SYSTEMS APPRAISAL FEEDBACK REPORT

in response to the Systems Portfolio of

UNIVERSITY OF WISCONSIN-STOUT

February 26, 2010
# Systems Appraisal Feedback Report

In response to the *Systems Portfolio of The University of Wisconsin-Stout*

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EXECUTIVE SUMMARY FOR UNIVERSITY OF WISCONSIN-STOUT

The Appraisal Team counts it as a privilege to have been invited to review the University of Wisconsin-Stout’s (UW-Stout) AQIP Systems Portfolio (second edition, November 2009). We have concluded that the document is the finest systems portfolio we have seen. The comprehensive incorporation of processes and metrics throughout the University, the extensive collection and analyses of data, and the generosity of sharing best practices with other institutions of higher learning are exemplary. The University’s AQIP teams, the groups which review processes and results at all levels of the University, and particularly the person(s) doing the final editing are to be commended for the thorough preparation of the Portfolio’s documentation.

The following are summary comments on each of the AQIP Categories crafted by the Appraisal Team to highlight The University of Wisconsin-Stout’s achievements and to identify challenges yet to be met.

Category 1  UW-Stout has a dynamic vision of continuous quality improvement for its various initiatives related to student learning processes. There are ongoing assessments, at multiple levels, complemented by use of comparative data. Engagement in three AQIP Action Projects since 2005 has resulted in substantial improvements meeting objectives for the named projects.

The Portfolio would better reflect UW-Stout’s rich and aggressive processes by addressing the “HOW” questions first and then illustrating with examples. HOW the University built effective and efficient course delivery systems that balance student needs and organizational requirements is of value to both those learning to work within the institution and those using UW-Stout as a peer.

Category 2  With regard to Other Distinctive Objectives, UW-Stout has incorporated solid mechanisms to achieve its objectives, fulfill the institutional mission, vision, and values, and to support the primary stakeholders. The University includes a variety of methods of data collection and analysis for review, but needs to focus attention on validation of metrics for causality, development of discipline in interpreting data and providing conclusions, and seek additional comparisons with competitor institutions.

Category 3  UW-Stout demonstrates an ability to create a culture of continuous improvement and student and stakeholder satisfaction through ongoing assessment at all levels to make any
needed adjustments efficiently. While there is outstanding effectiveness in identifying areas for assessment with effective and efficient results, UW-Stout has the opportunity to improve its disciplined use of all data selected and collected for presentation and comparisons beyond that which is favorable to the institution.

Category 4  With regard to Valuing People, there are several questions which the team recommends should be addressed in the next Portfolio:

a) What roles are played by the human resources department? What is the authority of the department in the processes presented in this category for determining criteria for authorizing, recruiting, and evaluating change of personnel actions? What are the limits placed on the department?

b) Does the AQIP committee hold data less favorable to the University than those presented in the numerous figures? What is done with inconclusive, negative, or contradictory data when being used for action steps? Are the data presented to each level of review already analyzed/summarized, and if so, by whom?

Category 5  In many of its processes, and in its relationship to the UW System, UW-Stout is a model of quality leadership and communication. It has strong processes in terms of shared governance and leadership. UW-Stout has opportunities to not only validate metrics used by UW-Stout but also the UW System and to directly relate improvement initiatives to specific results.

Category 6  With regard to Supporting Organizational Operations, the University appears to be in a position to provide best practices for both peer and other higher education institutions, particularly the processes, measures, and analyses used to compare performance with measures used by nonacademic organizations. Additional opportunities are present to cure Inconsistencies in analyses and presentations of data. There is ample demonstration of efforts to collect data related to the goals of the institution, but with more clearly defined data analysis, comparison and presentation, UW-Stout will be better able to expand processes and answer the HOW questions in areas mentioned.

Category 7  UW-Stout has been a leader in providing models for Measuring Effectiveness. What has not yet been demonstrated is a process for consolidating and summarizing the data in ways that ensure measurement is linked to mission and goals of the University and which wrestle with questions of validation in contrast to questions of comparison.
Category 8  UW-Stout has adopted premier methods for process improvement associated with Malcolm Baldrige, AQIP, Quest for Excellence, NACUBO, and NCCI to create solid structures for performance comparison, planning, and collection of feedback. It is not clear how UW-Stout uses visioning and benchmarking to set targets in Figure 8-4, for example. Its goal is to achieve a competitive position among its peers, yet its targets do not always provide the means for reaching that goal.

