | Student Svcs | A |
| Placement rates | 7.1-8a | a | 1,2 | | Leadership in graduate job placement | Placement | A |
| Graduation rates | 7.1-7a,b | a | 2,4 | | Improve graduation success rates | Placement | A |
| Alumni satisfaction | 7.1-10 | all | 2 | | Assure student perception of value | Foundation | B |
| Employer satisfaction | 7.1-13 | d | 1 | | Provide high quality pool of graduates | Prog. Devel. | A |
| Faculty/Staff satisfaction | 7.4-1c | | 4 | X | Collaborative/empowered work systems | HR | A |
| Professional development | 7.4-9a | a, b | 4 | X | Excellence in teaching, & research | HR | A |
| Instruction budget growth | 7.3-5a,b | | | X | Promote excellence in teaching | BPA | A |
| Security/crime statistics | 7.5-8 | c | 3 | X | Provide safe, effective facilities | Safety | A |
| Revenue growth | 7.3-3 | | 4 | X | Institutional resource development | Financial | S |
| Budget priority funding | 7.3-4 | | 4 | | Administrative effectiveness | Leadership | A |
| Foundation donations | 7.3-9a | | 1,2,3 | | Stakeholder satisfaction | Foundation | A |
| Board of Regents sat. | 7.2-9 | | 4 | | Stakeholder satisfaction | Leadership | A |

Figure 4.1-1. Key measures of organizational performance (0-n refer to Overview figures for student and stakeholder group, “Freq.” refers to frequency of review as W=weekly, Q=quarterly, S=semiannual, A=annual, B=biennial)

UW-Stout's performance indicators are designed to: (1) address the breadth and depth of its operations, including tracking and analyzing strategic goals, annual plans, and day-to-day operations across all stakeholder groups; (2) create a balanced focus on students and all stakeholders; and (3) evaluate university-wide processes performance (such as the Program Development process (figure 6.1.1). These data are also structured to facilitate root cause determination by segmenting within specific groups and categories of financial accounts, students, and stakeholders. For example, UW-Stout can track the total academic life-cycle performance and satisfaction of students and student groups from admission application or transfer-in to graduation and after graduation as alumni. Unlimited segmentation of student data by academic program, gender, membership in a diversity category, etc., provides the flexibility to analyze the effect of program or process changes on unique student segments. Similarly, performance and satisfaction data for each stakeholder group (for example, employer satisfaction with graduates' specific skills) is segmented and correlated providing the capacity to analyze relationships between outcomes and processes.

a(3) UW-Stout selects comparative data based on the following criteria applied as shown in figure 4.1-2:

1. Best appropriate non-educational or educational organization comparisons establish national leadership goals and performance levels for strategic indicators;
2. UW System, mission-similar universities (Ferris State College, Michigan; California State Polytechnic University, San Luis Obispo, California; and New Jersey Institute of Technology), and other nationally known higher-ed institutions establish national best higher-ed practice and stretch goals for process improvement;
3. UW System and UW comprehensive comparisons and best practices establish leadership in our primary market.

Identification of needs and selection of comparative information surface through strategic planning; Board of Regent initiatives; planning and review by leadership councils and senates; or committees and teams addressing day-to-day process improvements. Comparative data needs are routinely identified as part of the regular program and unit review processes requiring comparisons with peer and competitor institutions and against national, state and peer best practices. UW-Stout process improvement actions and/or performance review results also highlight comparative information needs, and NCA and other accreditation reviews require program-focused comparative data.

UW System comparative data complement and extend its own processes for obtaining comparative and benchmark data. UW-Stout employs national standards and reports such as the Common Data Set and NCES data, IPEDS data, and information developed by national organizations such as CUPA and NACUBO. The university participates in national, normative surveys such as ACT Student Opinion Survey, NSSE Survey, and ACT Alumni Outcomes. Benchmarking efforts for public comprehensive institutions sponsored by AASCU, EBI, and CSRDE, graduation and retention studies,

and APQC's budgeting study are utilized.

Performing benchmark and comparative studies and using the results for improvement is a widespread activity throughout all university units. When BPA identifies comparative results indicating improvement opportunities exist, the CAC, ASA, and/or ASLS division ensure the effectiveness of benchmarks by deploying the results through process improvement action plans, meetings, and reports. Councils, committees, and the colleges use comparative and benchmark results to identify improvement areas and implement process refinements. Individual and cross-organization units also perform their own benchmark analysis or participate in peer-group studies to identify improvement opportunities or to justify proposals for new methods of operation. Best practice information is also communicated through membership in professional organizations. Figure 4.1.2 illustrates an abbreviated set of benchmark studies performed over the last five years, what unit performed the study, the relationship to strategic goals, and the alignment to the three criteria described above.

a(4) UW-Stout ensures explicit linkage of performance measurements with changing needs and direction by: (1) aligning measures and indicators to strategic plans with semi-annual review; (2) identifying action plans and the responsible organization; (3) identifying resource implications; (4) evaluating benchmark comparisons; and (5) defining and tracking key measures of performance. BPA continuously reviews studies, attends conferences, and participates with UW System market research to identify new sources of data and data currency to ensure the performance measurement system is kept current. BPA evaluates the current system by identifying emerging needs and comparing them with actions in the UW System, other comprehensives, surveys and results of comparative benchmark results. Semi-annually, the Chancellor's Advisory Council, Provost's Council, Strategic Planning Committee, and ASLS review and, as appropriate, revise the performance measurement system and indicators as part of their strategic, budget, and academic planning processes. A survey of all employees and focus group feedback from the CAC on the budget planning process is also used to improve the process itself (figure 7.5-10).

UW-Stout's experience with distance learning illustrates the process. Strategic planning identified effective delivery of distance learning as an important way to advance our mission. Distance learning was then identified as a budget planning priority over a four-year timeframe. UW-Stout identified new data sources and indicators of successful distance learning implementation. These performance measures have been continuously refined to reflect an increasingly sophisticated understanding of the direction and service needs of this market.

b. Performance Analysis:

UW-Stout's data driven decision-making uses a full range of analytic tools to plan and evaluate university performance.

| Year | Comparison | By Unit | Used to evaluate/improve | S Goal | Partner | C |
|-------|-------------------------------|---------------|----------------------------------|--------|---------------------|-----|
| 1997 | Budgeting effectiveness | BPA | Financial support processes | 7 | APQC | 1 |
| 98/00 | Activity code analysis | CAC | Expenditure patterns | 1,7 | UW System Peers | 3 |
| 99/00 | Accountability reports | Strat Pln Com | Accountability to citizens | 1 | UW Sys/Nat'l Peers | 2 |
| 1999 | Outreach education | Provost | Reorganize structure/function | 3,7 | National Peers | 2 |
| 2000 | Retention rates | Retent. Comm | Retention vs. peer group | 4 | CSRDE | 2 |
| 2000 | Institutional dining practice | UDS | Assess current/future approach | 6,7 | Silver Plate Assoc. | 1 |
| 2000 | Student satisfaction | SLS/SS | Organization key processes | 2,7 | ACT | 2 |
| 2000 | Student learning practice | PDs/DCs | Active learning | 2 | NSSE | 2 |
| 2000 | Resources/student achievement | ESURC | Instruction & org. effectiveness | 1,3 | IPEDS/NCES | 2 |
| 2000 | Salary equity | HR/Finan. Aid | Student employee pay rates | 7 | Local Business | 1/3 |
| 2000 | Leadership/Quality Practices | ALT | Leadership systems | 5,7 | BI/Fastenal | 1 |
| 2001 | Student Center/Residence Hall | SLS | Facilities and Services | 6,7 | EBI | 2 |
| 2001 | Student Residence/Dining | SLS | Student dining/living facilities | 6,7 | David Porter Assoc. | 1 |
| 2001 | Safety Practices | Safety & WC | Workplace environment | 6 | Hunt Wesson | 1 |
| 2001 | Diversity Best Practices | ASLS | Environment, hiring, retention | 4 | Denny's/ProGroup | 1 |

Figure 4.1-2. Sub-set of important comparative studies conducted in last five years (S Goal is strategic goal from Overview). (C refers to the criteria identified in 4.1.a (3)).

b(1) At a macro-level, the Board of Regents, Governor, Legislature and key state agencies develop plans, incentives, disincentives and mandates to be analyzed for strategic impact. UW-Stout senior leaders participate in structured summits, task forces, and conferences discussing significant educational issues among themselves and with national leaders brought to the state by UW System. Similarly macro-environmental analyses of educational and non-educational trends, opportunities and challenges are performed. UW-Stout senior leaders assign offices and committees/teams to participate in this analysis and to determine potential impacts. The Chancellor consults with one or more of the leadership councils and senates to set boundaries, goals and analysis objectives for committees, offices and individuals.

The CAC summer retreats are the primary mechanism for addressing overall organizational health and strategic planning. Committees, councils, Senates, and units prepare correlations and projections encompassing all areas of the university to be used in planning. Managers of auxiliary units (housing, dining, intercollegiate athletics, etc.) project five-year business plans addressing projected fee rate changes, revenue, expenditures, reserve levels, capital plans and debt service. Budget decisions such as allocating additional funds to a particular service (e.g. Fleet Vehicles) rely on scenarios addressing solvency projections and comparative pricing/availability data. Projections of student applicant show rates, enrollment mixes for student support service demand and tuition revenue are developed each term. Inferential statistics such as correlations, factor analysis, and regression are used to analyze surveys (student and staff satisfaction, climate, evaluation of services) and in database grounded studies such as salary equity and faculty workload.

In addition to this top-down analysis, throughout the university, committees, teams and operational units analyze external and internal information (advisory groups, partners, students, community, stakeholders, and benchmarks) to evaluate and improve existing programs and processes. The analyses and recommendations from these planning efforts are

interlocked with senior leaders, the Senates, and/or the CAC as appropriate. Key institutional entities such as the Provost's Council, SPC and the Senates perform their additional analyses, and also interlock with the CAC. Senior leaders, leadership councils (CAC, Provost's Council, Administrative and Student Life Services Council), the Senates, and standing committees/teams formally review key organizational performance evaluation measures.

Directors of academic and administrative offices responsible for daily operations monitor process measures. Each of the entities (Senior Leaders, the Councils, Senates, Committees, operational offices) is responsible for analyzing performance gaps and identifying improvement opportunities. Depending on the magnitude of the issue, these entities are then responsible for performing root cause determination, gathering more information, or bringing the issue to the awareness of the appropriate senior leader, committee or council for action. In addition, these entities perform causal analysis on key performance indicators and develop richer, more direct, and more discerning causal measures, if required. This process ensures the university actually addresses the critical components of organizational health. For example, as funding rules change at the System level, UW-Stout analyzes the impact and determines the best approach to maximize resources for the organization. Several years ago funding rules changed and it was determined that earning a certain level and type of tuition revenue beyond a mandated revenue target would provide additional base funding flexibility. Identifying and generating unmarked revenue (that has not already been targeted to achieve State or System goals and mandates) is a key approach enabling the university to fund unique priorities and strategic goals. Understanding the dynamics of excess tuition revenue relies on analyses of student mix (full/part-time, graduate/undergraduate, resident, etc.); course costs; enrollment life cycle forecasts by student type; and estimates of non-payment, fee remission and other UW System rules. A small team consisting of the Provost, Vice Chancellor, Director of BPA and Bursar reviews and refines the goals and model semi-annually. More recently,

funding rules have changed to encourage adult student access and discourage increases above enrollment targets for traditional students. As a result, the university modified freshmen and transfer student targets and focused on encouraging customized instruction targeted to adult learners. This commitment to use the data and analyses that underlie the tuition revenue key indicator has resulted in effective revenue growth (figure 7.3.3).

b(2) UW-Stout values a highly collaborative structure (each person serves as a member of a unit, a governance/employee group, and several committees and teams) that encourages and empowers each employee to actively participate in assuring effective mission performance for our students and other stakeholders. Goals, actions, measures and analysis are deployed throughout the university community via the management system (administrative, governance and/or committee structures) through formal reports distributed to stakeholders, newsletters, letters from the Chancellor, on the UW-Stout website, and at forums and public meetings to facilitate two-way communication.

b(3) UW-Stout ensures that faculty/staff and educational program processes are aligned to organizational level performance analysis through: (1) broad organization-wide participation; (2) widespread deployment and access to data; and (3) review and feedback loops. Academic and administrative areas assess daily performance through direct operational and behavioral indicators and by monitoring in-process, end-of-process and student and stakeholder satisfaction indicators. Performance indicators are aggregated weekly, monthly, or quarterly and compared to action plans, annual goals, and trends, and reviewed with the appropriate senior administrator or the review committee (PRC, ESURC, or peer external group).

UW-Stout's CAC, cross-campus committees and open forum structures facilitate faculty and staff involvement in development of academic policy and program processes. Senior-level administrators, Program Directors, Deans, the PRC and ESURC analyze trend and comparative data to evaluate program and curricular currency, faculty performance, program and course effectiveness, and student academic achievement. The responsible offices, in conjunction with BPA, analyze information pertinent to organization-wide performance measures and action plans. Targets or ranges of expected performance, year-to-date comparisons, and projections of estimate to actual are used. UW-Stout deploys its goals, actions, indicators, and performance through its web site, providing timely access and understanding of results to all university faculty and staff.

Semi-annually the SPC reviews progress on strategic goals, related action plans, and results against expected performance levels in its key indicators. This review is an opportunity to anticipate changing governmental, regulatory, or demographic trends and to evaluate the effectiveness of academic and operational results achieved from these action plans. New studies (like salary equity and faculty workload) provide benchmarking and evaluation criteria for strategic and budget

planning and goal setting, including identifying where action plans need to be altered or where stretch actions are required. As this organization-level trend analysis of key indicators identifies gaps compared to goals and benchmarks, the CAC, other senior leaders, or the Senates organize teams or committees with defined responsibility and accountability for implementing continuous or breakthrough improvement actions. This process assures that organizational analyses are aligned with annual and strategic plans, measures, and goals.

4.2 Information Management

UW-Stout employs a user-centric approach to information management. The underlying principle is availability of the right data, to the right constituency, by their preferred method, at the right time.

a. Data Availability:

a(1) UW-Stout's approach is to put as much of its essential information on the website as possible for information sharing, analysis, and for communication and relationship building. Student, faculty, staff and all stakeholders (figure O-5) access data and information 24/7 on UW-Stout's high-speed, fully redundant computer network and through high speed web access in all administrative buildings, classrooms and resident hall rooms. Constituents communicate via e-mail and the network provides rapid access to all essential data residing in relational databases such as DATATEL. UW-Stout's *Factbook*, an extensive set of trends and comparative information on students, faculty and programs is kept current on the website. Tools and training are provided so students can register; access personal information, such as financial aid data, account information, and grades; and maintain their resumes on the website. Faculty members readily access data such as student rosters, individual student degree progress, course, budget, and research. Key performance indicators such as graduation and retention rates are also current and accessible for timely analysis. Performance reports can be easily customized on any database dimension using BRIO, a user-friendly, graphical interface application. When new applications are introduced, or ongoing needs assessments identify gaps, training is provided to the appropriate user community. As evidence of their commitment to information access and use, UW-Stout is the first university in the UW System to make laptops mandatory for all incoming freshmen in academic year 2002/2003.

A key challenge with increased network traffic is having the right information available at the right time. To ensure timely delivery of high priority data, UW-Stout uses analytic tools such as traffic shaping to determine the type of data being accessed. The analysis enables the university to establish access priority, giving the highest priority to important decision-making information. Data scrubbing is another tool used to assure data reliability and accuracy. Further, UW-Stout uses network level Internet caching to improve individual user access performance. UW-Stout is also the leader in UW System data warehousing. Information sharing of spreadsheets, word processing, etc. is ubiquitous.

a(2) UW-Stout employs a broad approach to assure high quality data, system, and network integrity as shown in figure 4.2-1. This approach encompasses concepts that are critical in providing the information necessary for accurate, effective

and timely access. UW-Stout’s CIO and Technology and Information Systems (TIS) department are responsible for evaluating, maintaining and improving the university’s information infrastructure.

| Data Integrity Factors | How Assured |
|-------------------------------|---|
| Reliability | Analyze consistency of results; interpretation and use of data training; data scrubbing |
| Accuracy | Input audits, data editing criteria, data logic cross-checks, single entry point, input standards |
| Timeliness | Real-time query, report processing & generation; immediate access speeds; network caching |
| Accessibility | Network and web connectivity via fiber optics; training; Help Desk, BRIO, shared data |
| Availability | Evaluation of network, up-time, response-time; computer cost-share, traffic shaping |
| Validity | Field and logic checking in applications; program execution process |
| Security | Data, field, record, file, and report level security assignment; virus protection; approval steps |
| Confidentiality | User-ids, passwords, Personal Identification Numbers (PINS); FERPA protections |
| Standardization | Integrated relational database (DATATEL); officially supported software & hardware |
| Ownership | Application data and process owners (student, business, human resources, Core Team) |

Figure 4.2-1. Essential data and information integrity factors at UW-Stout

a(3) To keep data and information availability mechanisms current with longer-term direction, UW-Stout aligns its information technology (IT) functional plan with its strategic plan. The IT strategic planning process is a collaborative forum for user and user group feedback, consistent with UW-Stout’s overall planning approach. Annually, via the Learning and Information Technologies (LIT) Council (reporting to the CIO), constituents review IT plans, provide feedback and identify additional data/information requirements, and set their priorities. The CIO is a member of the CAC, on the Strategic Planning Committee and participates in the CAC summer strategic planning retreats. The CIO is also a member of the UW System IT organization, where technology and education industry trends are evaluated, System-wide initiatives planned, and campus-specific needs and best practices shared. CIO involvement in these processes assures that needs for changing information sources, new and more efficient and effective tools, and user community needs are evaluated, supported, and aligned to strategic goals.

Applying the IT strategic planning process and using operational feedback loops, users are involved with TIS in hardware and software selection. Hardware reliability is monitored and TIS tracks incidents and makes improvements where required. UW-Stout recently implemented web-based incident reporting and tracking. Standardized Windows and MS Office software assure consistent quality and the availability of widespread support to the technical and user communities. Publishing standards are deployed to assure the quality and consistency of web-based publications. GUI interfaces such as those used in the BRIO product make access to complex performance data and analysis easy for users. The DATATEL Procedures Guide is a comprehensive set of procedures and standards (designed by the I-team) to ensure consistency of use and operation. UW-Stout trains faculty, students and staff as new applications are brought on-line and on a continual basis as refresher courses are required. The UW-Stout network makes potential hardware reliability problems transparent to users through redundant, switchable hardware and network connections with back-up power and mirrored, hot swappable RAID storage. In addition, computer labs have service level agreements with TIS. Help desk calls are prioritized and handled based on severity.

The I-team (Implementation Team), comprised of user representatives, meet weekly to identify current data needs, define warehousing groundrules, and recommend changes and priorities to keep data current with user needs. Each need is logged, tracked, and final disposition approved by the user. TIS also evaluates feedback from forums, focus groups, help desk interactions and telephone surveys to understand user satisfaction and needs for data access and availability. Feedback from these sources is analyzed, summarized, necessary improvement action taken, and integrated with budget needs and longer term plans.

b. Hardware and Software Quality:

b(1) UW-Stout uses the following criteria to ensure hardware and software are reliable and easy to use: 1) Form and function must meet user requirements 2) Solutions are standardized where appropriate 3) Graphical user interfaces (GUI) are used when available 4) Software is Windows and web-based 5) Constituents are trained 6) Potential problems are transparent to the user.

b(2) As noted in Item 4.2.a(3) the IT strategic planning process, LIT, UW System IT interlocks, and operational feedback loops from users are the primary methods to implement new System-wide initiatives, best practices and strategic goals to keep current with educational service needs and directions. In addition, using the continuous improvement approach described in figure O-6, a Student Technology Fee Committee annually solicits campus proposals to fill unmet IT needs and identify potential uses of funds allocated for technology upgrades. UW-Stout also has partnerships with IT providers such as Ameritech, Cisco and Silicon Graphics. These partnerships provide an effective source of industry technical knowledge and direction. Technology capabilities and plans are presented to the Senates, the SSA, and staff, and their evaluation, service needs and priorities are integrated into the IT plan and budget.

5.0 Faculty and Staff Focus

UW-Stout's faculty and staff focus is guided by its value of *"Growth and development of students, faculty and staff through active participation in a university community."*

5.1 Work Systems

At UW-Stout, work systems encompass organization, recruitment of new staff, orientation, development, work flow, performance evaluation, compensation, and recognition.

a. Work Systems:

a(1) UW-Stout's organization is a traditional departmental structure within three academic colleges, student service units, and academic and administrative support units. Each position has a clearly defined job description and each work unit has an established mission, goals, and objectives, which are integrated with UW-Stout's mission and strategic plan.

To make this traditional structure effective in achieving student development needs and to achieve a high degree of cooperation and flexibility, UW-Stout's work system integrates the faculty and staff in departments through a collaborative set of established committees and other cross-functional structures at all levels of the organization, beginning with the Chancellor's Advisory Council (CAC). Shared governance represents the highest-level cross-functional work system entity. UW-Stout's three senates are empowered by Wisconsin Statute to initiate action, perform reviews, and make recommendations regarding educational processes and personnel matters for faculty, academic staff, and students. Heads of the three senates are members of the CAC. Within each of the senates, there are numerous established committees. These committees have broad campus-wide participation. The senates and committees provide a flexible and structured process for each individual within the organization to bring forth new ideas or recommendations that can be addressed at the senate level, or taken to the CAC for university-wide consideration. These structures are also effective for rapid deployment of new initiatives generated by the CAC or within the senates. The university's mission, vision, and values along with the strategic plan and action plans guide all work. These cross-unit structures effectively deploy best practices and transfer learning and innovation to all parts of the organization.

The majority of the classified staff (85%) is represented by one of five state unions. The Wisconsin State Employees Union (WSEU) is the largest union. UW-Stout has a cooperative and collaborative relationship with all of these unions. Human Resources holds monthly union/management meetings with the objective of identifying and preventing potential problems before they become grievances. Evidence of the effectiveness of this process can be seen in the low number of grievances shown in figure 7.4.4.

UW-Stout's work system achieves effective communication, cooperation, and knowledge sharing through the cross-functional participation in committees, forums, and governance, and the strong two-way collaboration between

administration, faculty, and staff, beginning with the CAC structure. All units have periodic staff meetings conveying unit, division and university priorities, and to provide an avenue for idea generation and development. The information technology infrastructure also supports communication and sharing through email and web sites providing access to financial and performance information (Item 4.2).

Best practices are shared across campus through user groups, peer councils, colloquiums, celebrations, and training programs. Examples of sharing effective teaching practices include a Day for Celebrating Teaching, Math Colloquiums, and web camps. Education support units, such as the ASLS Webmasters Group and Business Managers Council, provide a venue for sharing best practices. A certificate program for classified staff provides basic proven practices training.