Category 9  With regard to Building Collaborative Relationships, the University is widely known for its outstanding infrastructure for continuous quality improvement. The administration and faculty have been generous in sharing model processes and results with other institutions particularly in higher education. The challenge now is to pursue additional processes, policies, and procedures beyond those mandated by the UW System, and add an international peer group with data sets that allow comparison beyond the bounds of state and national limits which validate metrics and establish causality. This institution is mature enough to move deliberately into a Six-Sigma or equivalent approach to quality.

Accreditation issues and Strategic challenges for University of Wisconsin-Stout are listed in detail within the Strategic and Accreditation Issues Analysis section of the Appraisal Feedback Report.

ELEMENTS OF University of Wisconsin-Stout’s FEEDBACK REPORT

The Systems Appraisal Feedback Report provides AQIP’s official response to your Systems Portfolio by a team of readers trained in evaluation. After appraisers independently reviewed your document, the team reached consensus on essential elements of your institutional profile, strengths and opportunities for improvement by Category, and significant issues for your institution. These are presented in three sections of the Feedback Report: Accreditation Issues Analysis, Critical Characteristics Analysis, and Category Feedback. These components are interrelated in defining context, evaluating performance, surfacing critical issues, and assessing institutional performance.

It is important to remember that the Systems Appraisal Team had only your Systems Portfolio to guide their analysis of your institution’s strengths and opportunities for improvement. Consequently, their report may omit important strengths — if you were too modest to stress
them in your Systems Portfolio, or if your discussion and documentation of them was unconvincing. Similarly, the team may have pointed out areas of potential improvement that are already receiving the institution’s attention. Again, the team used its best judgment in identifying improvement opportunities. If some of these areas of potential improvement are now strengths rather than opportunities because of your own focused efforts, that is all to your credit. If the team was unsure about an area, we urged it to err on the side of giving your institution the best possible advice about where investing your efforts might pay off. If some of their advice comes after the fact, after you’ve already tackled an area, no harm is done.

**Executive Summary:** Summative statements agreed upon by the Systems Appraisal Team reflecting the reviewers’ assessment of the institution’s current status in relation to critical quality characteristics: robustness of process design; utilization or deployment of processes; the existence of results, trends, and comparative data; the use of results data as feedback, and systematic processes for improvement of the activities that the Category covers. Since institutions are complex, maturity levels may vary from one Category to another.

Strategic challenges for the institution are listed in detail within the Strategic and Accreditation Issues Analysis section of the Appraisal Feedback Report.

**Strategic and Accreditation Issues Analysis:** Strategic issues are those most closely related to your institution’s ability to succeed in reaching its mission, planning, and quality improvement goals. Accreditation issues are areas where you have not yet provided evidence that you meet the Commission’s Criteria for Accreditation, or where the evidence you have presented suggests you may have difficulties, now or in the future, in meeting these expectations. If accreditation is essential for your institution then any accreditation issues identified are, by definition, also strategic. The Systems Appraisal Team identified both of these kinds of issues through analysis of your Organizational Overview and the feedback it provided for each Category, as well as by reviewing the Index to the Criteria for Accreditation that you provided along with your Systems Portfolio. This list of strategic issues offers a framework for addressing ongoing improvement of processes and systems, serving as an executive summary of the Report’s key findings and recommendations.

**Critical Characteristics:** Your Systems Portfolio’s Organizational Overview provides context for the team’s knowledge of your institution’s identity, mission objectives, strategic goals, and key factors related to improvement. Critical Characteristics are those features most important for understanding the institution’s mission, environment, stakeholders, competitive position, goals,
and processes. Characteristics having the greatest relevance to each Category are identified in the Report.

**Category Feedback:** The Report’s feedback on each of AQIP’s nine Categories specifically identifies strengths and opportunities for improvement. An S or SS identifies strengths, with the double letter signifying important achievements or capabilities upon which to build. Opportunities are designated by O, with OO indicating areas where attention may result in more significant improvement. Comments, which are keyed to your Systems Portfolio, offer brief analysis of each strength and opportunity. Organized by Category, and presenting the team’s findings in detail, this section is the heart of the Report.

**STRATEGIC AND ACCREDITATION ISSUES**

In conducting the Systems Appraisal, the team attempted to identify the broader issues that present the greatest challenges and opportunities for your institution in the coming years. These are all strategic issues, ones you need to grapple with as you identify your institution’s strategies for confronting the future and becoming the institution you want to be. The team also examined whether any of these strategic issues put your institution into jeopardy of not meeting the Higher Learning Commission’s accreditation expectations.

**Issues Affecting Compliance with the Criteria for Accreditation.** An important goal for the Systems Appraisal was to review your institution’s compliance with the Higher Learning Commission’s Criteria for Accreditation. The peer quality experts who served on the team were all trained in evaluating colleges and universities using the Commission’s Criteria, and the Systems Appraisal process they followed included careful steps to ensure the team used the Criteria as a major factor in their review. As the team reviewed your presentation of your institution’s systems and processes under each AQIP Category, it searched for accreditation-related issues and concerns. In addition, the team used the Index to the Criteria for Accreditation that you provided with your Portfolio to perform a comprehensive review of the Criteria and each Core Component to ascertain whether you presented compelling evidence that your institution complies with each of these Commission expectations.
The Systems Appraisal team concluded that University of Wisconsin-Stout has presented evidence that it complies with each of the Five Criteria for Accreditation and each of their Core Components. Although the Systems Appraisal does not in itself constitute a review for continued accreditation, the team’s conclusion upon reviewing your Portfolio against the Criteria will serve as a telling piece of evidence during the Commission’s next scheduled AQIP review of your institution for Reaffirmation of Accreditation.

Issues Affecting Future Institutional Strategies. The Systems Appraisal Team identified the following strategic issues to assist University of Wisconsin-Stout in prioritizing and taking action on the important broad challenges and opportunities it faces. From these you may discover your vital immediate priorities, shaping strategies that can lead to a quantum leap in the performance of your institution. Implementing these strategies may call for specific actions, so AQIP’s expectation that your institution be engaged in three or four vital Action Projects at all times will help encourage your administrators, faculty, and staff to turn these strategic goals into real accomplishments. Knowing that University of Wisconsin-Stout will discuss these strategic issues, give priority to those it concludes are most critical, and take action promptly, the Systems Appraisal Team identified:

1) The team reviewing the 2009 Systems Portfolio is concerned whether two strategic issues from the March 2006 Systems Appraisal Feedback Report have been addressed adequately. Those two issues were:

The performance indicators that are being used to monitor performance of key processes do not appear to be measures that can be effectively used on a day-to-day basis to determine process performance, ensure the process is meeting requirements, and identify improvement opportunities.

For example, UW-Stout has an opportunity to develop additional metrics that better measure student learning. Although the institution regularly analyzes retention and graduation rates, the University needs to move beyond these two measures and develop a more comprehensive array of metrics for assessing student learning. It also will strengthen future reporting to identify trends, student ratings of faculty performance, and faculty peer review results.  

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And second:

To enable the organization to do effective trend analysis, correlate data, determine root causes, and identify cause-and-effect data relationships, the number of data points and the age of data being analyzed need to be improved. In many cases, data that are presented in the Portfolio contain only one or two data points even though the Portfolio indicates that data are available for a longer period of time. In other cases, data that are provided are more than three years old or have missing years with no explanation why specific years were chosen for presentation and if these are the data points being analyzed for decision making and strategic planning.

2) UW-Stout has a strategic opportunity to establish the validity of the metrics it uses. The institution has demonstrated its competency in defining metrics, collecting data and information, and conducting analyses. However, it does not appear to members of the review team that the VALIDITY of the metrics has been established. Can the University demonstrate that the metrics employed actually measure what the University intends? UW-Stout has the opportunity to determine each metric’s correlation with the particular matter that it seeks to analyze. Through analyses based on metric validity, the institution can confidently pursue improvements that identify root causes of quality issues. Further, the institution can better determine how to make compliance and continuous quality improvement processes more economical, and thereby avoid excessive data collection or making changes that simply deal with symptoms.

3) All UW institutions benefit from participating in the UW-system, particularly in the sense of accessing comparative data and information across multiple institutions. Nevertheless, it is not clear that the metrics used system-wide are valid, reflecting statistical correlation to what they intend to measure. By analyzing system-wide metrics for validity, UW-Stout can lead within the UW-System, helping the UW-system achieve greater assurance that data analyses address assumed causes, and not just symptoms associated with quality issues. Playing this important role will enhance UW-Stout's brand and quality reputation both system-wide and nationally.

4) UW-Stout has demonstrated its ability to establish metrics, collect data and information, conduct analysis, and implement improvements. While quality improvements are abundant, generally it is not clear that specific improvements are driven by specific results. By linking
improvements to specific (and valid) results, the institution will be better able to target and customize each improvement. It will be able to avoid implementing so-called improvements that may appear helpful but do not address specific issues. Ultimately, the University will become more efficient, avoiding marginal efforts that waste resources.