UW-Stout's work system structures are continually evaluated to determine their effectiveness in accomplishing short- and long-term strategies. Opportunities surface from internal analysis or from external factors such as sharing best practices among the UW System, ideas gained at professional society meetings, or regulatory changes. After reviewing strategic plans, employee needs, and budgets, the CAC identifies opportunities or required changes to the work system. Work system changes may include organizational restructuring, job restructuring, or process improvements. The Educational Support Unit Review Committee (ESURC) performs scheduled organization reviews and provides formal feedback on organizational effectiveness. In spring 2000, the ESURC conducted satisfaction surveys on Human Resources services that determined HR operates effectively (figure 7.4-11).

a(2) UW-Stout employs a number of proactive methods to ensure faculty and staff develop their full potential. The primary mechanisms are the identification of training and developmental needs through the performance evaluation system (Item 5.1a(3)), by encouraging grants and research, through sabbaticals, fellowships, and professorships, and through recognition approaches (described in Item 5.1a(3)).

Once training and development needs are discussed and agreed upon during the performance evaluation, supervisors have many options to support developmental needs including tuition reimbursement programs and paid professional development and training activities. Also, the university supports membership fees in professional organizations and benefits from faculty and staff networking, publications and training provided. UW-Stout also provides grant programs to support employee development through the creation of new funding sources (such as the Stout Foundation and the Faculty Research Initiative). UW-Stout utilizes UW System development and research grant programs to motivate, encourage innovation, and creativity. UW-Stout and the Stout Foundation also provide financial support for sabbaticals, fellowships, and professorships, affording an opportunity for faculty professional development and keeping current with educational and student development needs. UW-Stout is consistently among the leaders in the UW System comprehensive universities in professional development

expenditures, sabbaticals, and professorships (figure 7.4-9a and figure 7.4-10).

UW-Stout’s strategic objectives require that faculty and staff develop new skills that complement and extend their learning and student development capabilities. For example, when the university identified information technology skills as necessary for all employees and students, monthly training programs were provided for standardized software applications and a computer cost-share program was developed to encourage departments to acquire and maintain current technology for all employees. A lab renewal plan was developed to ensure students and faculty would have access to current instructional technology. Classrooms were updated to provide a mediated environment, and web camps were initiated for faculty and staff to develop web page skill.

a(3) Probationary faculty, academic staff, and classified staff are reviewed annually as part of the performance evaluation process. Post-tenure review for faculty occurs every five years. As part of the faculty and academic staff evaluation, a merit code (above, within, below) is assigned and used to determine employee compensation. Since no across-the-board or cost-of-living adjustments are provided, this system motivates employees to achieve high performance ratings.

For faculty, the performance evaluation process is used to set five-year mutually agreed upon goals with supporting training and professional development plans. The post tenure review process provides the opportunity for an individual to assess their accomplishments over an extended period of time and to set future goals. Student evaluations of teacher classroom performance are also used for performance evaluation and improvement. Job descriptions are updated, at minimum, every three years for all classified staff and non-instructional academic staff to ensure that jobs and tasks remain current with the changing work system and the position title accurately reflects responsibilities and duties. For academic staff, yearly performance evaluations are conducted, along with discussion of changes needed to support university, division, and unit goals.

UW-Stout’s performance review process for faculty and academic staff includes an Affirmative Action/Equal Employment Opportunity (AA/EEO) assessment for all supervisors. The classified performance review includes an assessment for supervisors covering actions and activities in support of the university’s diversity and AA/EEO Plan. The ASLS division requires an annual assessment, “Actions in Support of Diversity,” for unit leaders. Governance also participates in performance evaluation of the university leadership. Biennially, the faculty and staff complete an evaluation survey of the Chancellor, Provost, Vice Chancellor and the deans.

Compensation and recognition practices are designed to reward high performance, be equitable and recognize longevity and loyalty to the institution. There is strong governance involvement in establishing faculty and staff compensation systems within UW Board of Regents guidelines and with Chancellor approval. The compensation systems provide merit awards, adjustments for promotion and educational preparation changes, and address longevity and salary equity issues. The Personnel Policies Committee (PPC) of the Faculty Senate and Personnel Committee of the Senate of the Academic Staff initiate the campus compensation management policy, which requires approval of the senates and the Chancellor. The PPC also develops guidelines and criteria for faculty promotion in rank, which is a peer review process. UW-Stout monitors pay plan indicators annually. These include comparison to UW System faculty rank averages, indicators of rank compression, and several salary equity issues including gender equity. Each year the national College and University Personnel Association (CUPA) analyze data to determine average faculty salaries by rank and discipline. This information is used by UW-Stout to ensure base salary and starting salary equity.

In addition to annual pay plan, academic staff members may also be promoted through a title change process. For example, a teaching academic staff member may move from a “lecturer” title to a “senior lecturer” title. These promotions are based, in part, upon teaching evaluations and active involvement in department activities. Classified staff members, or their immediate supervisors, may also request a “reclassification” of their position to a higher level if the individual has assumed a greater range of responsibilities. Other incentives available to motivate classified staff to achieve higher performance include Performance Recognition Payments and Discretionary Compensation Adjustments.

UW-Stout’s awards and other types of recognition are given based on quality job performance that best emulates the values and mission of the university and supports a learning environment. Figure 5.1-1 identifies the major UW-Stout recognition methods and how they promote achieving high potential and a learning environment. In addition to these formal recognition methods, the Chancellor, Provost, Vice Chancellor and other campus administrators each send letters of congratulations to individuals who receive awards, grants,

| Award / Recognition | Promotes | Staff Eligible |
|------------------------------------|------------------|-------------------------------|
| Outstanding Teaching Award | Student learning | Faculty and academic staff |
| Outstanding Service Award | Student sat. | Academic and classified staff |
| Outstanding Graduate Faculty | Student learning | Faculty |
| Exceptional Performance Awards | High potential | Non-represented classified |
| Outstanding Researcher | Innovation | Faculty and academic staff |
| Research Support Recognition | Innovation | All staff |
| Alumni Award for Years of Service | Loyalty | All staff |
| Annual Retirement Reception | Loyalty | Retirees |
| Emeritus Status | Leadership | Retired unclassified staff |
| Named Professorships and Chairs | High potential | Faculty |
| Sabbaticals | Development | Faculty |
| Classified Length of Service Award | Loyalty | Classified |

Figure 5.1-1. UW-Stout recognition methods for faculty and staff

or promotions. Faculty and staff accomplishments are also featured in the weekly *UW-Stout Community News*; in *News Plus*; in the Stout Foundation's newsletter, the *Stout Outlook*; and in the UW System newsletter, *Wisconsin Ideas*.

a(4) The campus and UW System design training to prepare faculty and academic staff for roles as instructors, Program Directors, Department Chairs and administrators. Each year, selected faculty and academic staff participate in the UW System's Wisconsin Teaching Fellows and Teaching Scholars Program and attend annual conferences sponsored by the UW System's Professional and Instructional Development office. Program Director training is provided by the Provost's Office and by the Associate Deans of the three colleges. UW System provides annual training for new Department Chairs.

The Administrative Leadership Team (ALT), whose members are a subset of CAC, engages in leadership development monthly. This includes team training; best practice identification with companies in the private sector and other educational institutions; colloquiums with industry CEOs; and the opportunity to study and discuss national, System, and local higher educational issues. These experiences provide valuable training for senior leadership career progression.

Titling and classification systems govern career progression for employees. To complement this system, UW-Stout develops its resources for career progression by using the work system structure to provide leadership experiences through participation in Senates, committees, and other UW-Stout working groups. These experiences provide opportunities to lead major improvement efforts, gain visibility to senior leaders, and develop project management and organizational skills. To assure its diversity goals are met, UW-Stout's Equality for Women Committee implemented a leadership professional development program for women.

a(5) As CAC and other supervisors review the work system effectiveness, needs for new or changing employee skills surface. During new academic program development, the criteria for new faculty skills are also identified. Position descriptions are revised to convey new expectations or to achieve specific goals aligned with values and/or strategies such as improving diversity or having specific information technology competencies.

UW-Stout developed its own systematic faculty and staff employment process with appropriate approvals and reviews to assure overall recruitment and hiring of quality staff to meet the criteria identified in position descriptions and to achieve diversity goals. The classified employment system, developed at the state level, assures civil service positions are titled according to standard job classifications. UW-Stout's equal opportunity hiring process requires diverse representation on search and screen committees, and faculty and staff position announcements state the organization's value of diversity of people, ideas, and experiences. University-wide advertisements are placed for position openings in targeted minority groups and women's publications. Based upon eight-year trend data for women

and minorities, a promotion study, and the applicant tracking study, the search process has been revised to improve UW-Stout's capability to hire and retain women and minorities.

5.2 Education, Training, and Development

UW-Stout's strategic goals to "promote excellence in teaching ..." and "provide responsive, efficient, and cost-effective ... programs and services" defines its approach to education, training and development for faculty and staff to meet the changing needs of students and stakeholders.

a. Faculty & Staff Education, Training, & Development:

a(1) Education, training, career, and professional development needs are identified at three levels: (1) at the campus-wide level for developmental needs linked to the strategic direction; (2) at the division/department level to support major unit initiatives; and (3) at the individual level to satisfy discipline, functional, and specific needs such as licensure.

a(2) At the campus-wide level, developmental needs are identified annually as CAC reviews organizational goals, strategic direction, and performance. As university priorities for the upcoming year are discussed with the campus at the facilitated group sessions, feedback is received from individual faculty and staff regarding related training needs. Additional input is received through various listening posts such as the laptop project coordinator's ongoing visits to departments and senates. Assessment performed on targeted training areas provide feedback on the effectiveness of the training provided and its delivery, as well as future needs. Recent assessments on Information Technology training and expanding the women's mentoring program provided such input to administrators and members of CAC.

Division/department level training and development is identified in a similar manner. Training needs, to support the division/department strategic initiatives, are developed annually during retreats and planning sessions. For example, the ASLS Division's focused initiatives include a Training and Development section that identifies planned areas of development for the upcoming year.

Individual employee training and development needs are identified and planned through the performance evaluation reviews.

a(3) Key organizational education, training, and developmental needs are identified as part of the strategic planning process to support the seven strategic goals identified in the overview. At all levels, technology, safety, continuous improvement, and diversity issues are addressed. For areas identified in the planning process, targeted programs are developed. For example, diversity was developed as a focused process with goals, strategies, responsibilities and benchmarks identified. As key needs are identified, they are assigned to an organizational office where ongoing training programs are developed and supported. Technology & Information Services provides campus-wide training programs in standard software packages and systems.

UW-Stout addresses regulatory training needs through formal, ongoing programs. For example, training in safety regulatory issues, sexual harassment prevention, Americans with Disabilities Act, and Equal Opportunity in Employment is provided for new employees and as needed for continuing employees. Figure 5.2-1 describes how UW-Stout addresses training and development needs for its key needs.

| Need | Addressing training/development |
|----------------------|---|
| Technology | TIS monthly IT training programs LTS targeted training and one-on-one support |
| Employee Orientation | Annual new employee orientation ASA college teaching seminars ASLS new employee orientation program Human Resources orientation |
| Diversity | Director of Diversity ASLS Training & Development Committee |
| Safety | Safety & Risk Management Office Physical Plant |
| Leadership | Administrative Leadership Team Professional Development Day Teams |
| Improvement Areas | Chancellor's Advisory Council Divisions and Deans Councils Educational Support Unit Review Committee Academic Program Review Committee |

Figure 5.2-1. Key organizational needs are addressed

UW-Stout employs both informal and formal orientation processes for new hires. New faculty and staff participate in a three-day orientation program each fall covering campus mission and values, organization, policies, health and benefits, parking and security, and electronic mail. The Provost's Office sponsors a series of College Teaching Seminars each fall for new faculty and academic staff. Seminar topics include analyzing student characteristics, course design, cooperative learning methods, and student assessment. Faculty and staff are also initiated into the culture and traditions of the campus through convocations, all-college meetings, new employee receptions, and mentor assignment.

Each division and unit also identifies and designs training and education needs. For example, the Physical Plant has targeted safety training for the past several years based upon employee request and worker compensation data. As a result, this unit has dramatically improved the work environment.

a(4) UW-Stout uses a variety of methods to deliver its education and training, including CD-based training, consultants, professional trainers, and UW-Stout faculty and staff who deliver on-campus workshops. These workshops are open to all employees. In addition, the university sends hundreds of faculty and staff off campus to training workshops, conferences, and seminars sponsored by UW System, professional associations, or private companies. The women's mentoring program and user groups, such as the ASLS Webmaster's Group, also serve to provide skill training and reinforce skills learned.

Internal training is evaluated for participant satisfaction. Some areas require knowledge or skill testing. The primary method to determine overall training effectiveness is through

survey feedback and by monitoring operational performance improvement in areas where training has been targeted such as safety, information technology, and diversity. Longer-term satisfaction with training and incorporation into the work functions is monitored through periodic surveys, focus group sessions, and/or performance indicators. Examples include diversity surveys, IT focus group planning sessions and the growth in distance education courses.

a(5) Knowledge and skills are reinforced on the job through observation, application of skills, and monitoring performance indicators. For example, department chairs observe and evaluate classroom instructors. Supervisors require employees to produce work using new software programs. Monitoring computer center help desk calls provides important information on the effectiveness of IT training delivered. Knowledge learned is shared through reports at staff meetings, brown bag lunches or through articles in newsletters. Formal effectiveness surveys are conducted to provide feedback to trainers and supervisors. Recent surveys include the IT Training and Optimal Health surveys. The Safety Reviews conducted by the Safety Officer also are an indicator of the effectiveness and provide reinforcement for knowledge learned.

5.3 Faculty and Staff Well-Being and Satisfaction

The cornerstone of UW-Stout's well-being, satisfaction, and motivation is faculty and staff opportunities to be "*actively involved in governance, consensus-building, and teamwork ...*" – one of the core values.

a. Work Environment: The Director of Safety and Risk Management coordinates campus efforts to provide a safe and healthy environment for staff, students, and visitors to the campus. While policies and procedures address everything from natural disasters to hazardous waste spills, the primary focus is on prevention and personal preparedness through process evaluation and training. Safety orientations are held several times per year for staff, including student workers. Annual safety inspections are conducted of high-risk areas (Physical Plant, Food Service, Art, laboratories). New facility plans and office redesigns include a safety and ergonomics review to prevent problems prior to implementation. As part of this process, twelve workplace safety programs have been identified. UW-Stout has completed a refinement of five programs with the remaining seven under review. The combined presence of nationally recognized technology and vocational rehabilitation programs at UW-Stout has fostered an early recognition and awareness of ergonomic methods to prevent health and safety issues. Safe ergonomic methods are continually reinforced in campus newsletters, web pages, departmental meetings, and workshops. Employees take part in campus safety efforts through the campus Safety and Worker's Compensation Committee. This group, targeted to risk areas, was formed to promote the safety and welfare of employees through the reduction of workplace accidents and injuries. The Optimal Health Committee offers campus-wide representation to promote health and well-being of employees. Figure 5.3-1 defines key outcomes for effectively evaluating and improving the work environment.

| Measure | Target | Ref. |
|-------------------------------|-------------------------|---------|
| Accident Rates | Continual Decline | 7.4-13 |
| Worker Comp Claims | Continual Decline | 7.4-14a |
| Worker Comp Experience Factor | UW Comprehensive Leader | 7.4-14b |
| Faculty Turnover | <UW System Average | 7.4-3 |

Figure 5.3-1. Work environment indicators and goals

Through assertive community education and cooperation, a high profile presence on campus and professionally trained staff, the Police Services department provides a safe campus for Stout's employees, students and visitors. The number of crimes reported has reduced since 1995 (figure 7.5-8). Police Services uses campus publications, distributions of literature, campus presentations and an award-winning web site to promote crime awareness and prevention.

b. Faculty and Staff Support and Satisfaction: UW-Stout's leadership system motivates faculty, staff, and students because it provides a forum for effective multi-directional communications and enables them to be part of the campus-wide decision-making process.

b(1) Survey feedback, benchmarking, grievances, exit interviews, monitoring absenteeism and turnover, and other informal listening posts such as gauging tone at participatory forums, attendance at university gatherings, and participation in governance, committees, and ad hoc structures are used to gather information on the key factors affecting employee well-being, satisfaction, and motivation. Key factors include professional work life, reward system, evaluation system, collegial and job relations, governance and classified representation, personal factors, leadership, and the overall work environment. Indicators are reviewed annually during the planning process to highlight trends in order to prioritize actions to address performance gaps, issues, or opportunities, and to determine how well UW-Stout is achieving its values.

Benchmarking studies, surveys, focus groups and reports provide segmented data by various groups (sex, race, and classification of employment) in order to understand needs and opportunities by different groups of employees. During 2000, the Equality for Women Committee was formed to examine the issues surrounding this segment of the workforce. Four primary areas are being studied: Education Opportunities; Hiring, Promotion & Retention; Learning & Work Environment; and Balancing Work and Personal Life.

b(2) In addition to health and life insurance, an Employee Assistance Program, catastrophic leave, and retirement programs; UW-Stout offers many additional benefits and services provided to all employees (figure 5.3-2), some in conjunction with its academic programs. In these cases, students are involved in providing them with active learning experiences. Comprehensive recreational facilities, cultural activities, and the variety of enrichment opportunities developed for students are also available to UW-Stout employees and their families.

UW-Stout supports a diverse workforce through the study, initiation and ongoing support of the special needs of various groups of employees. Some examples include, flexible work schedules, the Multicultural Center, and the Clerical Network. Issues currently being studied include a resource center and Family Friendly policies for women.

b(3) Comprehensive morale surveys of employees are conducted every three years with a one-minute climate survey conducted in the alternate years. Previous studies have examined specialized topics such as workplace stresses, and faculty workload. A committee developed UW-Stout's comprehensive morale survey by benchmarking a number of higher education morale surveys and then recommending a model published by the College and University Personnel Association (CUPA). Statistical analysis of survey results evaluates employee group, organization, key factors, and/or campus-wide issues, highlighting significant differences among groups.

Other indicators used to assess morale, well-being, and motivation include employee retention data, exit interviews, grievances, safety incidences, near-miss forms filed, and worker compensation claims. Continuous improvement of the systems and processes leads to improvement in the data.

b(4) Survey trends, study committee reports and other satisfaction evaluation methods provide information to anticipate potential work environment issues, or to determine if action plans are effective. Key issues and opportunities are identified as part of the CAC summer retreat, the start of identifying short-term university priorities. As appropriate, action plans are identified, university priorities are drafted, and the workplace organization is considered to address the factors. For example, faculty workload and salary issues were identified as part of the 1999 morale survey. As a result, these were identified as a university planning priority, several study committees were formed, results were reviewed, resources were allocated, and benchmark goals are currently being determined. At the division level, worker's compensation trend data prompted change. A Return to Work Program was created, several effective training programs were initiated, and campus awareness was elevated. Current trend data indicates efforts have been successful with a reduction in claims and premiums.

| Service / benefit | Brief description |
|--------------------------------------|---|
| Child and Family Study Center (CFSC) | Childcare Services |
| Career Exploration Center | Explore careers and programs |
| Clinical Services Center | Psychiatric/Psychological Ser |
| Dining and Retail Services | Five Restaurants; Two Stores |
| Flexible scheduling | Employees design work week |
| Recreation Complex | Provides lifelong learning, wellness, and fitness for employees |
| Enrichment Opportunities | Art galleries, speaker series, theatre, library resources |

Figure 5.3-2. UW-Stout services and benefits offered to employees with linkages to academic programs

6.0 Educational and Support Processes

UW-Stout's educational programs and support processes are designed and deployed to achieve its value of *"Excellence in teaching within high quality, student-centered ... education involving active learning and appropriate technology."*

6.1 Education Design and Delivery

Through formal cross-college processes, UW-Stout's academic programs are continuously evaluated and improved to maintain mission leadership.

a. Education Design: UW-Stout offers a focused set of 27 undergraduate and 16 graduate degree programs that are closely aligned to its mission. Within the UW System, more than half of these degree programs are offered only at UW-Stout (figure 7.5-1). As stakeholder demand or new opportunities surface through the planning process, UW-Stout will develop and implement new degree programs. Over the past five years, the university has launched degree programs in telecommunications, graphic communications, applied psychology, technical communication, and applied science. Currently, two new proposals are under development.

a(1) The new program development process is shown in figure 6.1-1. UW-Stout uses several sources of data to evaluate needs and expectations for new programs (Item 3.1), including current and projected job market trends, information on employer needs, student and alumni demographics, competition, and current and future student interests. Based on this input, faculty, staff and administrators develop ideas for new programs as part of the Provost's Council's planning process. The Council reviews new ideas quarterly, with selected ideas developed into a five-year academic program plan. Each year, funding is allocated for faculty to work on new program development.

For new degree programs, the faculty, in consultation with employers and other stakeholders, develop a preliminary proposal. For all sub-programs, such as minors, specializations or certifications, a program rationale and curriculum are developed in consultation with appropriate organizations, such as the Department of Public Instruction. Sub-programs may be developed and implemented with approval of curriculum committees at the department, college and campus level and the Provost's Council.

In addition to review by curriculum committees and the Provost's Council, the Planning and Review Committee (PRC) reviews all proposed degree programs. Criteria used in the review process include: program consistency with university mission, evidence of employers' need for the program, potential student audience, program objectives/intended student outcomes, impact on existing program offerings, and resource requirements. Once degree proposals are approved on campus, they are sent to UW System. UW System routes each proposal to all other UW System universities for preliminary review to evaluate for potential program duplication. UW System reviews all responses and decides whether the campus can proceed with the development of a new program implementation plan.

a(2) Upon UW System approval to plan a new degree program, a Program Director (PD) is appointed and a Program Advisory Committee, including representatives from the three colleges and professionals in the field, is formed. Some PDs also form External Industry Advisory Committees to assure offerings will meet the needs of potential employers. External committees keep faculty abreast of changing trends and skill requirements and provide external input and support for the program. After the Program Advisory Committee is in place, a formal needs assessment is conducted to refine stakeholder input and to determine the skills and competencies to be included in the curriculum. The PD and the Program Advisory Committee then work to develop a comprehensive implementation plan including program goals and objectives, curriculum, faculty and staff expertise, recruiting strategies, enrollment projections, assessment strategies and resource/budget information. New degree programs often include a combination of new and existing courses. Each course specifies required entry competencies, performance objectives, individual and group learning activities, and evaluation criteria. The implementation plan, and accompanying curriculum, must be reviewed by two external consultants, by the UW System and by the Board of Regents.

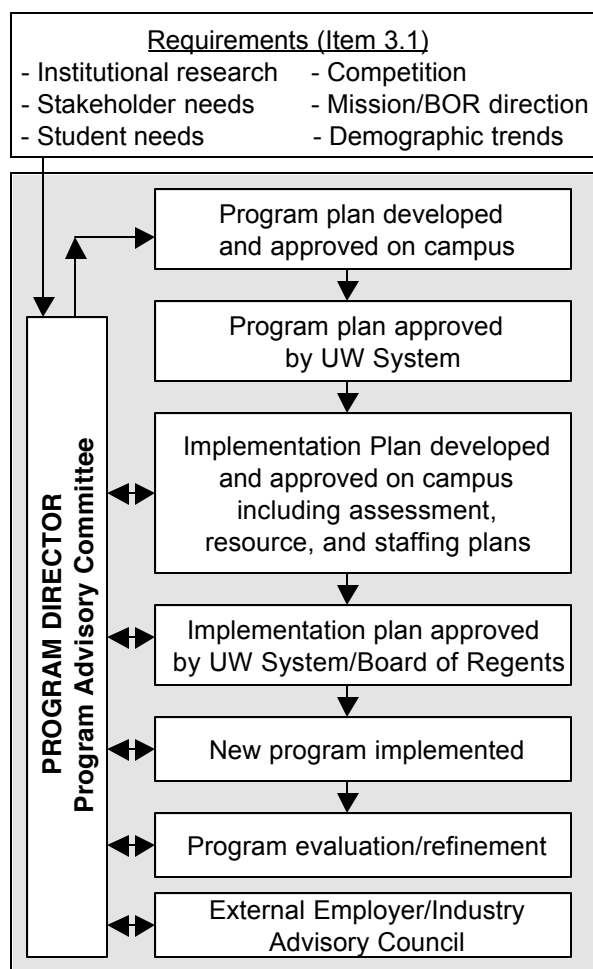


Figure 6.1-1. New program design process

To deploy its mission of providing programs *"through an approach to learning which involves combining theory, practice, and experimentation,"* all programs include a

capstone course or experiential learning activity, such as an internship or student teaching. Through this active learning process, students can integrate content from all previous courses and apply their knowledge and skills.

a(3) To address differences in student learning and styles, courses are offered in a variety of formats, including lecture, discussion, seminar, laboratory, and several distance learning formats. A number of courses are structured to enable students to work at their own pace and many instructors provide alternate assignments to address learning styles. In addition, all courses have a “test-out” or “credit by exam” option. Test out procedures vary by course and may involve objective exams, portfolio reviews, or other evidence that the student has previously mastered the content of the course. Upper level undergraduate students can enroll in graduate courses if the course is appropriate in meeting program requirements. Further, UW-Stout is developing more on-line courses to meet different learning rates, styles, and schedules (figure 7.5-6) and leads the UW comprehensives in this area.

a(4) Engaging students in active learning is a primary goal of UW-Stout and all courses and programs are designed to achieve this goal. Course evaluations, student surveys, and national surveys provide information from individual students and student segments. These data are collected and evaluated by the PRC. The campus utilizes the NSSE to provide information on how various student segments are engaged in the learning process. This survey provides data on specific student segments, such as freshman students, senior students as well as student responses by gender and program.

To meet the changing needs of students and other stakeholders, a needs assessment is conducted prior to the development of each new program. This needs assessment assists the university in identifying the competencies to be included in the curriculum. The results of the needs assessment indicate the potential market for a program and where these individuals are located. The location of potential students determines the methods used to deliver the program. Often, in order to maximize resources and meet the needs of students and employers, new programs are developed in collaboration with other institutions. For example, to meet the needs of the state’s printing industry, UW-Stout developed a new degree in Graphic Communications Management in partnership with several technical colleges that offer related associate degree programs. Currently, a graduate degree in manufacturing engineering is being designed in response to demand from area employers. This program will be delivered via a number of methods including courses held in partner manufacturing facilities.

a(5) As part of the strategy, courses and programs are being designed and modified to provide greater flexibility and access to accommodate differing student and stakeholder needs through the utilization of new technological delivery systems. If a program needs assessment indicates that the primary audience is a student group requiring flexible scheduling and/or demand for the program is state-wide, nation-wide or international, the program delivery mechanism

is designed to satisfy its intended audience and may include interactive television, web-based instruction or weekend college formats. For example, to meet the needs of hospitality professionals located worldwide, the university redesigned the Hospitality and Tourism graduate degree to be delivered on-line by faculty members from five universities in three countries. An undergraduate degree in Industrial Management is offered via interactive television throughout the state to its target audience, technical college graduates, primarily place-bound adults with full-time jobs. The campus has also incorporated technology into related academic support processes (Item 4.2) allowing distance learners to register on-line, receive asynchronous advising and utilize numerous electronic library resources from any location.

a(6) Because curriculum is developed collaboratively by the PD and the Program Advisory Committee, all programs at UW-Stout are interdisciplinary as students take courses from several disciplines within the scope of their degree programs. For example, a construction management student would complete technical courses, professional courses in management and risk control, and several courses in mathematics and physics, in addition to the general and ethnic studies courses required of all majors. Within a program, courses are sequenced to gradually develop student knowledge and skills. Each program has an eight-semester plan sheet outlining the courses to be completed each semester, from entry-level general education courses to advanced professional and technical courses. Advanced courses require one or more prerequisites. In another form of sequencing, some programs are designed as 2+2 programs between UW-Stout and area technical colleges. In these programs, articulation agreements are developed and students are able to earn their degrees efficiently by completing two years of technical coursework at a technical college and two years of professional and general studies at UW-Stout.

Program Directors meet regularly with Department Chairs and Deans in College Council meetings to share information and discuss the status of new courses and programs. The Provost’s Council reviews the academic plan quarterly, and the UW System Provosts meet as a group monthly to address system-wide issues involved in academic planning and improve processes as needed.

a(7) Each PD develops an assessment plan containing both formative and summative assessment techniques to determine if the program is achieving its intended learning outcomes. Formative assessment occurs as the students progress through the program and includes course assignments and examinations, mid-program reviews, or admission into “advanced standing” in a program. Summative assessment methods vary by program and may include certification exams, oral exams, reports from internship supervisors or student teacher supervisors, student portfolios or performance in “capstone” courses. Every graduate program requires students to complete a research project and to write a research paper. Each PD must document the results from all formative and summative assessment methods utilized in the program and submit an “Assessment in Major” report biannually. The

reports are reviewed by the Provost to ensure that results are being used to improve student learning within the program.

Assessment tools in the form of objective exams and written essays (for communication skill assessment) have been developed for each of the seven general education categories. Faculty members administer assessments annually to students in general education courses. A general education coordinator is appointed for each category with responsibility for analyzing the results of assessments and reporting them to the Office of Academic and Student Affairs each year.

a(8) Part of the new program development process requires verification of an adequate number of qualified faculty to deliver program courses. A staffing matrix and vita from all faculty members planning to teach in the new program is submitted to UW System as part of the program approval process. Because UW-Stout is engaged in continuous program renewal (figure 7.5-2), numerous strategies are deployed to ensure adequate staffing for each program. Staffing profiles, conducted by departments, indicate qualifications, interests, and experience of all faculty and teaching academic staff members. When faculty members retire, they are not automatically replaced with a new person having the same qualifications. Instead, the department evaluates current program enrollments, projected future enrollments and needs of proposed new programs to make staffing decisions. Additional education, training and professional development is provided for faculty members interested in “cross training” in another discipline.

Faculty effectiveness is evaluated continually through Department Chair observations, student classroom evaluations, and through student and peer instructor surveys conducted by the PRC as part of the Program Review Process. At UW-Stout, faculty members are hired on the basis of both their academic qualifications and their related professional experience. Currently, at UW-Stout, two-thirds of the faculty members have earned doctorates (figure 7.4-8). To assure effective mission deployment, faculty who teach technical courses have worked in industry, and faculty in teacher education programs have taught at the K-12 level. In addition, faculty members are also knowledgeable regarding effective pedagogical concepts and practices. Faculty maintain currency in their fields by providing consulting, training, and technical assistance to organizations through STTI and SVRI; attending conferences, seminars and workshops; and participating in professional development programs offered on campus and through UW System (Item 5.2). UW-Stout faculty are extensively involved in funded research and grant activity (figure 7.5-3) which also contributes to their professional development and currency in their disciplines.

b. Education Delivery:

At UW-Stout, PDs and Department Chairs have primary responsibility for assessing and improving the design and delivery of educational programs and offerings.

b(1) UW-Stout’s undergraduate and graduate degree programs are the university’s key educational offerings. Each

degree program is delivered in a series of courses with integrated experiential learning activities. Courses may be delivered on campus, off campus or through distance learning technologies. Key performance requirements for courses include course enrollment and course quality/relevance (as determined by instructor observation, student and alumni evaluations). Each semester, data from these sources are analyzed and reviewed with instructors to identify course improvements. Key indicators of program quality are shown in figure 6.1-2. Each PD is required to develop and implement a plan identifying how student learning will be assessed based on established program competencies.

| Key Delivery Indicators | | Figure |
|--------------------------------------|-------------|--------|
| Program Enrollment | In-process | 7.5-5 |
| Course Evaluation | In-process | N/A |
| Student Satisfaction/Feedback | In-process | 7.2-4 |
| Student Learning (tests, portfolios) | In-process | 7.1-3 |
| Retention Rates | In-process | 7.1-2a |
| Graduation Rates | End process | 7.1-7 |
| Placement Rates | End process | 7.1-8 |
| Employer Satisfaction | End process | 7.1-13 |

Figure 6.1-2. Key in-process and end-of-process indicators

b(2) UW-Stout’s Program Review Process is utilized to systematically review all degree programs and identify improvement opportunities (as described in figure O-6.) The timing between reviews is dependent on the findings of previous reviews and may range from one to seven years. In this formal process, the PRC analyzes information, including enrollment trends, currency of course content, instructional methods, delivery technologies, assessment methods, program costs and placement rates. The PRC also collects additional information through student, alumni, and faculty surveys and Program Advisory Committee members. This information is compared with data from similar programs offered at comparative institutions throughout the U.S. The PD, in consultation with members of the PRC, utilizes this information to develop a self-study report detailing program strengths, issues, and opportunities for improvement. The PRC reviews the self-study report with the PD, Department Chair/s and the Dean and prepares a summary report. The Dean develops a response to the report detailing action plans to address recommendations. In some cases, a short-term action plan and a status report documenting improvements after a one-year period are required. In rare cases of severely declining enrollments or lack of employer demand, the PRC may recommend discontinuation of a program. PDs with programs accredited by external organizations must also prepare a self-study report and undergo an extensive review process to obtain and maintain these accreditations.

b(3) PDs monitor several key in-process and end-of-process indicators to assess program quality as shown in figure 6.1-2. Real-time input from students, faculty, staff and stakeholders is obtained from advisory committee meetings, course evaluations, and various surveys. This input is used to refine courses, programs and delivery systems. Each program has an assessment plan (Item 6.1a(7)) that includes formative and summative evaluation tools to measure how students are

achieving learning objectives. Student performance on these assessments is monitored and problem areas are reviewed and used as the basis for improving courses and programs.

b(4) To minimize redesign and/or cost impacts in newly designed programs, extensive effort is placed in the initial design of programs. This rigorous initial effort includes performing in-depth needs assessments with employers, obtaining comparative curriculum from other universities, and securing peer reviews. The initial curriculum for a program is approved by a curriculum process requiring department, college, campus committee, and UW System approval. Non-traditional programs, such as those delivered off campus or through distance learning technologies are piloted with a small cohort of students. Through the use of these “pilot” programs, the design of the program may be refined to better meet student needs before general availability.

b(5) PDs are required to meet with their advisory committees annually to review the curriculum in light of changing employer needs. A program summary indicating the last date each was revised is reviewed annually at the Provost’s Council retreat. The PRC may also recommend update of specific courses or renewal of programs to meet changing needs of internal and external stakeholders. Courses and programs may also be revised upon recommendations from external sources such as accreditation agencies or as a result of research studies on new teaching and learning methods and technologies. To facilitate shorter cycle times for changing or revising programs, procedures to efficiently and effectively revise courses and programs are posted on the campus website. These program revision or change procedures require fewer steps and no review beyond the campus. All course and program revisions are discussed in college councils and approved by the campus curriculum committee. All program and course changes are communicated to students and stakeholders via the UW-Stout web site and in printed materials.

6.2 Education Support Processes

Education Support Services are designed and delivered to enhance UW-Stout academic programs and to facilitate active learning, student success, and student and stakeholder satisfaction.

a. Education Support Processes:

a(1) Key UW-Stout student support processes, requirements, and performance measures are shown in figure 6.2-1.

a(2) Support service needs are determined through two primary methods: (1) top down identification of needs from strategy development or the planning process, and (2) from surveys and other student and stakeholder feedback. Each year, students are asked to identify needs and determine budget priorities as part of the campus-wide budget planning process. Students are also surveyed annually on all student services using the ACT Student Opinion Survey. External feedback on services is also gained through alumni gatherings and employer surveys. External regulations may also require changes in facilities or services. When new needs are identified, the CAC determines budget needs for support services and works out budget priorities with the campus organizations. Results of student surveys and stakeholder feedback have resulted in budgeting additional dollars and providing additional resources in the areas of library access, laboratory access, and co-op and placement services.

a(3) Most student services are not new, but to meet the changing needs of students, many of these traditional processes are being continually expanded and/or re-designed using the continuous improvement process described in figure O-6. Support process owners, typically unit directors, are responsible for evaluating and improving their processes. They use surveys and other feedback to evaluate service content and the quality of delivery. They benchmark other service providers using data from other academic institutions, BPA analysis, and applying data from the private sector when appropriate, such as in determining student employee pay rates. From this analysis, improvements are recommended, budgeted and implemented.

When new support services or support processes requiring improvement are specific to a unit’s responsibility, they are funded and implemented within the unit. When new support services or improvements cross multiple units or colleges, a council or committee determines improvements required from needs assessment or survey feedback. Key groups with responsibilities in this area include the Student Services Council, the ASLS Council, and the Educational Activities Committee, which includes faculty, staff and student representation. These committees and councils will study options and alternatives and benchmark similar support services within other institutions. Recommendations are reviewed with the three Senates, the Provost’s Council and the CAC for approval and budget allocation. Implementation includes the development of a plan to assess the new support service performance.

Changes implemented are monitored to assess effectiveness

| Student Support Services | Key Operational Requirements | Measures | Figure |
|---|---|---|--------------------|
| Enrollment Services - Admissions, Reg. and Records, Financial Aid | <ul style="list-style-type: none"> • Meet enrollment targets • Enrollment effectiveness and efficiency | <ul style="list-style-type: none"> • Number of students enrolled • Satisfaction with services | 7.5-5 7.5-9a-b |
| Student Services (includes Placement and Co-op Services) | <ul style="list-style-type: none"> • Provide active learning experiences • Matches students and employers | <ul style="list-style-type: none"> • Placement rate • Satisfaction with career services | 7.1-8a-c 7.5-9a |
| Library Learning Center Services | <ul style="list-style-type: none"> • Access to information | <ul style="list-style-type: none"> • Library satisfaction | 7.5-13 |
| Student Life Services - Dining, Student Center, Residence Halls | <ul style="list-style-type: none"> • Quality of facilities and services • Access to facilities and services | <ul style="list-style-type: none"> • Satisfaction with services • Student Center satisfaction | 7.5-14 7.5-15 |

Figure 6.2-1. Key support processes, requirements, and measures of success

of improvements in satisfying the original student, stakeholder, or university objectives. For example, in response to student and stakeholder feedback, open hours in many student service areas have been extended to evening/weekend, and other services have been made available on-line.

a(4) The key performance measures/indicators for the monitoring and improving student services are shown in figure 6.2-1. Each of these support service functions continually monitors and evaluates feedback from students and other users. For example, Enrollment Services tracks inquiries and monitors enrollment daily and provides weekly reports to PDs on the number and types of students applying to each program. Enrollment Services proactively solicits feedback through e-mail, phone, comment-cards and through “*Access Stout*,” the web-based student information service. Student Services tracks the number of students utilizing services in each of their focus areas, such as services for disabled students. Student input is also obtained through representation on committees, such as the Multicultural Student Advisory Committee. Student Services also measures the effectiveness of their academic programs, such as Aspire and the Supplemental Instruction program, by comparing grades of participating students to other students (figure 7.1-2c). In addition to formal employer surveys, Placement and Co-op Services solicits informal feedback from students and employers via a website. To monitor service delivery, the library monitors transactions, holds focus groups with students and holds advisory committee meetings several times each year. Student satisfaction with Student Life Services (SLS) is essential as these areas are funded primarily by user fees. In addition to formal benchmark surveys, SLS utilizes a number of operational feedback and control mechanisms such as evaluating usage patterns, including students and faculty on key committees, and conducting focus groups.

a(5) Student satisfaction with student services is measured and compared to other universities annually through the ACT Student Opinion Survey. Further, the Educational Support Unit Review Committee (ESURC) reviews support service units annually. As part of this process, student, faculty, staff and other stakeholder input is obtained and other campuses are compared on each service. In addition to the ACT survey and ESURC review, all student service units collect and utilize specific data to review and improve operations on a continuing basis.

Enrollment Services include admissions, registration and records, and financial aid. Survey feedback from newly admitted students and input from parents and area guidance counselors is used to improve recruiting strategies and the admissions, orientation and financial aid process. The Registration and Records Office (RRO) monitors use of services daily. In response to feedback from distance learners, the RRO implemented “on-line” registration.

Student Services include advisement, tutoring, counseling and placement/co-op services available to all students and provides special services for targeted student segments.

Placement and Co-op Services offers career counseling and placement for co-ops, internships, or full-time employment. Recent surveys (figure 7.5-9a) indicates that UW-Stout student satisfaction with career planning and job placement services is significantly higher than students from comparable public colleges. Formal and informal feedback from students, faculty and employers is used to continually improve and expand services. In recent years, many new electronic services have been implemented to facilitate timely feedback, including a web-based advisement center and technology to assist distance learners.

The Library Learning Center (LLC) demonstrates a student-centered approach to their services. Students are included in on the Library Advisory Committee. The LLC uses in-process indicators such as daily traffic count, circulation statistics, interlibrary loan statistics, and electronic resource utilization statistics to decide on new services such as providing a “virtual library” to off-campus and distance learners. This service includes an electronic card catalog enabling UW System-wide library access and access to electronic databases in specialized fields.

Student Life Services collects and utilizes extensive input from students and stakeholders to manage and improve its services. In addition to advisory committees, the Student Life Services units also participate in numerous reviews and benchmarking studies. In 1998, a team of consultants reviewed SLS to identify service improvement opportunities. All stakeholder groups participated in the assessment. In 2000, the Housing and Residence Life Office and the Student Center participated in national benchmark satisfaction assessments conducted by EBI, Inc. University Dining Service has conducted two external reviews recently, one conducted by Silver Plate Associates (SPA) and the second conducted by H. David Porter Associates, Inc.

a(6) In addition to specific surveys, measurements and reviews conducted by the individual units to evaluate their effectiveness and make continuous improvements, each of these support units is reviewed by the ESURC. This process is modeled after the Program Review Process used to review academic programs (Item 6.1). During the ESURC review, a campus-wide committee collects data from faculty, staff, students, community members and others who may use campus services. Data are collected through mail and telephone surveys. Benchmark data on service satisfaction, costs and other performance indicators from UW System institutions are also provided to the committee from BPA. The unit director is required to prepare a self-study, which outlines the strengths and opportunities for improvement within the unit. Committee members analyze these data and form operations and services improvement recommendations. The appropriate division administrator and the CAC review these recommendations for budget prioritization and action.

6.3 Support Processes

The most important support processes for UW-Stout to support its mission and values and to maintain high student and stakeholder satisfaction are illustrated in figure 6.3-1.

| Support Processes | Key Operational Requirements | Measures | Figure |
|------------------------------|---|---|------------------|
| Budget Planning and Analysis | <ul style="list-style-type: none"> • Budget planning/management effectiveness • Research analysis and comparisons | <ul style="list-style-type: none"> • Budget conformance • Budget reserve management | 7.3-7 7.3-8 |
| Physical Plant | <ul style="list-style-type: none"> • Reliability • Efficiency of operation | <ul style="list-style-type: none"> • Average cost per GSF • Energy usage | 7.5-18 7.5-19 |
| University Services | <ul style="list-style-type: none"> • Efficiency in purchasing • Safety and security | <ul style="list-style-type: none"> • Procurement card usage • Student safety | 7.5-17 7.5-8 |
| Information Technology | <ul style="list-style-type: none"> • Rapid access to high priority information | <ul style="list-style-type: none"> • Network connections | 7.5-11 |

Figure 6.3-1. Key support processes, requirements, and measures of success

a(1) Budget, Planning and Analysis provides the campus with information and tools for budget development, institutional research and planning, and capital planning. The Physical Plant operation includes all building and grounds maintenance, fleet vehicle maintenance, engineering and the power plant. University Services provides a wide range of essential services to faculty and staff including purchasing and safety/risk control. Information Technology provides all students and employees with access, training and support for hardware, software and networking.

a(2) a(5) Support process needs are determined through two methods: (1) top down identification of needs from strategy development or annual planning process, and (2) from user surveys and other student, faculty, staff and stakeholder feedback. Within the planning process (Figure 2.1-1), needs for new or changed support services are identified from sources such as surveys, benchmarking, or as a result of UW System or Wisconsin legislative imperatives. This needs assessment is coupled with bottom-up user input. Each year, faculty and staff are asked to identify needs and determine budget priorities as part of the budget planning process. Faculty/staff are also surveyed as part of the ESURC process. When improvements or changes are identified, the CAC identifies budget priorities for support services, reviews these priorities to gain consensus with the Senates and staff, and communicates decisions to internal stakeholders. Figure 6.3-1 illustrates support process operational requirements and performance measures.

a(3), a(4), a(6), a(7) The process of designing new support process services and for continuously improving current support process is integrated, using the continuous improvement process described in figure O-6. The responsibility for successful performance lies with the unit leader for that support process. Unit leaders monitor user feedback and performance indicators to identify new requirements or changing needs. These indicators are also used to identify user satisfaction with current operations, and to identify shorter-term improvement opportunities. Unit leaders or teams within units benchmark or compare their operations to other education institutions and to non-education organizations' best practices (such as police, facility managers, etc). Some of these units also belong to UW System peer groups and professional organizations. These relationships provide information on best practices and emerging trends used for longer term planning requirements. For longer-term requirements, the strategic planning process

may also identify needed changes such as in physical facilities, University Services, etc.

Changes to support new requirements or to improve performance are detailed into plans, including a set of implementation actions and timetable for accomplishing them. These plans are reviewed with the appropriate constituency, depending on the magnitude of change. When the support process requiring improvement is specific to a unit's responsibility, it is funded and implemented within the unit, with user community awareness. When support service improvement actions cross multiple units or colleges, a council or committee determines improvements required from needs assessment or survey feedback. Then the ASLS Council or other councils will study options and alternatives and benchmark similar support services within other institutions. Recommendations are reviewed with the three Senates, the Provost's Council and the CAC for approval and budget allocation. Some proposed improvements or new designs may also be reviewed with other non-university professional stakeholder groups (such as community police). These reviews help to validate plans, to identify any issues, and to prevent redo or implementation problems.

As new processes and improvements are implemented, practices and procedures are created/updated and performance indicators identified/modified as required, including frequency of monitoring. Support staff are trained to ensure process changes are implemented with consistency and the improved process updates are communicated to the user community via the website or in newsletters. To ensure that process improvements achieve the expected results, performance indicators are evaluated and feedback assessed. In instances where the process is new or major changes have occurred, monitoring is done on a more frequent basis.

Information access and reliability is a fundamental requirement as more information becomes available in electronic formats. Each year, a Student Technology Fee Committee solicits proposals from the campus community regarding unmet technology needs and potential uses of the funds allocated for technology upgrades. IT staff members maintain in-process measures on computer lab usage, number of remote access users, network down time, PC repairs, and Help Desk service. In-process indicators provide the LIT Council and Student Technology Fee Committee fact-based information with which to determine priorities and drive improvement actions within the strategy.

7.0 Organizational Performance Results

UW-Stout uses many indicators to evaluate how well the campus is realizing its mission, values and strategic plan. As described in Items 2.2 and 4.1, the campus uses relevant comparisons to judge performance results. Comparisons are made to peer universities, universities with similar programs, competitors, national averages, leading organizations and groups of like universities, as described in the overview (P2, a(1) & a(2)). "Peers 1-3" represent peer universities, "majors 1-13" represent universities with similar programs, and "campuses 1-10" represent UW System comprehensive (Comp) competitors. Each university was assigned a peer, major or campus number, and that number was used consistently throughout this document. When peers or benchmarks are not shown, the data are unavailable.

7.1 Student Performance Results:

The figures in Item 7.1 support UW-Stout "excellence in teaching..." and "growth and development of students...." values. As shown, UW-Stout tracks a student's career from the time he/she enters the university through graduation, placement in a professional career, and as alumni. UW-Stout also tracks employers assessment of its graduates.

a. Student Learning Results:

UW-Stout's performance results are directly related to the university's clearly defined mission of educating students in applied programs leading to successful careers in industry, commerce, education and human services. Performance in these indicators will demonstrate:

- UW-Stout is improving its academic profile as it expands offerings and responds to UW System enrollment planning principles. UW-Stout's admissions policy supports the institution's special mission. The campus designs its processes to achieve better than expected student and school performance;
- Performance measures such as retention and placement rates demonstrate effective programs, academic support processes, and student services, especially with freshmen cohorts that entered UW-Stout in the early 1990's under a more liberal admissions policy;
- In primary measures corresponding to the university's mission, student performance is sustained at high levels reflecting UW-Stout's program design process and partnership relationships.

ACT Composite Scores: ACT scores are not themselves a measure of performance, but they provide the foundation for an examination of performance results that follow.

| Freshman ACT Composite Average | | | | | |
|--------------------------------|-------|-------|-------|-------|-------|
| Comparison | 96-97 | 97-98 | 98-99 | 99-00 | 00-01 |
| UW-Stout | 21.0 | 21.3 | 21.5 | 21.4 | 21.5 |
| National Avg. | 20.9 | 21.0 | 21.0 | 21.0 | 21.0 |
| UW-Comp Avg. | 22.1 | 22.2 | 22.2 | 22.2 | |
| Peer 1 | 18.4 | 19.2 | 19.0 | 19.2 | 19.4 |
| Peer 2 | 21.6 | 22.0 | 22.5 | | |

Source: Introduction to the UW System; BPA Database; ACT website; Peer 1; Peer 2

Figure 7.1-1. Improving the quality of new freshmen

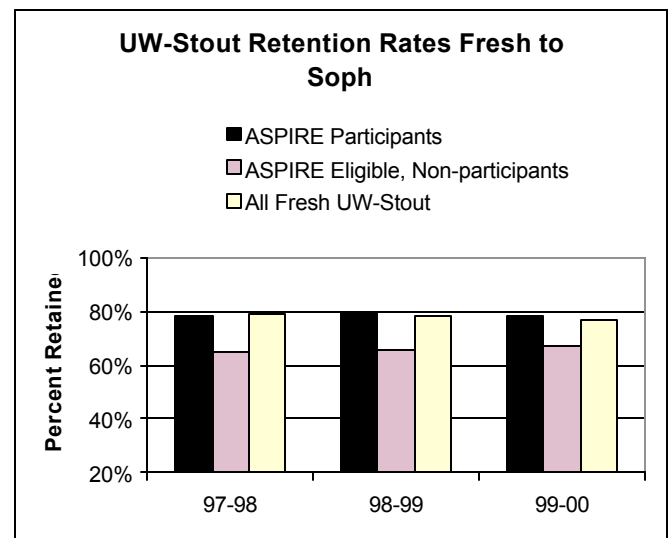
New Freshmen Retention: Improving the retention of new freshmen into their second semester and second year is evidence of UW-Stout's commitment to student success. The Provost's Council has set a goal of 80% retention to the second year by 2004. Figure 7.1-2a shows that UW-Stout's retention has grown at a faster rate than comparative universities, reflecting effective processes and academic programs that meet student needs and expectations.

| Retention | 95-96 | 96-97 | 97-98 | 98-99 | 99-00 | Change 95-00 |
|--------------------------|-------|-------|-------|-------|-------|--------------|
| UW-Stout | 69% | 74% | 74% | 74% | 77% | +8 |
| Best in Class | | | | | 84% | |
| CSRDE Peer Group Average | | | | 73% | | |
| UW System | 78% | 78% | 79% | 79% | 79% | +1 |
| Best UW Comprehensive | 79% | 80% | 82% | 82% | 82% | +3 |
| Peer 1 | | | 61% | 60% | 59% | -2 |
| Peer 2 | 86% | 86% | 87% | 89% | | +3 |

Source: Accountability Report, 2000-01; CSRDE Summary Report, May 2000; Measuring Up 2000; Peer 1; Peer 2

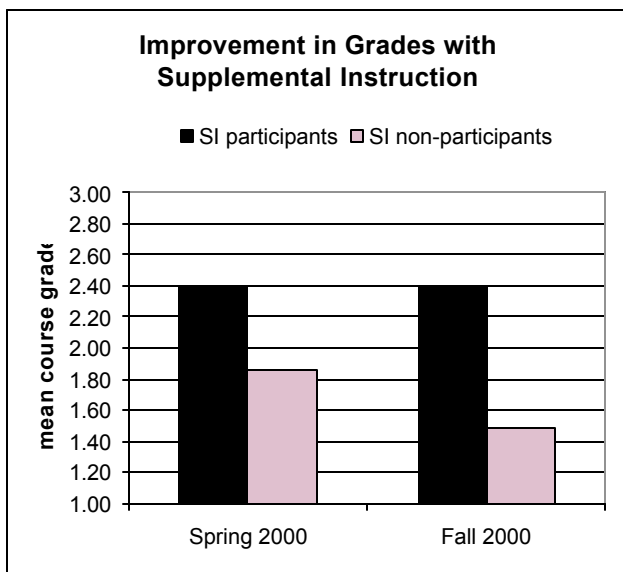
Figure 7.1-2a. Freshmen retention improves

Academic At-Risk ASPIRE Retention & Supplemental Instruction: UW-Stout has reallocated resources over the last several years for new student support programming targeted to student segments at critical points in their academic careers. Retention support processes include: requiring students with an "at risk" profile to enroll in a study skills course, intrusive intervention at the time of midterm grades, and increasing resources for tutoring. UW-Stout's support services for students shown to be "at risk" for academic success in college because of their academic profile or socioeconomic background demonstrate a higher retention rate than for the overall cohort of freshmen (figure 7.1-2b). Likewise, students receiving tutoring (supplemental instruction) receive higher grades than their classmates (figure 7.1-2c). These results are due to the processes described in Item 3.1 to develop and train these students through selective testing and special programming.



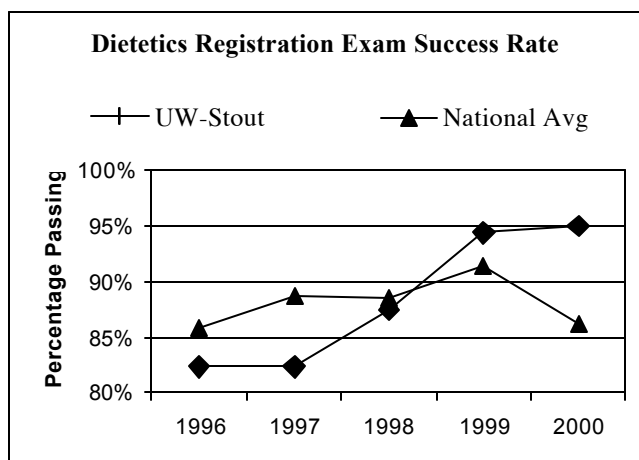
Source: Student Support Services Annual Report, 1999-00

Figure 7.1-2b. At-risk freshmen enrolled in study skills courses have a high retention rate



Source: UW-Stout Tutor Center; on a 1-4 scale
Figure 7.1-2c. Students with supplemental instruction receive high grades

Program Competencies: Each degree program has a set of required competencies and Program Directors have developed assessment plans to measure student outcomes related to those competencies. Several programs utilize standardized examinations as part of the assessment process. One example is the Dietetics Registration Examination (figure 7.1-3).



Source: Dietetics Program Director; American Dietetic Association
Figure 7.1-3. Dietetics students score higher than the national average for two years in a row

Active Learning: UW-Stout assesses student active learning throughout their academic careers through external benchmarking surveys and by evaluating computer competency. These results provide an assessment of UW-Stout's goal to "preserve and enhance...the application of active learning principles." The following two tables demonstrate that UW-Stout students rate higher on active learning factors (figure 7.1-4a) and on individual survey questions (figure 7.1-4b) than comparative groups.

| Active Learning Factors, 2000 | UW-Stout | Master I & II | Nat'l Avg. |
|---------------------------------|----------|---------------|------------|
| Active & collaborative learning | 56.2 | 49.9 | 49.6 |
| Student interactions w/ faculty | 41.6 | 38.4 | 39.7 |
| Enriching educational exp. | 41.7 | 41.8 | 44.1 |

Source: NSSE Survey, 2000; on a 100 point scale
Figure 7.1-4a. Seniors report high levels of active learning

| Active Learning Philosophy Items | UW-Stout | Master I & II | Nat'l Avg. |
|---|----------|---------------|------------|
| Worked w/other students on projects in class | 3.03 | 2.55* | 2.49* |
| Worked w/classmates outside of class on assignments | 3.17 | 2.68* | 2.71* |
| Working effectively w/others | 3.46 | 3.12* | 3.11* |

Source: NSSE Survey, 2000; 1-4 scale; * statistically lower
Figure 7.1-4b. UW-Stout seniors score significantly higher than two comparative groups

Computer Competency Growth: Computer competency results, an area of high interest in the campus's active learning paradigm, are used to support UW-Stout's laptop strategy.

| Competency | 1994 | 1999 | 2001 |
|-----------------------------|------|------|------|
| Use electronic mail | 47% | 99% | 99% |
| Use WINDOWS | 78% | 97% | 98% |
| Use Internet | 35% | 95% | 97% |
| Enter data in spreadsheet | 55% | 85% | 84% |
| Create spreadsheet charts | 38% | 65% | 84% |
| Create complex publications | 31% | 51% | 73% |

Source: Student Computer Competency Surveys
7.1-4c. UW-Stout records major gains in student computer competency

Student Competencies Developed: Oblinger and Verville, 1998, *What Business Wants from Higher Education*, state that graduates need to be flexible, adaptable, with a mix of broad education and specific decision-making skills such as communication, problem solving, and teamwork. Both current students and UW-Stout graduates (figure 7.1-13b) show high levels of these skills.

| Student Competencies Developed, 2000 | | | | |
|--------------------------------------|----------|----------------|---------------|------------|
| | UW-Stout | Select 6 Peers | Rank of Peers | Nat'l Avg. |
| Develop Leadership Skill | 5.39 | 5.36 | 5 | 5.33 |
| Solve Problems | 5.60 | 5.59 | 4 | 5.61 |
| Resolve Conflicts | 5.41 | 5.39 | 3 | 5.39 |
| Improve Communication | 5.66 | 5.60 | 3 | 5.60 |

Source: ACHHO-I/Educational Benchmarking Survey, Spring 2000; 1-7 scale
Figure 7.1-5. UW-Stout students have communication, problem solving and teamwork skills

Student Appreciation of Diversity: Both current students and alumni (figure 7.1-12) self-assess their diversity awareness and appreciation. Diversity results are used to monitor progress towards strategic goal 4 as shown in figure 7.1-6.

| Diversity Goal Related, 2000 | UW-Stout | Select 6 Peers | Nat'l Avg. |
|---|----------|----------------|------------|
| RA appreciates ethnic diversity | 6.01 | 5.91 | 6.01 |
| Appreciate other cultures | 5.43 | 5.35 | 5.53 |
| Opportunities to participate in cultural activities | 5.07 | 5.05 | 5.10 |
| Satisfaction with others respect for different cultures | 5.39 | 5.36 | 5.48 |
| RA promotes tolerance of others | 5.89 | 5.66 | 5.81 |

Source: ACHHO-I/Educational Benchmarking Survey Spring 2000; 1-7 scale

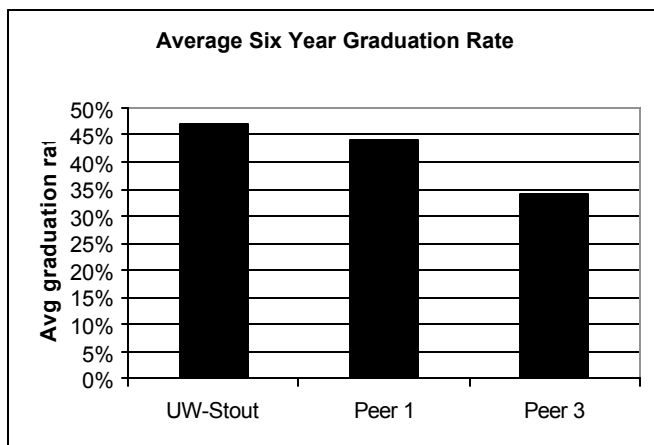
Figure 7.1-6. UW-Stout students appreciate diversity

New Freshmen Graduation Rate: The average UW-Stout freshman will graduate in five years due to the campus emphasis on experiential learning through internships, practicums, cooperative work experiences, student teaching, and clinical experiences. Additionally, another 15% of the cohort will persist past the fifth year. The graduation rates in figure 7.1-7a,b are based on all full-time entering students in freshmen cohorts. The six-year graduation rate for these cohorts is now higher than CSRDE peers as shown in figure 7.1-7a and 7.1-7b.

| 6 Year Graduation Rate | | | | |
|--------------------------|-------|-------|-------|-------|
| Freshman Cohort | 91-92 | 92-93 | 93-94 | 94-95 |
| UW-Stout | 47% | 50% | 55% | 45% |
| CSRDE Peer group average | 44% | | | |
| UW Comp average | 50% | 53% | 54% | 52% |
| Division III aggregate | | | | 47% |

Source: Achieving Excellence, 2000-01; CSRDE; US News & World Report, 2001; UW System

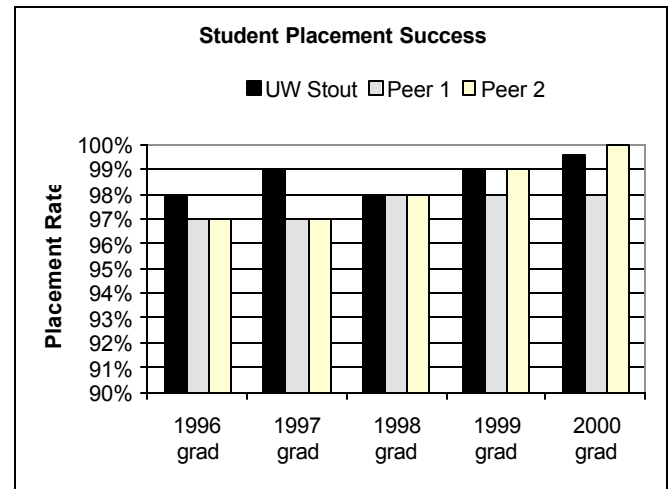
Figure 7.1-7a. UW-Stout Six-year Graduation Rate



Source: US News & World Report; includes freshmen who began between 1991 and 1993

Figure 7.1-7b. UW-Stout's average graduation rate

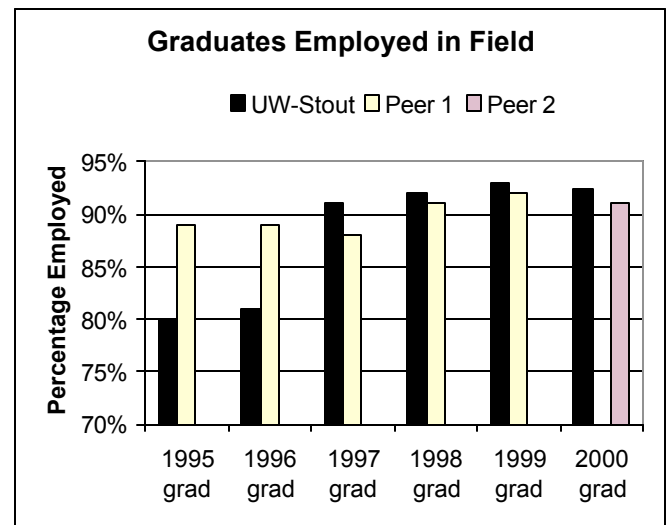
Student Placement Success: Student placement success (figure 7.1-8a) is a primary student requirement and UW-Stout imperative. Consistently over 97% of graduates are placed into career positions. This rate is due to the campus's focus on achieving its mission and a PD process that assures the programs offered closely correspond with career demands and employer stakeholder needs.



Source: Annual Employment Report, 1997- 2001; Peer 1 & 2

Figure 7.1-8a. UW-Stout student placement is consistently high

Student Placement in Major: Not only has UW-Stout's overall placement rate always been high, but an increasing number of graduates are finding employment in or related to their major. Growth in this indicator (figure 7.1-8b) demonstrates an understanding of employer needs for new programs, curriculum renewal, and improvements in the placement process. In 2000, UW-Stout had three times more employers recruiting on campus than the Placement Office's own peer group, and twice the number of employers participating in its Career Conference than its closest peer.



Source: Annual Employment Report, 1997- 2001; Peer 1 & 2

Figure 7.1-8b. Student placement in jobs related to major

Percentage of Students Contacted for Placement: As a key indicator of achieving the mission and student success, UW-Stout makes an effort to contact every one of its graduates within the first six months after graduation. UW-Stout has an 85% or higher response rate, comparing favorably with peer rates that are approximately 30% lower as shown in figure 7.1-8c.

| % of Graduates Contacted for Placement Information | | | | | |
|---|-----------|-----------|-----------|-----------|-----------|
| Response Rate | 1996 grad | 1997 grad | 1998 grad | 1999 grad | 2000 grad |
| UW-Stout | 90% | 93% | 89% | 85% | 92% |
| Peer 1 | 52% | 61% | 52% | 63% | N/A |
| Peer 2 | 57% | 59% | 58% | 55% | 58% |

Source: Annual Employment Report, 1997-2001; Peer 1 & 2
Figure 7.1-8c. UW-Stout's placement data are reliable

Placement Data Segmented By Programs: UW-Stout students demonstrate an increase in salary range over time and higher salary rates than comparative groups as shown in figures 7.1-9a and 7.1-9b. These results support a key indicator of student success.

| Sample—1999-00 Placement by Degree | | | Trend Salary Range* | | |
|------------------------------------|--------------|----------------|---------------------|------------|------------|
| Major | % Place-ment | # Resp/# Grads | 1998 Grad | 1999 Grad | 2000 Grad |
| Manufact. Engineering | 100% | 43/43 | \$29-38-43 | \$34-40-48 | \$30-41-65 |
| Telecomm | 100% | 32/33 | \$40-56-71 | \$25-42-60 | \$23-41-62 |
| Technology Education | 100% | 53/58 | \$22-28-42 | \$34-45-62 | \$18-28-38 |
| Early Childhood | 100% | 96/107 | \$14-22-32 | \$16-24-32 | \$16-25-38 |
| Applied Math | 100% | 22/25 | \$34-42-46 | \$34-45-52 | \$38-48-55 |
| Packaging | 100% | 23/23 | \$27-35-45 | \$20-38-52 | \$27-39-53 |

Source: Annual Employment Report, 1999, 2000, 2001;
 *Salary Range- Low, Average, High

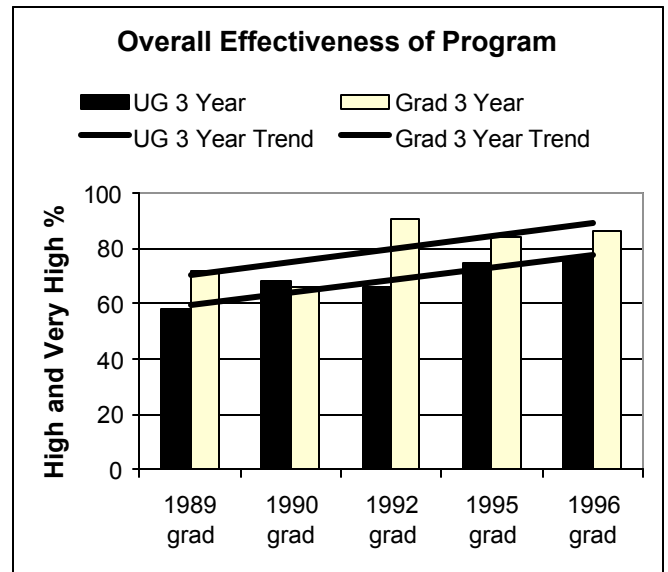
Figure 7.1-9a. Salary range for UW-Stout graduates

| Alumni Annual Income, 2000 | | | |
|----------------------------|----------|-----------|-------|
| | UW-Stout | UW System | Nat'l |
| <= \$19,999 | 7.5% | 11.5% | 25.9% |
| \$20,000-\$29,999 | 31.3% | 26.1% | 30.2% |
| \$30,000-\$49,999 | 52.3% | 46.2% | 30.4% |
| \$50,000-\$69,999 | 10.6% | 8.6% | 8.4% |
| >= \$70,000 | 3.5% | 2.3% | 5.1% |

Source: ACT Alumni Outcomes Survey, 2000

Figure 7.1-9b. UW-Stout alumni have higher salaries than UW System and the national average

Overall Program Effectiveness: A critical question asked of graduates three years after graduation elicits information on the effectiveness of the UW-Stout programs. Figure 7.1-10 shows a positive trend in evaluating the effectiveness of program for Bachelor's degree and Master's degree students.



Source: BPA Alumni Follow-Up Studies, 92, 93, 95, 98, 00
Figure 7.1-10. Alumni rate effectiveness of program

Alumni Competencies: Not only do current students report higher levels of active learning than comparative groups, but alumni also report high levels of these skills. These findings indicate that UW-Stout gives students the skills to succeed in the workplace, and demonstrate responsiveness to stakeholder needs.

| Alumni Active Learning, 2000 | | | |
|--------------------------------------|----------|-----------|-----------------------|
| | UW-Stout | UW System | Better than UW System |
| Effective leadership skills | 3.22 | 2.91 | +0.31 |
| Working as a team member | 3.46 | 3.30 | +0.16 |
| Communicating effectively verbally | 3.34 | 3.23 | +0.11 |
| Defining & solving problems | 3.33 | 3.22 | +0.11 |
| Communicating effectively in writing | 3.37 | 3.31 | +0.06 |

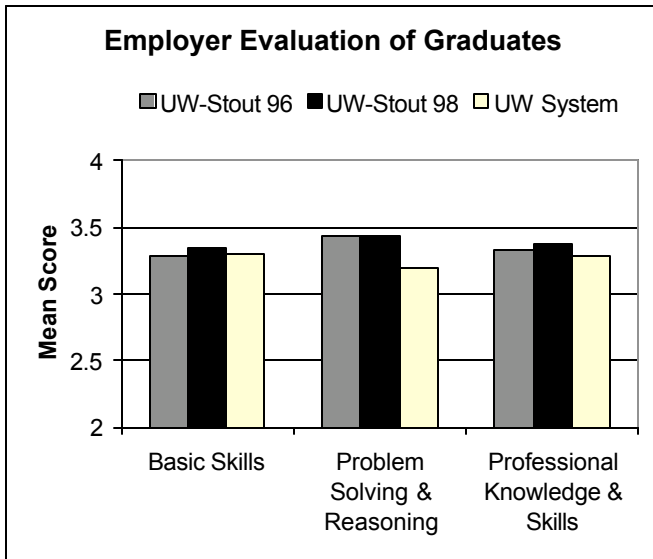
Source: ACT Alumni Outcomes Survey, 2000; on a 1-4 scale
Figure 7.1-11. Alumni develop active learning skills

Alumni Appreciation of Diversity: Student appreciation of diversity continues after graduation, demonstrating evidence of progress toward achieving strategic goal 4.

| Diversity Related Competencies, 2000 | | | |
|--|----------|----------|------------|
| | UW-Stout | UW Syst. | Nat'l Avg. |
| Getting along w/people from different cultures/races/backgrounds | 3.08 | 2.99 | 2.95 |
| Thinking objectively about beliefs, attitudes & values | 3.07 | 3.08 | 3.09 |
| Getting along w/ people w/different attitudes & opinions | 3.02 | 2.94 | 2.95 |

Source: ACT Alumni Outcomes Survey, 2000; on a 1-4 scale
Figure 7.1-12. UW-Stout alumni appreciate diversity

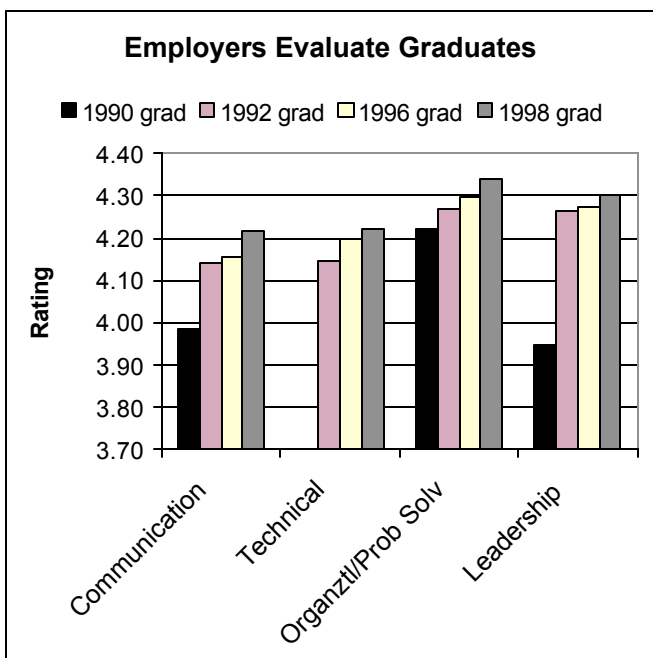
Employer Evaluation of Graduate Skills: Employers give high skill competency ratings to the UW-Stout graduates they employ. Employers rate UW-Stout students comparable or slightly higher than the UW System sample of students.



Source: BPA Alumni Follow-Up Studies, 2000; UW System Wisconsin Employer Survey, 12/97; on a 1-5 scale

Figure 7.1-13a. Skill assessment by employers of UW-Stout and UW System graduates

Employers Rate UW-Stout Graduates High in Areas Important to Them: Not only do students assess themselves as having the skills that employers look for, but employers rate UW-Stout graduates continually higher in skills that meet employer needs, reinforcing UW-Stout’s active learning approach.



Source: BPA Alumni Follow-Up Studies, on a 1-5 scale.

Figure 7.1-13b. Employer ratings of skills of UW-Stout grads rise over an eight-year period

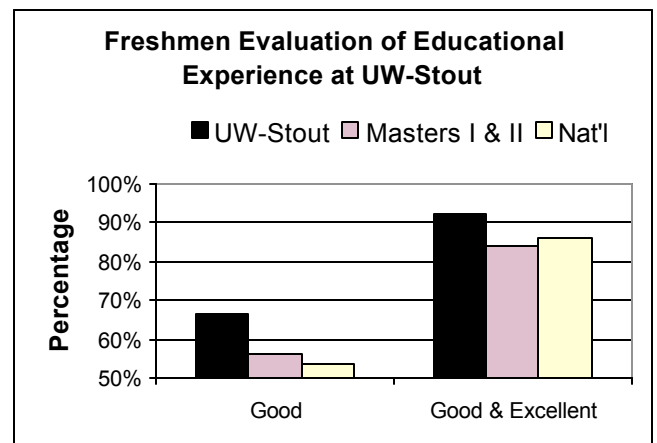
7.2 Student and Stakeholder Satisfaction Results:

Item 7.2 identifies key indicators that support UW-Stout’s value of building “collaborative relationships.” Results in this item demonstrate high levels with improving student and stakeholder satisfaction relative to the key requirements identified in figures O-4 and O-5.

a. Student and Stakeholder-Focused Results: UW-Stout students are surveyed extensively, beginning at freshman orientation, throughout their academic career, and continuing in their careers beyond the campus by means of follow-up studies, alumni relationships, and as employers or business and industry partners. Student and stakeholder satisfaction results will demonstrate:

- Exemplary levels in measures of satisfaction in relation to mission strength and key student requirements;
- Continuous improvement performance through targeted, detailed surveys of current students;
- Systematic approaches to understanding alumni and business satisfaction with UW-Stout;
- External validation of satisfaction through employer, Board of Regents and community assessments and other forms of recognition.

Freshmen Evaluation of Stout Experience: Over 90% of freshmen rate their overall educational experience at UW-Stout as good or excellent. This finding demonstrates processes that provide “high quality, active learning education and instruction,” a key student requirement (figure O-4 (b)).



Source: NSSE Survey, 2000

Figure 7.2-1. Freshmen rate their educational experience at UW-Stout as good and excellent

Student Satisfaction Surveys: Two recent surveys of new freshmen, conducted by the University of Wisconsin System Market Research Unit, provide key benchmark data on how freshmen regard UW-Stout as compared to the other UW System institutions (figure 7.2-2). Responses below reinforce the four key student requirements (figure O-4). The scale changed from 1998 to 2000 survey, so for trend purposes, the percent better than average are shown. Additional survey data support these high ratings on the quality of instruction. On the NSSE survey (2000), freshmen and senior student segments rate within 4 percent of Masters I and II and national comparisons on level of academic challenge.

| Responses of UW System freshmen | UW-Stout #1 rank | Key student need | UW-Stout 2000* | UW System best 2000 | UW System avg. 2000 | % better than avg. 1998 | % better than avg. 2000 |
|---|------------------|------------------|----------------|---------------------|---------------------|-------------------------|-------------------------|
| Has high job placement rates for graduates | X | d | 75% | - | 51% | +14 | +24 |
| Graduates obtain well paying jobs | X | d | 66% | - | 49% | +7 | +17 |
| Programs are well known among employers | X | a | 74% | - | 56% | +7 | +18 |
| Good value for the money | | b | 71% | 74% | 70% | - | +1 |
| Offers top-rated, specialized fields of study | X | b | 74% | - | 68% | +5 | +6 |
| Is well respected for its academic programs | | a | 75% | 82% | 73% | +2 | +2 |
| Provides high quality instruction | X | b | 73% | - | 72% | - | +1 |
| Has faculty who show concern about students | X | c | 70% | - | 65% | - | +5 |

Source: UW System Market Research survey of freshmen, 1998, 2000 (* UW-Stout Response Rate 39%)

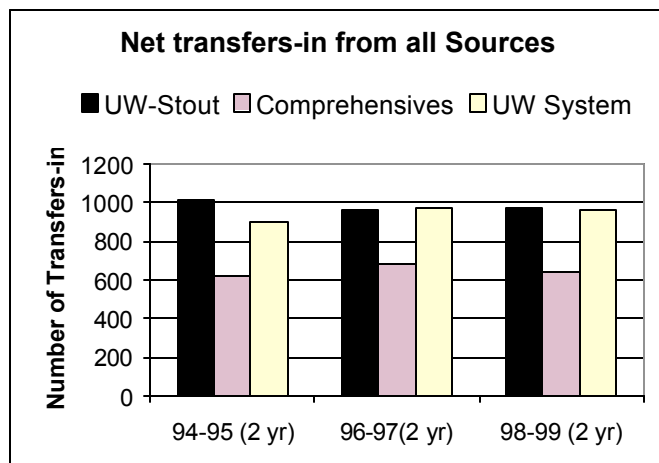
Figure 7.2-2. UW-Stout continues to be a leader in survey feedback related to mission and continues to demonstrate favorable results on other key student requirements compared to other UW System campuses

Net In-Out Transfer of Students: A behavioral measure of student satisfaction is reflected in the number of students who transfer in to Stout. UW-Stout leads the UW comprehensives in the number of transfers in from Wisconsin technical colleges. These figures demonstrate the effectiveness of stakeholder partnerships and reinforce UW-Stout's mission to cooperate with other state and national agencies (figure O-1).

| | 1998-99 | 1999-00 |
|------------------------------------|----------------|----------------|
| Total Transfers-in | | |
| UW-Stout | 896 (rank #2*) | 799 (rank #2*) |
| Highest Comprehensive | 930 | 969 |
| Comprehensive Average | 700 | 667 |
| Technical College Transfers | | |
| UW-Stout | 268 (rank #1*) | 217 (rank #1*) |
| Next Highest Compreh. | 189 | 170 |
| Comprehensive Average | 114 | 104 |

Source: UW System Report, 1998-99, 1999-00; * rank of comprehensives

Figure 7.2-3a. UW-Stout continues to have high numbers of transfer students



Source: UW System Student Statistics

Figure 7.2-3b. UW-Stout continues to have higher number of transfers than other UW campuses

Would Attend Again: First year students, senior students and alumni (figure 7.2-7) segments indicate that if they had to do it again, they would attend Stout. Responses below from

current student segments support our four key student requirements (figure O-3).

| Would attend again | UW-Stout | Masters I & II | Nat'l Avg. |
|----------------------|----------|----------------|------------|
| First year students | 3.40 | 3.11 | 3.18 |
| Senior year students | 3.15 | 3.07 | 3.11 |

Source: NSSE Survey, 12/2000; on a 1-4 scale

Figure 7.2-4. Students indicate that they would attend UW-Stout again

Satisfaction with College Environment: Two recent ACT surveys provide evidence of continuous improvement in student opinions related to the college environment. Figure 7.2-5a illustrates satisfaction with several key aspects of the university. Figure 7.2-5b is the same survey segmented by student group. Responses indicate that UW-Stout is realizing its mission to provide active learning experiences (figure O-1), and its values to encourage "diversity of people, ideas and experiences," and "active involvement in shared governance" (figure O-2).

| Aspects of University | UW-Stout | | 2000-01 Comparisons | |
|--------------------------------------|-------------|-------------|---------------------|--------------|
| | 1999-00 | 2000-01 | Public College | Nat'l Sample |
| Overall | 4.03 | 4.04 | 3.88* | 3.91* |
| Opportunity for personal involvement | 3.76 | 3.81 | 3.65* | 3.71* |
| Attitude of non-teaching staff | 3.68 | 3.74 | 3.52* | 3.60* |
| Racial harmony | 3.60 | 3.66 | 3.66 | 3.69 |
| Opportunity for student employment | 3.55 | 3.58 | 3.42* | 3.49 |
| Concern for you as an individual | 3.54 | 3.54 | 3.39* | 3.53 |
| Student government | 3.41 | 3.43 | 3.36 | 3.40 |

Source: ACT Student Opinion Survey, 2000, 2001; 1-5 scale; * statistically lower

Figure 7.2-5a. Students are more satisfied with the campus environment than comparisons

| Aspects of University 2000-01 | UW-Stout Segments 2000-01 | | |
|--------------------------------------|---------------------------|-------------|-------------|
| | Women | Freshmen | Part-time |
| Overall | 4.15 | 4.07 | 3.83 |
| Opportunity for personal involvement | 3.86 | 3.75 | 4.00 |
| Attitude of Non-teaching staff | 3.83 | 3.78 | 4.17 |
| Racial harmony | 3.65 | 3.82 | 3.67 |
| Opportunity for student employment | 3.65 | 3.58 | 3.40 |
| Concern for you as an individual | 3.57 | 3.73 | 4.00 |
| Student government | 3.49 | 3.61 | 3.60 |

Source: ACT Student Opinion Survey, 2000, 2001; 1-5 scale; * statistically lower

Figure 7.2-5b. Student segments rate the campus environment

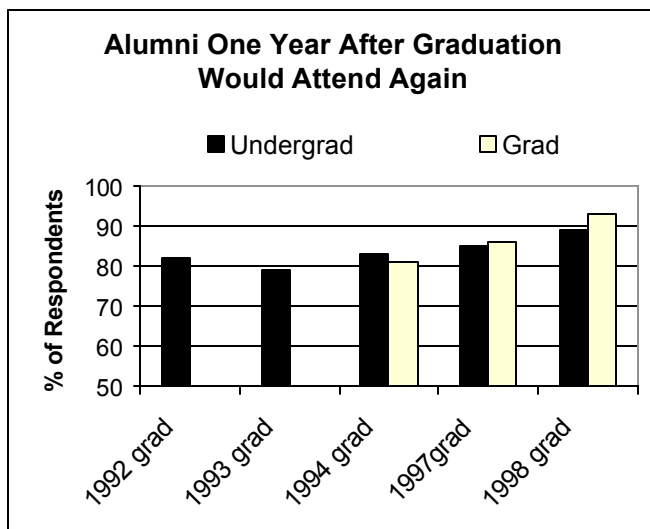
Alumni Satisfaction with Instruction: UW-Stout graduates rate the quality of their instructors and courses higher than comparative groups. Responses below emphasize key student requirement (figure O-4(b)).

| Alumni Satisfaction, 2000 | | | |
|-------------------------------------|----------|---------|------------|
| | UW-Stout | UW Syst | Nat'l Avg. |
| Quality of instruction | 4.22 | 4.18 | 4.10 |
| Quality of program in my major | 4.21 | 4.16 | 4.12 |
| Variety of courses offered | 4.04 | 3.93 | 3.84 |
| Variety of instructional approaches | 4.06 | 3.82 | 3.84 |

Source: Alumni Outcomes Survey, 2000; on a 1-5 scale

Figure 7.2-6. UW-Stout alumni are more satisfied than UW System and the national average

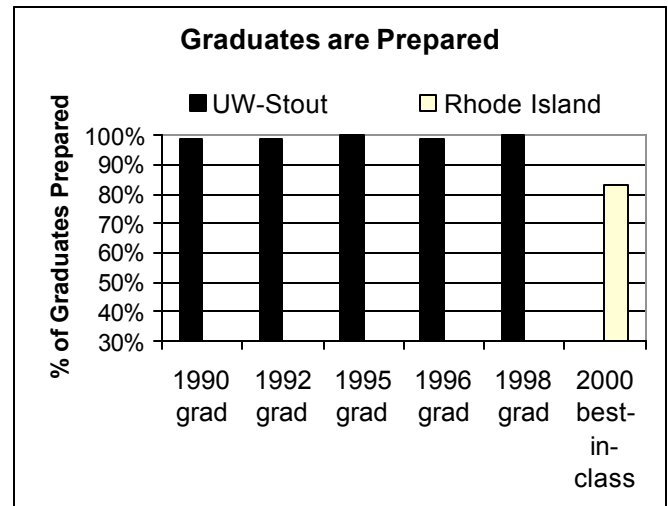
Alumni would Attend Again: UW-Stout has a 20-year history of alumni follow-up surveys. Every other year, the campus surveys alumni one and three years following graduation. When asked if they would attend UW-Stout again, figure 7.2-7 shows alumni over 80% consistently answer yes.



Source: BPA Alumni Follow-up Studies (to alumni).

Figure 7.2-7. Alumni one year after graduation would attend UW-Stout again

Employer Satisfaction with Graduates: UW-Stout's approach of "hands-on, minds-on" experiential learning has prepared graduates well for the job market as shown in figure 7.2-8. *Measuring Up 2000*, a state-by-state report card for higher education recently surveyed employers for satisfaction with how colleges and universities in their state are preparing students for work. Graduates in Rhode Island were identified as best-in-class on this measure, with 83% of employers indicating satisfaction. Employers rate UW-Stout students as more prepared than this comparative best-in-class group, demonstrating leadership in stakeholder satisfaction (figure O-5).



Source: BPA Alumni Follow-up Studies (to employers); *Measuring Up* (on-line)

Figure 7.2-8. Employers continue to rate UW-Stout graduates well prepared for their positions

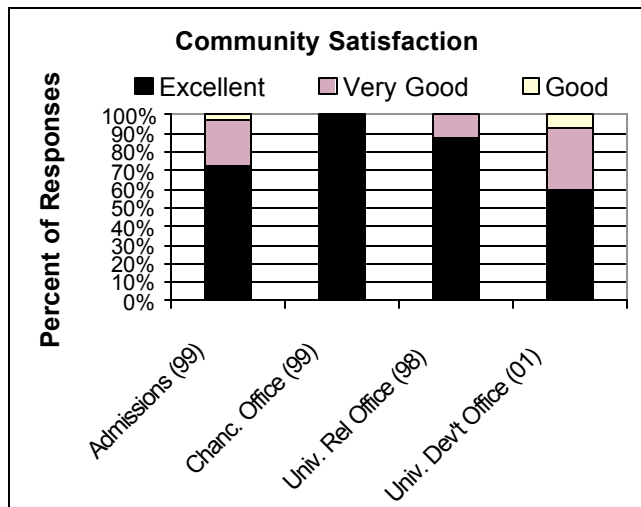
Board of Regents Satisfaction: Members of the Board of Regents provide informal indications of satisfaction at their monthly meetings with the Chancellor and the President of the UW System; formal survey feedback confirms the high regard this oversight body has for UW-Stout, its mission and its leadership. Comments were uniformly positive. Members stated "Stout is outstanding," and "Stout is...a highly successful institution with a clear focused mission and extremely effective leadership."

| Board of Regents Satisfaction with: | 2000 Rating | 2001 Rating |
|-------------------------------------|-------------|-------------|
| Mission appropriateness | 3.9 | 3.9 |
| Student outcomes | 3.9 | 3.7 |
| Leadership | 3.9 | 4.0 |
| Accountability | 3.7 | 3.7 |
| Fulfilling mission | 3.7 | 3.5 |

Source: Board of Regents Assessment of Mission; on a 1-4 scale

Figure 7.2-9. The Board of Regents continues to have high ratings for UW-Stout's mission, performance and leadership

Community Ratings of Customer Service: An integral part of the continuous improvement process (figure O-6) is the unit review of support services by the ESURC. This process involves collecting data on satisfaction from stakeholders inside and outside the institution. Recent reviews illustrate the level of top box satisfaction with which members of the public regard these units.



Source: ESURC

Figure 7.2-10. Community gives excellent ratings

UW-Stout Recognition: UW-Stout is proud of the recognition it has received in the past three years. These awards include:

- In 1999, UW-Stout’s Northwest WI Manufacturing Outreach Center received an “Outstanding” Award for Technology Transfer from the National Association of Management and Technical Assistance Centers.
- AAUW selected UW-Stout’s STEPS pre-college program as the 1998 Equity Initiative Award Winner. The STEPS program is a summer technology and engineering preview camp for middle school girls.
- UW-Stout received the Datatel Client Recognition award (2000) and the Partners in Excellence Award (2001) that recognizes technology partnerships.
- UW System received the Certificate of Excellence for the Hesburgh Award (2001). The award honors faculty development programs that enhance undergraduate teaching & student learning.
- UW-Stout received the Governor’s Special Minority Business Award in 2001 for doing 5% of its purchases with certified minority firms in the 1999-00 fiscal year.
- UW-Stout is a co-recipient of the WI United Residence Hall Association’s “2001 Large School of the Year.”
- In 2000, the Risk Management office received a certification of recognition from the Governor for the “Ideas that Work Program.”

- In a nationwide high school guidance counselor survey done by *Newsweek/Kaplan College Catalog 2001*, UW-Stout was only one of four schools cited as a school most often recommended as “hidden treasures,” and a school that they would attend if they could repeat their college years.

Figure 7.2-11. UW-Stout recognition

7.3 Budgetary and Financial Results:

a. Budgetary, Financial, and Market Results: Item 7.3 lists key indicators of budgetary and financial performance to support UW-Stout values and to assure performance acceptable to its students and key stakeholders.

Affordable Tuition: UW-Stout's tuition, like the tuition of the other comprehensive institutions in the UW System, is affordable. Legislative goals to provide Wisconsin residents affordable undergraduate tuition are affirmed by the current tuition structure.

| Tuition and Fees 1999-00 | | |
|--------------------------|-------------------|--------------------|
| Comparisons | Resident | Non-Resident |
| UW-Stout | \$3,152 (rank #5) | \$10,016 (rank #9) |
| Peer 1 | \$4,118 | \$8,726 |
| Peer 2 | \$2,126 | \$9,506 |
| Peer 3 | \$6,480 | \$10,824 |
| Major 1 | \$5,004 | \$12,406 |
| Major 2 | \$4,770 | \$11,862 |
| Major 3 | \$4,649 | \$12,789 |
| Major 4 | \$3,936 | \$6,801 |
| Major 5 | \$3,004 | \$9,564 |
| Major 6 | \$4,210 | \$10,465 |
| Major 7 | \$5,212 | \$13,365 |
| Major 8 | \$2,592 | \$9,195 |
| Major 9 | \$2,744 | \$4,888 |
| Major 10 | \$4,227 | \$12,357 |
| Major 11 | \$4,129 | \$11,783 |
| Average | \$4,085 | \$10,323 |

Source: IPEDS Peer Analysis System, 1999-00

Figure 7.3-1a. Tuition at UW-Stout is affordable

Tuition Trend: UW-Stout’s increase in tuition per year is explained by the fact that in 1999-00, UW-Stout’s tuition increased by 5% for an access to learning fee. This fee initiated by student governance (voted on by students), was used to sustain UW-Stout’s “hands-on, minds-on” approach to learning. Specifically it was used to provide students with access to requested educational opportunities including: (1) classroom projects, laboratory experiences, service activities and (2) work experience programs. The effectiveness of this fee is demonstrated by increases in student satisfaction with the library and computer lab facilities (figures 7.5-12,a, b & figure 7.5-13). Without the access to learning fee, UW-Stout’s tuition would remain relatively flat since 1998-99.

| In-State Tuition and Fees | | | | | |
|---------------------------|---------|---------|---------|---------|-------------------|
| | 1997-98 | 1998-99 | 1999-00 | 2000-01 | Avg. incr./yr (%) |
| UW-Stout | \$2,707 | \$2,836 | \$3,152 | \$3,152 | 4.87 |
| Peer 1 | \$3,908 | \$3,998 | \$4,118 | | 1.50 |
| Peer 2 | \$2,228 | \$2,024 | \$2,126 | | 2.20 |
| Peer 3 | \$5,802 | \$6,214 | \$6,480 | | 5.45 |
| Peer Avg | \$3,979 | \$4,078 | \$4,241 | | |

Source: IPEDS Peer Analysis System, 97-98, 98-99, 99-00

Figure 7.3-1b. Tuition trend

Affordable On-Campus Room and Board: UW-Stout's room and board is lower than comparative institutions, yet students are satisfied with dining services and residence life (figure 7.5-14 and 7.5-16). These findings indicate that UW-Stout uses its on-campus room and board fees effectively.

| On-campus room and board | | |
|--------------------------|-------------------|-------------------|
| Comparisons | 1998-99 | 1999-00 |
| UW-Stout | \$3,156 (rank #1) | \$3,284 (rank #1) |
| Peer 1 | \$4,966 | \$5,110 |
| Peer 2 | \$5,355 | \$5,554 |
| Peer 3 | \$6,595 | \$7,050 |
| Major 1 | \$4,208 | \$4,334 |
| Major 2 | \$5,346 | \$5,560 |
| Major 3 | \$4,426 | \$4,598 |
| Major 4 | \$3,777 | \$3,889 |
| Major 5 | \$3,958 | \$4,171 |
| Major 6 | \$4,116 | \$4,248 |
| Major 7 | \$4,520 | \$4,790 |
| Major 8 | \$3,780 | \$3,950 |
| Major 9 | \$3,777 | \$4,164 |
| Major 11 | \$5,142 | \$5,317 |
| PEER AVG | \$4,612 | \$5,164 |

Source: IPEDS Peer Analysis System, 1998-99, 1999-00

Figure 7.3-2. UW-Stout has the lowest on-campus room and board expenses for two years in a row

Revenue Growth in Tuition Base and One-Time Funding:

In 1996-97, UW System initiated a process to ensure that institutions generated tuition revenue commensurate with their projected enrollment targets, and rewarded campuses that earned excess tuition revenue. Through careful use of data and planning, UW-Stout has converted excess revenue into its annual base funding as well as using the excess one-time dollars to fund budget priorities such as innovative instructional initiatives, additional information technology equipment and professional development to enhance academic performance.

| Tuition | 1998-99 | 1999-00 | 2000-01 |
|-----------------|---------|---------|---------|
| Target | \$18.1M | \$20.6M | \$20.8M |
| Revenue | \$18.9M | \$21.0M | \$21.2M |
| One-time \$ | \$572K | \$607K | \$250K |
| Initiative \$ | | \$925K | \$1166K |
| Base supplement | \$ 69K | \$398K | \$520K |

Source: UW System Revenue Reports; AFIR

Figure 7.3-3. UW-Stout earns excess tuition revenue

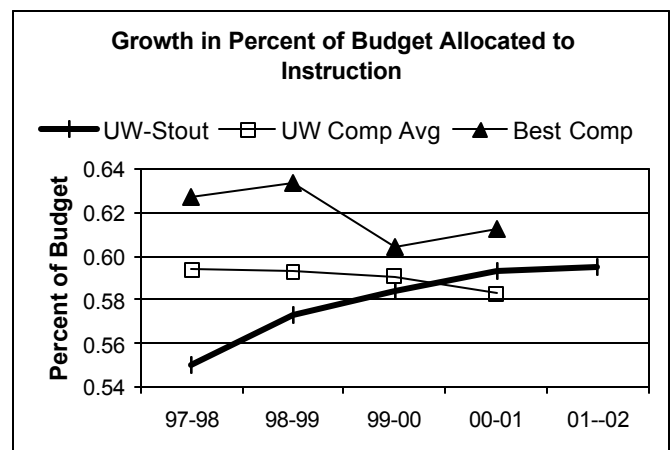
Budget Priority Funding: UW-Stout initiated a participatory budget planning process in 1996 (figure 2.2-2). Through the process described in Cat. 2, an abbreviated list of reallocations to support budget priorities is shown in figure 7.3-4.

| Goal | Priority | Initiative | 00-01 (K) | 01-02 (K) |
|------------------|--------------------|---------------------------|------------------|-----------|
| Academic Prog. | Adult Access | Program Develop | \$25 | \$25 |
| | | Advertising | \$25 | \$25 |
| | | Web Enhance | | \$25 |
| Active Learn. | Technology | Computer Replace | \$607 | \$610 |
| | | Digital Campus | \$44 | \$80 |
| | Access | Access to Learning | \$925 | \$989 |
| | Lab Renewal | Update laboratories | \$630 | \$630 |
| Excel. in Teach. | Faculty Workload | New Faculty | \$160 | |
| Divers | Equality for Women | Women's Coordinator | | \$42 |
| | | Plan 2008 | Diversity Grants | \$40 |
| Environ | Funding for Chg | Speakers, Leadership Dev. | \$10 | \$40 |
| Facilit y | Distance Learning | Millennium Hall | \$9M | |
| Support Servic e | Cont. Improve | BPA Assess. | | \$10 |
| | | Rec. Mgmt Complex | \$9M | \$89 |

Source: Fiscal Year-End Budget Review, 2001; Budget Book

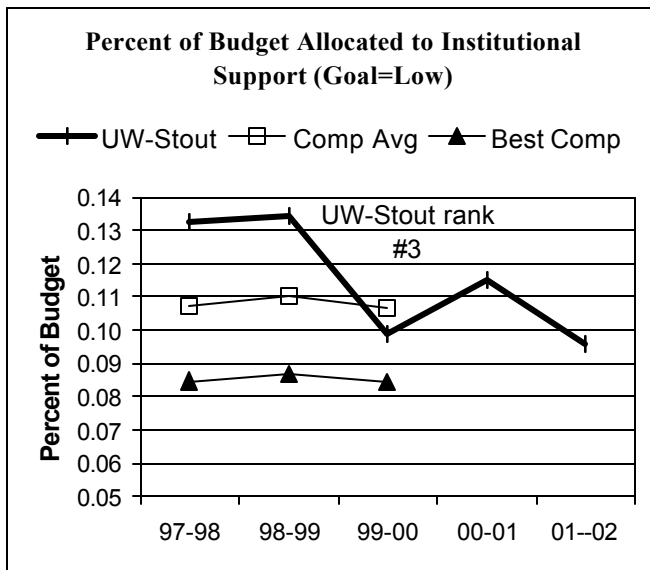
Figure 7.3-4. UW-Stout funds organization priorities

Instruction and Support Percent of Budget: Over the past several years, UW-Stout has allocated an increasing percent of its general purpose revenue budget to instruction in support of the campus's core mission and a decreasing percent to institutional support. As the campus grew its revenue base (Item 4.1b.b(1) & figure 7.3-3), instruction was allocated greater resources to provide quality programs and curriculum.



Source: Redbook, 1997, 1998, 1999, 2000

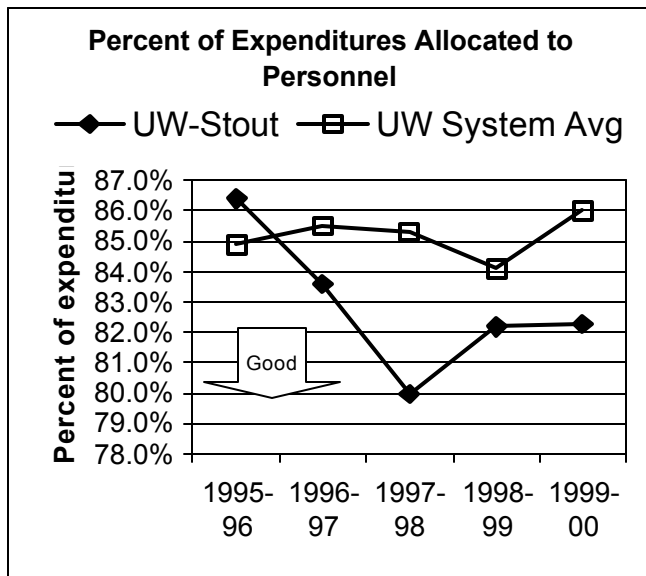
Figure 7.3-5a. Percent allocated to instruction



Source: Fiscal Year-End Budget Review, 1997-98, 1998-99, 1999-00; Activity Code Analysis

Figure 7.3-5b. UW-Stout continues to decrease percent of budget allocated to institutional support

Percent of Expenditures Allocated to Personnel: UW-Stout allocates budget between personnel and non-personnel in order to assure adequate funding for budget priorities and to provide balanced support for classroom instruction and laboratories.



Source: Infoaccess

Figure 7.3-6. UW-Stout maintains a balance between personnel and non-personnel expenditures

Budget Conformance: UW-Stout’s budget process values responsible budgeting. Each college and department is empowered to manage its own budget within +5%, and is held accountable for budget variances. For this reason, overspending is extremely rare; but when it happens, the department or college must make up the shortfall. This approach assures close budget management by all departments.

Source: Fiscal Year End Budget Review, 1998, 1999, 2000; *

| Division Ending Budget Variances* from Budget Plan | | | |
|--|---------|---------|---------|
| Division | 1997-98 | 1998-99 | 1999-00 |
| Chancellor | 0.0% | 2.6% | 0.2% |
| Provost | 0.2% | -0.2% | 3.5% |
| CAS | 0.3% | 0.1% | 0.7% |
| CHD | 0.3% | 0.1% | 0.1% |
| CTEM | 0.4% | 0.0% | 0.9% |
| ASLS | 0.1% | 0.1% | 0.0% |

Percentage over or under budget at end-of-year

Figure 7.3-7. UW-Stout conforms to budget plan

Reserve Management: One of UW-Stout’s Resource Principles (developed by the Strategic Planning Committee) is to maintain flexibility at all levels of the organization through the use of reserves to fund strategic initiatives, emergencies and other discretionary purposes (figure 7.3-4). Auxiliary operations, which must run like businesses, project five-year plans detailing projected rates, revenue, expenditures, capital plans and projected reserves. Decisions concerning the allocations from the University Special Projects Fund are made with broad participation of the campus and CAC, but reserved for the Chancellor’s final decision. In addition, each of the major divisions has its own “special projects fund” to distribute on area-specific priorities.

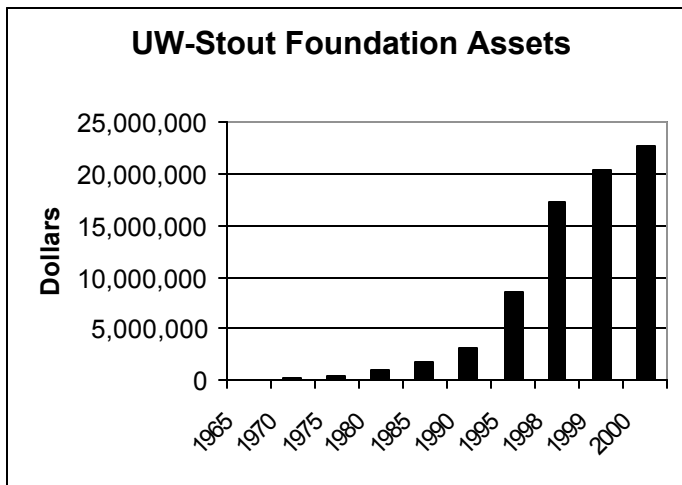
| University Reserves | | | | |
|---|-------|-------|-------|-------|
| % of Total GPR Budget in UW-Stout’s Special Projects Fund | 98-99 | 99-00 | 00-01 | 01-02 |
| | 4.9% | 6.1% | 5.2% | 4.5% |
| Additional Division Special Project Funds – in Thousands | | | | |
| Chancellor | 25K | 23K | 31K | 28K |
| Provost | 197K | 118K | 114K | 244K |
| CAS | 226K | 401K | 368K | 394K |
| CHD | 146K | 183K | 203K | 175K |
| CTEM | 396K | 651K | 359K | 291K |
| Dean of Students | 12K | 12K | 10K | 6K |
| ASLS | 21K | 93K | 69K | 68K |

Auxiliary Operations Reserve Formulas Prescribe Levels – Typically reserve levels are between 25-50% of allowable reserves for each auxiliary operation.

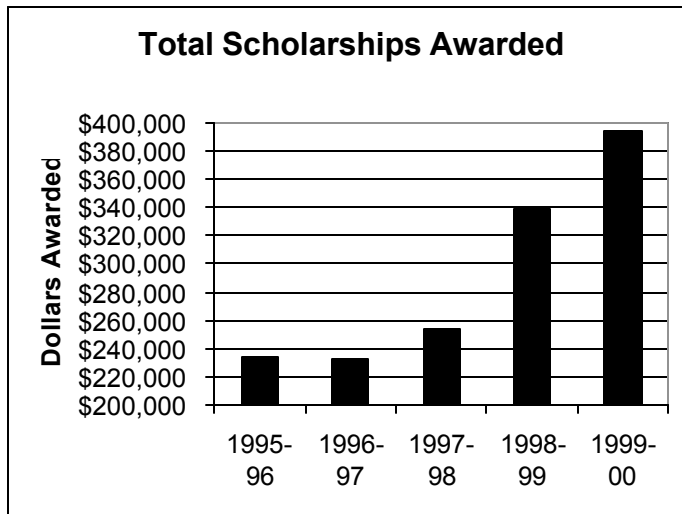
Source: Redbook, 1997, 1998, 1999, 2000, 2001

Figure 7.3-8. APQC Benchmarking Study uses UW-Stout’s reserve practice as a “best practice” in Institutional Budgeting

Foundation Assets and Scholarships: The UW-Stout Foundation assets and scholarships awarded have shown significant growth. This growth in Foundation assets is a result of contributor’s support of academic programs and successful stakeholder campaigns to meet strategic campus priorities. This financial strength has also permitted the Foundation to increase the number of scholarships to 467 in 1999-00. These scholarships enable UW-Stout to recruit and retain to targeted student segments such as “top-10 percent” of class.



Source: UW-Stout Foundation Office
Figure 7.3-9a. UW-Stout continues to show growth in Foundation assets



Source: UW-Stout Foundation Office
Figure 7.3-9b. UW-Stout continues to show growth in the amount of scholarship dollars awarded

7.4 Faculty and Staff Results

a. Faculty and Staff-Related Results:

Figure 7.4 lists key measures that support UW-Stout values of “growth and development of ..., faculty and staff; diversity of people; and active involvement in shared governance.” Those indicators in **bold** represent primary measures of the values.

| Values: (4) Growth and Development; (5) Diversity; (6) Shared Governance | Figure Ref. |
|---|--------------------|
| Faculty/Staff Morale | 7.4-1a,b,c |
| Employee Satisfaction | 7.4-2 |
| Faculty Resignations | 7.4-3 |
| Grievances | 7.4-4 |
| Diversity of Employees-Women & Minorities | 7.4-5a,b 7.4-6 |
| Freedom From Harassment & Discrimination | 7.4-7 |
| Education Level of Faculty | 7.4-8 |
| Professional Development | 7.4-9a, b |
| Professorships & Chairs | 7.4-10 |
| Human Resources Effectiveness | 7.4-11 |
| Employee Microsoft & Safety Training | 7.4-12a, b |
| Decline in Injury/Accident | 7.4-13 |
| Workers Compensation Claims & Experience Factor | 7.4-14a, b |

Figure 7.4. Key indicators of faculty and staff morale, well-being, and development

UW-Stout faculty and staff results address faculty and staff well-being, satisfaction and development. Item 7.4 indicators illustrate the following:

- Morale is improving. This outcome is linked to involvement in the leadership system, processes that enable shared governance, and expanded processes that facilitate communication and collaborative decision-making.
- Increased satisfaction is improving behavioral well-being trends.
- Commitment to faculty and staff development is demonstrated by indicators of diversity, educational level obtained, and UW-Stout support for professional development

Faculty and Staff Morale Results: Morale surveys were conducted in 1994, 1999 and 2001. Figures 7.4-1a, b, and c demonstrate continuous improvement in morale and a positive, engaged workforce in key indicators, leadership, and important areas for classified staff. The wording of the question “my opinions are valued” changed from the 1999 survey to the 2001 survey and has influenced the year to year responses. The positive morale is a result of improved participation in the leadership system, and broad involvement in other key processes such as planning. In figure 7.4-1b, 2001 data were not yet available at time of printing this document.

| Overall Satisfaction | Classified | | | Faculty & Staff | | | Segments, 2001 | |
|------------------------------|------------|-------|------|-----------------|-------|------|----------------|----------|
| | 1994 | 1999 | 2001 | 1994 | 1999 | 2001 | Women | Minority |
| My morale is at a high level | 3.15 | 3.53 | 3.58 | 3.16 | 3.48 | 3.48 | 3.41 | 3.50 |
| I am loyal to UW-Stout | 3.30 | 4.30* | N/A | 3.61 | 4.18* | N/A | N/A | N/A |
| My opinions are valued | 2.99 | 3.36 | 3.39 | 3.38 | 3.61 | 3.29 | 3.26 | 3.06 |

Source: Morale Surveys, BPA, 1994,1999; *Morale improvement .5 or more; on a 1-5 scale

Figure 7.4-1a. Overall morale has continuously improved

| Faculty/Staff Rate Degree of Leadership Provided | 1994 | Jan 1999 | Dec 1999* |
|--|------|----------|-----------|
| Chair | 3.65 | 3.75 | N/A |
| Dean/Director | 3.15 | 3.37 | N/A |
| Division Head | N/A | 3.43 | 3.46 |
| Chancellor | N/A | 3.48 | 3.37 |

Source: Morale Surveys, BPA, 1994, 1999; *Faculty Senate Evaluation of Administrators, on a 1-5 scale

Figure 7.4-1b. Faculty and Staff rate leadership

| Year | Total Faculty | Voluntary Resignations | UW-System Average |
|----------|---------------|------------------------|-------------------|
| 1993-94 | 320 | 3.13% | 4.7% |
| 1994-95 | 317 | 1.26% | 4.7% |
| 1995-96 | 314 | 1.91% | 4.7% |
| 1996-97 | 299 | 3.34% | 4.7% |
| 1997-98 | 302 | 2.65% | 4.7% |
| 1998-99 | 295 | 3.06% | 4.7% |
| 1999-00 | 292 | 2.74% | 4.7% |
| 2000-01* | 282 | 2.12% | |

Source: UW-Stout Human Resources Office; Accountability Report, 2000-01; * as of 5/4/01

Figure 7.4-3. Faculty voluntary turnover continues to remain low

| Influences Classified Staff Growth in Key Positive Morale | 1994 | 1999 |
|---|------|-------|
| Importance of job to institution | 3.47 | 4.20* |
| Relations with co-workers | 3.51 | 4.31* |
| Access to computer resources | 3.63 | 3.80 |
| Physical work environment | 3.31 | 3.48* |

Source: Morale Surveys, BPA, 1994,1999; *Morale improvement .5 or more; on a 1-5 scale

Figure 7.4-1c. Classified staff growth in morale

Employee Satisfaction with Experience at UW-Stout: Data from exit interviews indicate that employees and employee segments are showing continuous improvement in satisfaction with their experience at UW-Stout.

| Employee Satisfaction with Experience at UW-Stout | | | |
|---|---------|---------|---------|
| | 1998-99 | 1999-00 | 2000-01 |
| All Employees | 3.67 | 3.51 | 4.00 |
| Classified Employees | 4.11 | 3.45 | 4.80 |
| Unclassified Employees | 3.22 | 3.55 | 3.71 |

Source: Exit Interview Database; on a 1-5 scale

Figure 7.4-2. UW-Stout employees show continuous improvement in satisfaction at UW-Stout

Faculty Turnover: Another indicator of UW-Stout faculty and staff overall satisfaction is voluntary turnover. UW-Stout faculty average 16 years of service at the institution and classified staff average 14 years.

Classified Staff Grievances: Classified staff satisfaction is also measured by assessing the number of grievances filed. Only when disputes cannot be settled at the unit level by supervisors, will a formal grievance be filed. As figure 7.4-4 shows, the number of grievances filed has been decreasing over the past four years reflecting positive actions to increase involvement, teamwork and communication.

| Classified Staff Grievances | |
|-----------------------------|----------|
| Year | UW-Stout |
| 1995-96 | 25 |
| 1996-97 | 19 |
| 1997-98 | 10 |
| 1998-99 | 4 |
| 1999-00 | 2 |
| 2000-01* | 1 |

Source: UW-Stout Human Resources Office; * as of 2/26/01

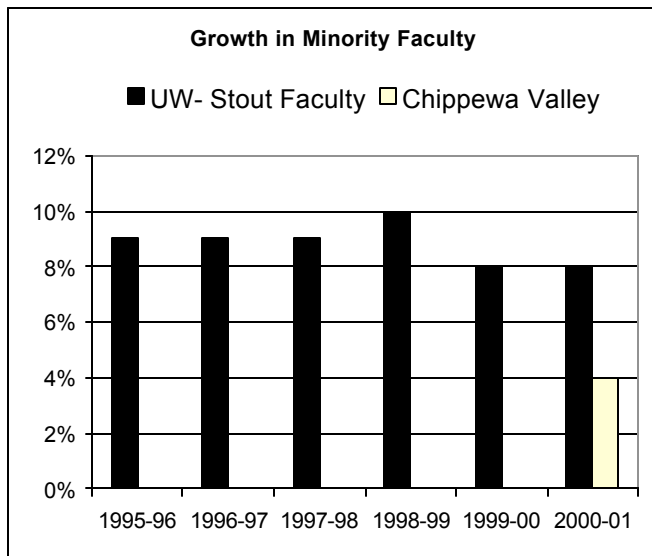
Figure 7.4-4. The number of grievances continues to decrease over time

Faculty Diversity: “Diversity of people, ideas and experiences” is a UW-Stout core value (figure O-2). UW-Stout has been deploying initiatives to increase women and minority faculty members. For example, university-wide advertisements have been placed in female and minority targeted journals for the past three years. The university has established *Plan 2008* to increase diversity on campus. UW-Stout compares its percent of minorities to the percent of minorities in the Chippewa Valley area because many comparative institutions are located in urban areas which often have greater ethnic diversity.

| Percentage of Women Faculty | | | |
|-----------------------------|-------|-------|-------|
| Comparison | 1995 | 1997 | 1999 |
| UW-Stout | 32.5% | 34.4% | 33.4% |
| Peer 1 | 24.7% | 23.6% | 25.5% |
| Peer 2 | 17.4% | 20.0% | 21.1% |
| Peer 3 | 11.8% | 14.5% | 16.4% |
| Major 1 | 31.6% | 32.6% | 34.9% |
| Major 2 | 25.5% | 25.7% | 27.4% |
| Major 3 | 23.8% | 24.8% | 26.6% |
| Major 4 | 34.9% | 37.5% | 38.9% |
| Major 5 | 25.0% | 25.5% | 27.2% |
| Major 6 | 38.1% | 41.1% | 45.6% |
| Major 7 | 25.3% | 26.5% | 27.8% |
| Major 8 | 22.7% | 24.2% | 27.2% |
| Major 9 | 38.4% | 42.0% | 38.3% |
| Major 10 | 36.6% | 39.0% | 40.1% |
| Major 11 | 30.0% | 31.3% | 32.5% |
| Major 12 | 30.6% | 32.0% | 31.6% |
| Major 13 | 38.8% | 35.0% | 41.3% |
| Average | 28.5% | 29.7% | 31.4% |

Source: IPEDS Peer Analysis System, 1995, 1997, 1999

Figure 7.4-5a. Percentage of women faculty



Source: Affirmative Action Plans 1995-96 to 1997-98; 1998-99 and on from Infoaccess Oct. 1 unclass. payroll; Census

Figure 7.4-5b. Percentage of minority faculty

Employee Diversity: Not only does UW-Stout monitor trends in women and minority faculty members, but the university strives for diversity among all of its employees. Figure 7.4-6 compares the percentage of minority employees at UW-Stout to all comparative universities that are located in rural areas, as identified by US News & World Report.

| Percentage of Minority Employees | | | | |
|----------------------------------|-------|-------|------|--------------|
| Comparison | 1995 | 1997 | 1999 | Chg (95- 99) |
| UW-Stout | 4.2% | 5.6% | 4.4% | +0.2% |
| Peer 1 | 5.0% | 5.0% | 3.9% | -1.1% |
| Major 4 | 11.6% | 11.3% | 9.4% | -2.2% |

Source: IPEDS Peer Analysis System; US News World Report

Figure 7.4-6. Percentage of minority employees

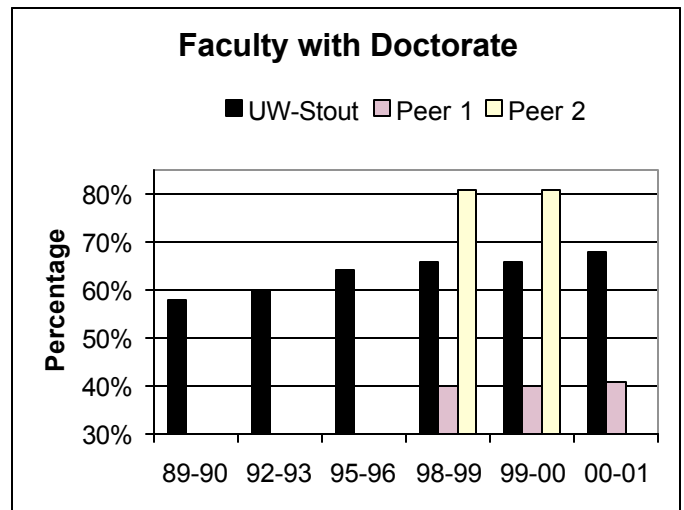
Freedom from Discrimination and Harassment: Data from exit interviews indicates that employees and employee segments show little evidence of discrimination and harassment, supporting effective efforts to achieve diversity of experiences.

| Freedom From Discrimination & Harassment | | | |
|--|-------|-------|-------|
| | 98-99 | 99-00 | 00-01 |
| ALL EMPLOYEES | | | |
| Free from Discrimination | 4.8 | 4.9 | 4.6 |
| Free from Harassment | 4.9 | 5.0 | 4.9 |
| UNCLASSIFIED | | | |
| Free from Discrimination | 4.7 | 4.9 | 4.7 |
| Free from Harassment | 4.8 | 4.9 | 4.9 |
| CLASSIFIED | | | |
| Free from Discrimination | 4.9 | 4.9 | 4.3 |
| Free from Harassment | 5.0 | 5.0 | 5.0 |

Source: Exit Interview Database; on a 1-5 scale

Figure 7.4-7. UW-Stout staff feel free of harassment and discrimination

Highest Educational Level of Faculty and Staff: To continually improve the educational experience, the campus has initiated actions to improve the education level of faculty and staff. The doctorate degree has become a hiring preference. However, the terminal degree in several of UW-Stout's programs is not a doctorate (for example, in Art the terminal degree is an MFA). These initiatives resulted in a 10 percent growth in faculty with the doctorate since 1989.

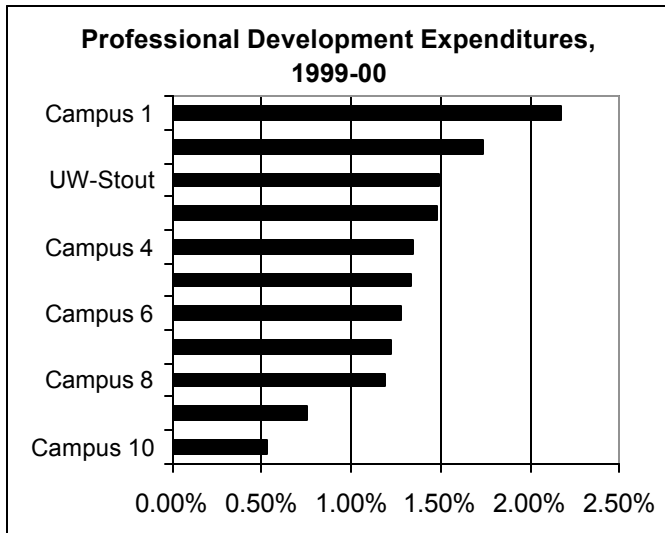


Source: UW-Stout Data Team Table IV; UW-Stout website; Peer 1; Peer 2

Figure 7.4-8. UW-Stout continues to increase its percentage of faculty and staff with the doctorate

Professional Development Expenditures: One of UW System's accountability goals is to expend at least 1% of payroll on professional development for faculty and staff. UW-Stout's rank is third among the comprehensive institutions. As part of faculty and staff development actions, UW-Stout expends 1.87% of permanent salary payroll, exhibiting a tangible commitment to the professional development of faculty and staff. Survey data indicate that

classified employees report continuous improvement in satisfaction with the opportunities for professional development.



Source: UW System Office of Policy Analysis and Research
Figure 7.4-9a. UW-Stout continuously ranks high in support of professional development activities

| Satisfaction with Opportunities for Training/Prof. Dev't | | | | |
|--|-------|-------|-------|-------|
| | 97-98 | 98-99 | 99-00 | 00-01 |
| Classified Employees | 3.14 | 3.79 | 3.73 | 4.40 |

Source: Exit Interview Database; on a 1-5 scale
Figure 7.4-9b. UW-Stout classified employees are more satisfied with opportunities for professional development

Professorships and Chairs: A key professional development opportunity and form of recognition for faculty is to be awarded a professorship or endowed chair. Through extensive efforts on behalf of the Stout Foundation, UW-Stout is able to offer the largest number of professorships and endowed chairs of any UW comprehensive campus.

| Named Professorships and Chairs, 2000 | | |
|---------------------------------------|--------------------|--------------------|
| | Professorships | Chairs |
| UW-Stout | 7 (min. \$250,000) | 2 (min. \$1.5 m) |
| Campus 1 | 6 (min. \$50,000) | 0 |
| Campus 6 | 5 (min. \$150,000) | 0 |
| Campus 5 | 3 (min. \$350,000) | 0 |
| Campus 7 | 2 (min. \$50,000) | 0 |
| Campus 2 | 1 | 1 (min. \$1) |
| Campus 10 | 0 | 1 (min. \$100,000) |
| Campus 3 | 0 | 0 |
| Campus 4 | 0 | 0 |
| Campus 9 | 0 | 0 |
| Campus 8 | N/A | N/A |

Source: Campuses 1-11; includes number of professorships and chairs and minimum endowment for each
Figure 7.4-10. UW-Stout has the most professorships and chairs of all comprehensives

Satisfaction with Human Resources: The ESURC continuous improvement process (figure O-6) examined the Human Resources office 1999-2000, and results from three surveys (new hires, retirees, chairs & unit directors) confirm the staff is effective in explaining benefit, hiring and retirement planning information as shown in figure 7.4-11.

| Human Resources Effectiveness | |
|----------------------------------|-----|
| Effective explaining benefits | 3.2 |
| Effective retirement information | 3.7 |
| Effective hiring process | 3.2 |

Source: ESURC, 2000; on a 1-4 scale

Figure 7.4-11. Human Resources operates effectively

Microsoft Products and Safety Training: UW-Stout conducts a number of training sessions throughout the year. Included among those sessions are Microsoft products training and safety training. Figure 7.5-12a demonstrates the effectiveness of the software training sessions. Employees report that the training has helped them to perform their job better.

Additionally, ASLS is responsible for safety training in a number of areas for the campus. Some of the larger attended sessions are listed in figure 7.4-12b. In January, 2000, a safety survey was conducted. With the feedback from that survey, the Physical Plant targets a number of areas using a "Safety Concern/Near Miss Accident Report" that employees file for supervisor follow-up.

| Microsoft Training Evaluation, 2000-01 | | |
|--|--------|-------|
| | Win 01 | Sp 01 |
| The handouts were helpful | 6.09 | 6.35 |
| The workshop helped me do my job better | 6.04 | 6.12 |
| The material was relevant to my job | 5.94 | 5.99 |
| I applied much of the material to my job | 5.85 | 5.99 |

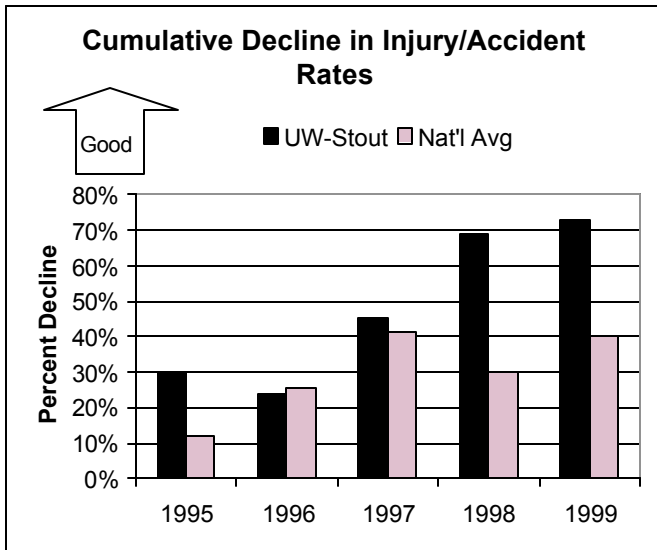
Source: Microsoft Training Evaluation, 2001; on a 1-5 scale
Figure 7.4-12a. Satisfaction with training improves

| Area of Training Provided | Number in Attendance | |
|---------------------------|----------------------|------------------------|
| | 1999-00 | 2000-01 (as of 3/5/01) |
| Fire Extinguisher Use | 82 | 82 |
| Back Care | 13 | 31 |
| CFSC Safety | 9 | 35* |
| Student Manager | 6 | 18 |

Source: University Services and Physical Plant training logs, 1999-00, 2000-01; * includes safety and fire training

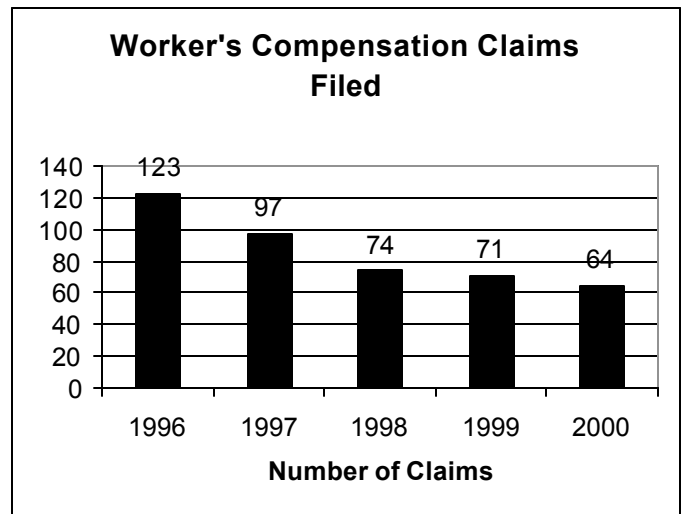
Figure 7.4-12b. Safety training increases in 2000-01

Decline in Injury/Accident Rates: The importance of attention to safety training in the past five years is documented in the decline in injury and accident rates shown in figure 7.4-13. UW-Stout rates are compared to the Bureau of Labor Statistics non-fatal injury accident rates for Educational Services.

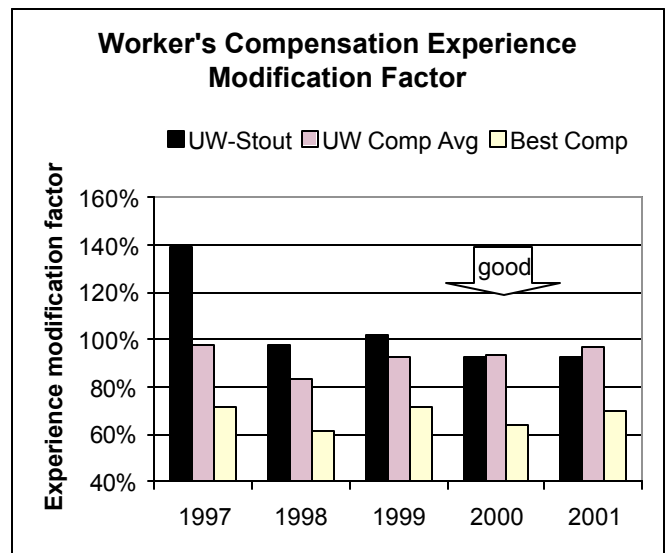


Source: UW-Stout Physical Plant; Bureau of Labor Statistics
Figure 7.4-13. UW-Stout’s rate of decline in injury/accident rates outperforms benchmark

Safety: UW-Stout initiated action in recent years to reduce the number of Worker's Compensation claims filed and premiums paid through proactive implementation of workplace safety programs and accident prevention procedures. Figures 7.4-14a, and b indicate the effectiveness of this approach as the number of claims filed and premiums paid has significantly decreased since 1996. Figure 7.4-14b displays our experience modification factor comparison. The experience modification compares actual losses to the “average” or expected losses for each classification(s). Ratings less than 100% indicate that we are doing better than expected. The experience rating system benefits employers, such as UW-Stout, who have better than the “average” loss experience.



Source: UW-Stout Human Resources Office
Figure 7.4-14a. Number of worker’s compensation claims improves over time



Source: UW-System Report
Figure 7.4-14b. UW-Stout performs better than the comprehensive average in worker’s compensation premiums paid

7.5 Organizational Effectiveness Results:

Figure 7.5 lists key indicators that support UW-Stout values of “high quality, student-centered education involving active learning, scholarship and research, and collaborative

relationships with the community.” Results in this item demonstrate performance contributing to enhanced learning and operational effectiveness.

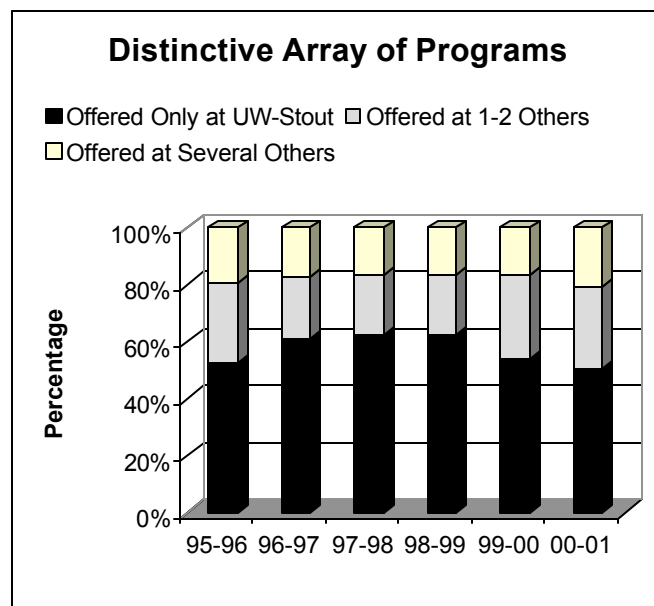
| Values: (1) High quality, student-centered education involving active learning (2) Scholarship and research, (3) Collaborative relationships | Process | Figure |
|--|----------------------------|-----------|
| Distinctive Array of Programs | Mission Focus | 7.5-1 |
| Undergraduate Curriculum Renewal | Mission Focus | 7.5-2 |
| Federal Grant Expenditures | Mission Focus | 7.5-3 |
| Percent of Laboratory-Based Instruction – Key Student Requirement (figure O-4) | Active Learning | 7.5-4a, b |
| Enrollment | Academic & Career Services | 7.5-5 |
| Distance Learning Opportunities | Academic & Career Services | 7.5-6 |
| Audit Compliance | General Administration | 7.5-7 |
| Safety and Security Performance | | 7.5-8 |
| Support Services effectiveness and efficiency—Current Students and Alumni | Student Life Services | 7.5-9a, b |
| Employees’ assessment of Budget Planning Process | | 7.5-10 |
| Information Technology Usage | Information Technology | 7.5-11 |
| Student assessment of Computer Labs | Information Technology | 7.5-12a,b |
| Student assessment of Library support services | | 7.5-13 |
| Student assessment of Dining Services | | 7.5-14 |
| Student assessment of Student Center services | | 7.5-15 |
| Student assessment of Residence Life | | 7.5-16 |
| Purchasing Transactions | | 7.5-17 |
| Efficient Use of Electricity | General Administration | 7.5-18 |
| Trends in Energy Use | General Administration | 7.5-19 |

Figure 7.5. Key indicators of UW-Stout learning and operational effectiveness

The measures in this section present evidence of:

- UW-Stout's commitment to its mission; employing processes such as program and curricular review and renewal, which ensure a capability to stay current with changing societal demands;
- The importance of active learning principles at UW-Stout as demonstrated by student contact hours and lab-intensive instruction;
- The university's actions to maintain access and affordability for students;
- UW-Stout's resolution to fiscally support values and strategies;
- Sound operational management and continuous improvement of facilities and services.

Distinctive Array of Programs: UW-Stout’s array of programs is evidence of its strong focus on Mission (figure 7.5-1). As compared to the 40-60 undergraduate programs typical of other comprehensive universities, UW-Stout offers a small and discrete set of degree programs. The campus’s 27 undergraduate programs are the fewest offered in the UW System, and several are unique in the nation. Even degree programs that appear to be similar to programs elsewhere have an applied focus that sets them apart.

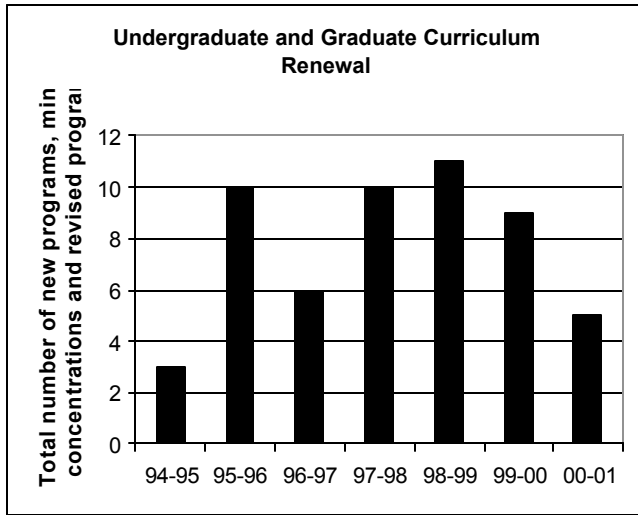


Source: *The UW System Introduction*

Figure 7.5-1. UW-Stout’s programs are unique in the UW System

Curriculum Renewal: Program directors and the program development process are critical to keeping these unique programs current. Faculty and staff work to keep UW-Stout’s program and curricula current as shown in figure 7.5-2. Knowledge, skill building and competency indicators are carefully designed to enable students to participate fully in their profession as soon as they graduate. Curriculum

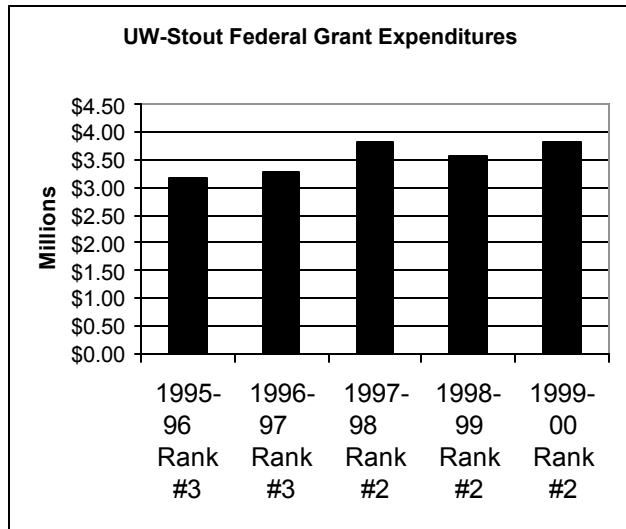
renewal is a key process that enables our students to be placed with business and industry, provides the foundation for satisfied employers, and facilitates interaction with program advisory groups.



Source: Provost's Office

Figure 7.5-2. UW-Stout continually refocuses its curriculum to meet stakeholder needs

Extramural Funding: UW-Stout has a long tradition of federal grant activity as shown in figure 7.5-3. Eleven years ago, UW-Stout was the only UW comprehensive institution with significant grant activity. Currently, 36 percent of faculty apply for or receive grants annually. UW-Stout continues to be among the top institutions in research and grant activity, ranking second (although eighth in size) in the UW System.

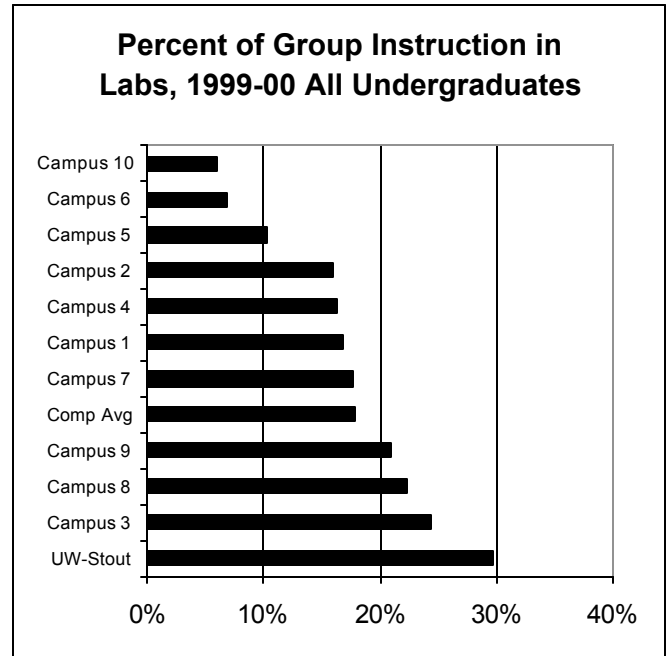


Source: Fiscal Year End Budget Review, 1996, 1997, 1998, 1999, 2000; rank of comprehensives

Figure 7.5-3. UW-Stout federal grant expenditures

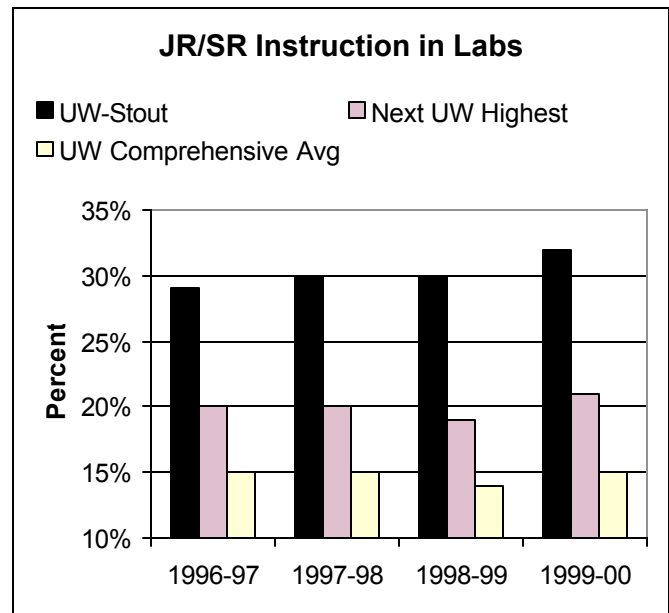
Percentage of Lab-Based Instruction: UW-Stout's active learning approach sets it apart from other universities. One material measure of this is laboratory-based instruction. Laboratories foster involvement and inquiry, and allow

students to combine theory, practice and experimentation. For the fall terms of the last three years, 29-30 percent of our total group instruction has taken place in laboratories, compared to an 18-19 percent average at other UW System universities. Additionally, UW-Stout's juniors and seniors receive the most laboratory-based instruction in the UW System.



Source: PMIS Section Size Analysis

Figure 7.5-4a. UW-Stout provides more of its instruction in laboratories than its competitors

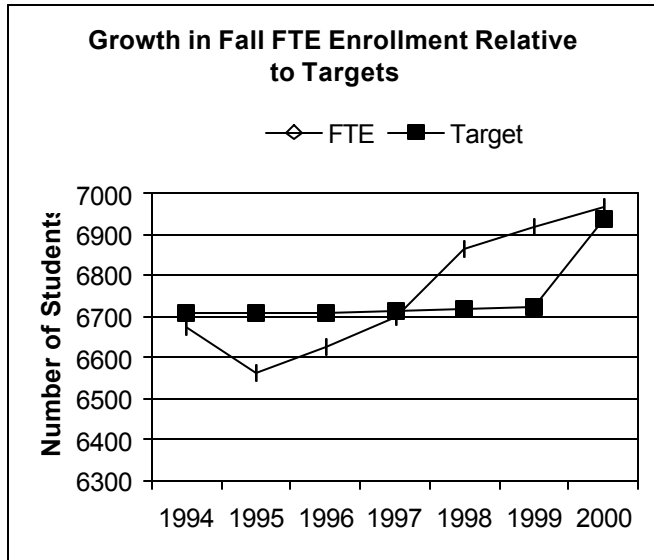


Source: PMIS Section Size Analysis

Figure 7.5-4b. UW-Stout continues to provide more laboratory instruction than the comprehensive average

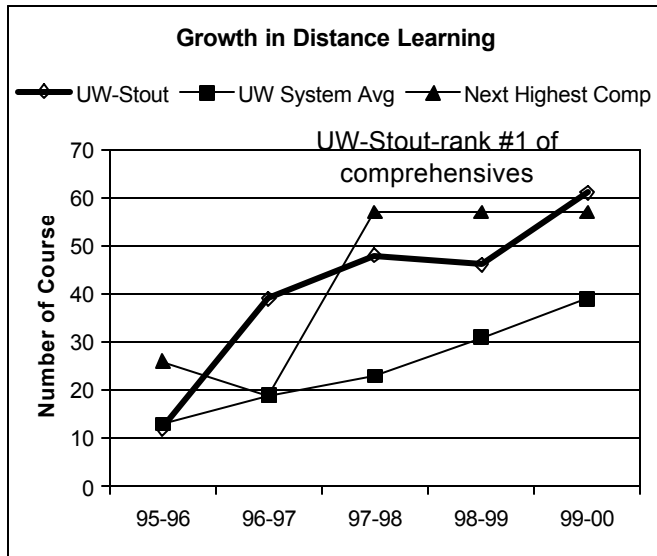
FTE Enrollment: UW-Stout's enrollment has been carefully managed to maximize its potential for growing the campus's revenue base. As part of the university's continuous

recruiting and enrollment process, enrollments are monitored every week.



Source: Fiscal Year End Budget Review, 2000
Figure 7.5-5. UW-Stout continues to meet its enrollment targets

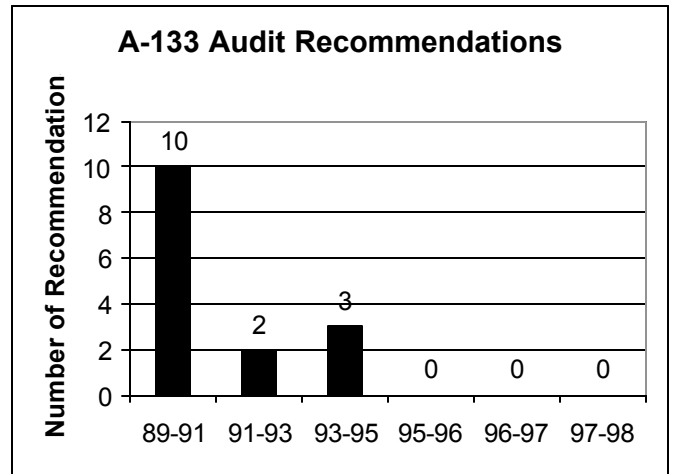
Distance Learning Delivery: Identified as a campus priority four years ago, UW-Stout is the UW comprehensive leader in distance learning delivery. This initiative has been effective in targeting degree completion partnerships with feeder schools such as technical colleges through 2+2 programs.



Source: Achieving Excellence, 2000-01
Figure 7.5-6. UW-Stout grows in the number of distance learning courses

Audit Compliance: The UW-Stout A-133 audit is completed as part of the financial and compliance audit of the University of Wisconsin System to meet the requirement of the federal Office of Management and Budget Circular A-133. The audit also assists the UW in meeting state audit requirements under s.13.94, Wis. Stats. During the last three audit periods, UW-Stout received no recommendations. Further, zero dollars

(\$0) were questioned during these audits. In 1998-99, UW-Stout was one of only four campuses in the UW System that received no recommendations or questioned costs.



Source: UW-Stout Administrative and Student Life Services
Figure 7.5-7. Audits show continuous compliance

Safety and Security Statistics: UW-Stout's security and safety processes provide an environment where students and community can feel safe and protected from harm.

| Crime Incidences | 95 | 96 | 97 | 98 | 99 |
|-----------------------------|------------|------------|------------|-----------|------------|
| VIOLENT CRIME | | | | | |
| UW-Stout | 0 | 0 | 0 | 0 | 0 |
| UW System | | | | 3 | 3 |
| PROPERTY CRIME TOTAL | | | | | |
| Arson | 0 | 0 | 0 | 0 | 0 |
| Burglary | 83 | 24 | 9 | 7 | 14 |
| Motor Vehicle Theft | 5 | 1 | 0 | 0 | 3 |
| Larceny/Theft | 208 | 140 | 104 | 82 | 97 |
| UW-Stout Total | 296 | 165 | 113 | 89 | 114 |
| UW System Total | | | | 160 | 144 |

Source: UW-Stout Security & Police Operations; State of WI and FBI uniform crime report

Figure 7.5-8. UW-Stout is a safe environment

Support Service Performance: Surveys administered to both current students (figure 7.5-9a) and alumni (figure 7.5-9b) show greater satisfaction with support services than comparative groups, demonstrating a commitment to continuous improvement of facilities and services.

| Current Students | UW-Stout Trend | | | Comparisons | |
|------------------|----------------|---------|---------|----------------|-----------|
| | 1994-95 | 1999-00 | 2000-01 | Public College | Nat'l Avg |
| Library | 3.56 | 3.97 | 4.01 | 3.97 | 3.89* |
| Career Services | 3.29 | 3.90 | 3.85 | 3.57* | 3.60* |
| Job Placement | 3.38 | 3.87 | 3.86 | 3.40* | 3.40* |
| Financial Aid | 3.18 | 3.84 | 4.01 | 3.62* | 3.65* |
| Security | 3.02 | 3.77 | 3.78 | 3.66* | 3.67* |

Source: ACT Student Opinion Survey, 2000, 2001; UW-Stout Survey, 1994; on a 1-5 scale; *statistically lower

Figure 7.5-9a. UW-Stout students rate satisfaction higher than national benchmarks and public college sample

| Alumni Assessment of Student Services/Programs | | | |
|--|----------|-----------|-----------|
| | UW-Stout | UW System | Nat'l Avg |
| Library | 4.36 | 4.20 | 4.05 |
| Career planning & placement | 3.51 | 3.15 | 3.11 |
| Registration | 3.92 | 3.67 | 3.64 |
| Academic advising | 3.76 | 3.45 | 3.68 |
| Financial aid | 3.49 | 3.38 | 3.29 |

Source: ACT Alumni Outcomes Survey, 2000; on a 1-5 scale

Figure 7.5-9b. UW-Stout alumni are more satisfied with support services than comparative groups

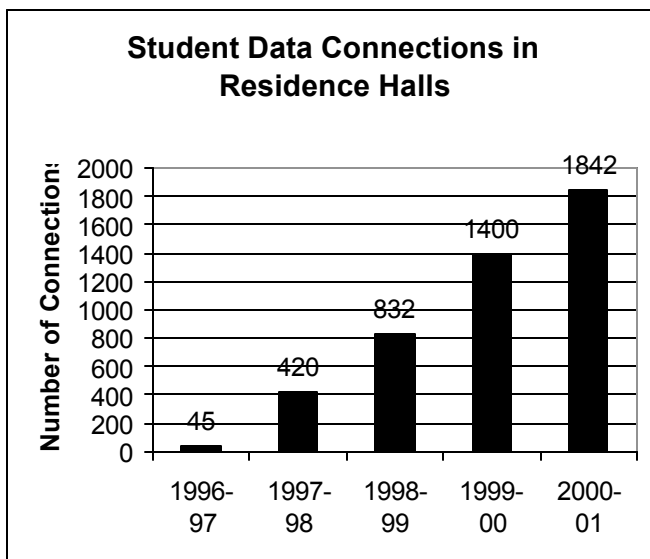
Assessment of Budget Priority Setting Process: Surveys and focus groups are used to improve the budget planning and development process (ref 4.1a(2)). Following are results from an all employee survey on the Budget Planning Process.

| University Feedback on Budget Planning Process | |
|--|---------------|
| Format of fall sessions | 90% Satisfied |
| Overall approach | 88% Satisfied |
| Information provided on budget | 86% Satisfied |
| 2000-01 Budget Priorities | 84% Satisfied |
| Ability to participate meaningfully | 79% Satisfied |

Source: BPA-LN, 2000

Figure 7.5-10. Employee evaluation of the budget process

Information Technology Performance: UW-Stout students in residence halls use their connectivity to the campus network to improve access to data and information. All residence hall rooms now have access.



Source: ASLS Residence Halls

Figure 7.5-11. Growth in student data connections

Computer Lab IT Performance: Service performance is monitored in major computer laboratories to ensure high student satisfaction with IT service and support as shown in figures 7.5-12a and b.

| Major Specific Computer Labs IT Performance | | | |
|---|------|------|-------|
| | 1999 | 2000 | 2001 |
| Quality of service | 3.83 | 3.99 | 4.12* |
| Easy to use facility | 4.01 | 4.09 | 4.21* |
| Equipment meets needs | 3.97 | 4.06 | 4.23* |
| Ratio:Staff/Students | 3.88 | 3.91 | 4.00 |
| Sufficiently trained | 4.01 | 4.13 | 4.16 |

*statistically higher than pre-student access fee

Source: Student Access Database, on a 1-5 scale

Figure 7.5-12a. UW-Stout satisfaction with computer labs

| Micheels Hall Computer Lab IT Performance | | | |
|---|------|-------|-------|
| | 1999 | 2000 | 2001 |
| Quality of service | 3.67 | 3.79 | 4.09* |
| Easy to use facility | 3.92 | 3.96 | 4.24* |
| Equipment meets needs | 3.84 | 3.95 | 4.08 |
| Ratio: Staff/Students | 3.43 | 3.64* | 3.84* |
| Sufficiently trained | 3.47 | 3.72* | 3.92* |

*statistically higher than pre-student access fee

Source: Student Access Database; on a 1-5 scale

Figure 7.5-12b. UW-Stout satisfaction with computer lab

Library Performance: Service performance is also evaluated and improved in the Library Learning Center as shown below.

| Library Learning Center Performance | | | |
|-------------------------------------|------|-------|-------|
| | 1999 | 2000 | 2001 |
| Quality of service | 3.70 | 3.96* | 3.96* |
| Easy to use facility | 3.62 | 3.79* | 3.99* |
| Equipment meets needs | 3.70 | 3.89* | 3.92* |
| Ratio: Staff/ Students | 3.63 | 3.73 | 3.79* |
| Sufficiently trained | 4.01 | 4.06 | 4.04 |

*Statistically higher than pre-student access fee

Source: Student Access Database; on a 1-5 scale

Figure 7.5-13. Students are pleased with the library learning center

Dining Services Performance: Students report higher levels of satisfaction with dining services than comparative groups, an indication of achieving key student requirement, effective student support services (figure O-4).

| Dining Services Performance | | | |
|-----------------------------|----------|----------------|------------|
| | UW-Stout | Select 6 Peers | Nat'l Avg. |
| Variety of eating places | 4.90 | 4.53 | 4.27 |
| Food prices | 3.89 | 3.46 | 3.55 |
| Food quality | 4.84 | 4.43 | 4.22 |
| Customer service | 5.20 | 4.92 | 4.69 |
| Dining room atmosphere | 5.44 | 5.19 | 5.04 |
| Courteousness of staff | 5.44 | 5.19 | 5.00 |

Source: College Union/Student Center Educational

Benchmarking Survey, 2000; on a 1-7 scale

Figure 7.5-14. Student assessment of Dining Services

Satisfaction with Student Center: UW-Stout participates in national benchmarking surveys to evaluate satisfaction with its student center relative to national norms. UW-Stout students were more satisfied than comparative groups, and ranked among national leaders in student center operations.

| Student Center Assessment, 2000 | | | | | | | |
|---------------------------------|-----------|---------------------|---------------------|------------|------------|-------------------|-----------|
| | UW-Stout* | Comparisons | | | | UW-Stout Segments | |
| | | Select 6 Peers Avg. | Carnegie Class Avg. | Nat'l Avg. | Nat'l Rank | Women | Part-time |
| Overall satisfaction | 4.92 | 4.32 | 4.38 | 4.39 | 5 | 4.97 | 4.65 |
| Enhances life & leadership | 4.70 | 4.21 | 4.33 | 4.28 | 4 | 4.74 | 4.50 |
| Student oriented | 5.76 | 5.29 | 5.34 | 5.32 | 3 | 5.84 | 5.32 |
| Has a positive environment | 5.82 | 5.48 | 5.45 | 5.44 | 7 | 5.86 | 5.50 |
| Source of entertainment | 5.55 | 4.98 | 5.05 | 5.01 | 3 | 5.58 | 4.70 |

Source: College Union/Student Center Educational Benchmarking Survey, 2000; 1-7 scale (*UW-Stout response rate 92%)

Figure 7.5-15. UW-Stout students are more satisfied with the student center than national comparisons

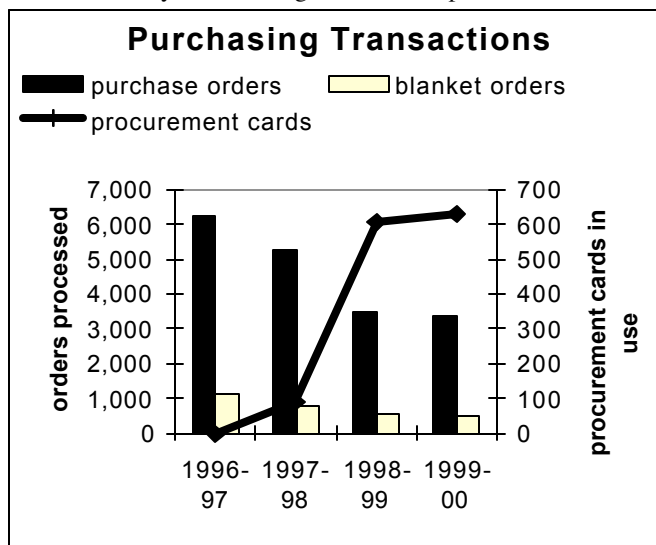
Satisfaction with Residence Life: Residence life service processes deliver high levels of student satisfaction reinforcing our core value of “development of students...through active participation in a university community” (figure O-2).

| Residence Life Services Assessment, 2000 | | | | |
|--|-----------|----------------|-----------|------------|
| Satisfaction with | UW-Stout* | Select 6 Peers | Peer Rank | Nat'l Avg. |
| RA | 5.84 | 5.61 | 1 | 5.73 |
| Info provided by RA | 5.82 | 5.65 | 2 | 5.78 |
| Res hall services | 5.77 | 5.59 | 1 | 5.16 |
| Room assgmt/chg process | 5.30 | 5.07 | 2 | 4.90 |

Source: ACUHO-I/ Educational Benchmarking Survey, Spring 2000; on a 1-7 scale (*UW-Stout Response rate 67%)

Figure 7.5-16. Residence hall support service assessment

Purchasing Transactions: In an effort to increase efficiency and reduce time spent on purchasing, the campus introduced a procurement card system in 1996. The use of the cards has increased each year reducing the need for purchase orders.



Source: Purchasing department

Figure 7.5-17. Purchase orders and blanket orders decrease with an increase in procurement cards

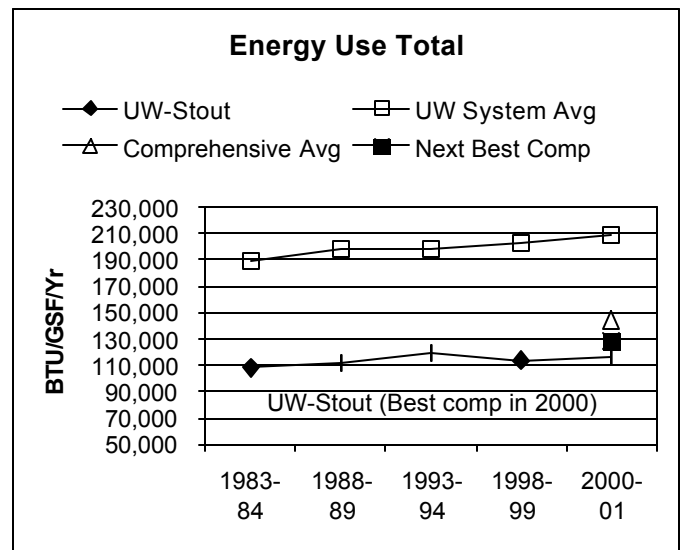
Electricity Use: UW-Stout continues to perform among the leaders in energy conservation through effective facilities management processes and rapid implementation of best practices.

| Electricity BTU/GSF Goal=Low | | | |
|------------------------------|------------------|------------------|------------------|
| | 1997-98 | 1998-99 | 1999-00 |
| UW-Stout | 31,630 (rank #3) | 31,187 (rank #3) | 32,611 (rank #3) |
| Best Comprehensive | 29,465 | 30,730 | 29,847 |
| Comprehensive avg | 36,855 | 37,606 | 37,286 |

Source: WI Dept of Administration, Division of Facilities

Figure 7.5-18. UW-Stout uses electricity efficiently

Energy Usage: Another indicator of facilities operational performance is energy usage. UW-Stout has decreased its energy use by 51% since 1973 and remains lowest of its major competitors in energy usage.



Source: WI Dept of Administration, Division of Facilities

Figure 7.5-19. Facility energy usage per gross square foot

References:

Oblinger, D.G. & Verville, A.L. (1998). *What Business Wants From Higher Education*. American Council on Education/Oryx Press Series on Higher Education.

Measuring Up 2000 (2000). The National Center for Public Policy and Higher Education, Waller Press.