5) Future editions of the Portfolio will be more convincing by addressing consistently, at both philosophical and pragmatic levels, the HOW questions posed by AQIP. For example, there is the strategic issue HOW the Regents, University leadership, and faculty can sustain the momentum of continuous quality improvement at times of leadership change. Some sections of the Portfolio address HOW questions with THAT and WHAT answers which may indicate a lack of clarity about some processes and analyses. In some instances, questions about results were addressed by expanded process explanations. The University can make a stronger case for itself if the Portfolio revealed not only what has worked well in the continuous quality improvement processes but what has not.

6) The review team is cognizant of the distinctions made in public higher education systems between “research” and “comprehensive” institutions. We understand that the Regents have designated UW-Stout as a comprehensive polytechnic university. As a consequence, a major strategic issue for the state of Wisconsin, in general, and the University, in particular, is confining designated peer institutions for UW-Stout to polytechnic colleges within the state or contiguous states. It is the informed opinion of the review team that for both the State and the University to remain competitive, peer institutions must be expanded to include exemplary polytechnical institutions of higher learning in such countries as Germany, Norway, Denmark, The Netherlands and Japan. Further, UW-Stout needs to identify coordinated and validated metrics which will allow legitimate comparisons of best practices with designated international peers.

**USING THE FEEDBACK REPORT**

The AQIP Systems Appraisal Feedback Report is intended to initiate action for improvement. It is therefore important that the Report produced by the Systems Appraisal Team stimulate review of organizational processes and systems. Though decisions about specific actions are each institution’s, AQIP expects every institution to use its feedback to stimulate cycles of
continual improvement. At the next Strategy Forum an AQIP institution attends, its peers will examine in detail how it is using the feedback from its Systems Appraisal.

An organization needs to examine its Report strategically to identify those areas that will yield greatest benefit if addressed. Some key questions that may arise in careful examination of the Report may be: How do the team’s findings challenge our assumptions about ourselves? Given our mission and goals, which issues should we focus on? How will we employ results to innovate, grow, and encourage a positive culture of improvement? How will we incorporate lessons learned from this review in our planning and operational processes? How will we revise the *Systems Portfolio* to reflect what we have learned?

How an organization interprets, communicates, and uses its feedback for improvement ought to support AQIP’s core values, encouraging involvement, learning, collaboration and integrity. Based solely upon an organization’s *Systems Portfolio*, the Report reflects a disciplined, external review of what an organization says about itself. The report should help an organization identify ways to improve its *Systems Portfolio* so it functions better to communicate accurately to internal and external audiences. But the Report’s chief purpose is to help you to identify areas for improvement, and to act so that these areas actually improve. These improvements can then be incorporated into an updated *Systems Portfolio*, guaranteeing that future Systems Appraisals will reflect the progress an institution has made.

Within a year following the Systems Appraisal, an institution participates in another AQIP Strategy Forum, where the focus will be on what the institution has learned from its Appraisal (and from its other methods of identifying and prioritizing improvement opportunities, and what it has concluded are its major strategic priorities for the next few years. AQIP’s goal is to help an institution to clarify the strategic issues most vital to its success, and then to support the institution as it addresses these priorities through Action Projects that will make a difference in institutional performance.

### Critical Characteristics Analysis

The purpose of this section is to identify what team members understood to be the critical and distinguishing characteristics of your institution. They are the shared understanding of the most important aspects of University of Wisconsin-Stout, its current dynamics and the forces
surrounding it, and its internal momentum and aspirations, at least as team members understood them. This section also demonstrates that the Systems Appraisal Team recognized and knew what makes University of Wisconsin-Stout distinctive. Should you find some characteristics that you think are critical and missing from this list, you may want to clarify and highlight these items when you revise your Systems Portfolio and other literature explaining your institution to the public.

**Item Critical Characteristic**

**O1a** The University of Wisconsin-Stout is a career-focused, comprehensive polytechnic university where diverse students, faculty and staff integrate applied learning, scientific theory, humanistic understanding, creativity and research to solve real-world problems, grow the economy and serve a global society. In 2007, the UW System Board of Regents designated the University as the System’s only polytechnic university.

**O1b** In 2001, UW-Stout became the first and only university to receive the Malcolm Baldrige National Quality Award, and in 2002, joined the Academic Quality Improvement Program.

**O1c** UW-Stout provides 37 undergraduate and 21 graduate programs of study.

**O1d** UW-Stout emphasizes an integrated approach to learning that engages students in both theoretical and practical aspects of their disciplines and is career focused. Instruction is enhanced by mediated classrooms and extensive laboratories that contain state-of-the-art technology and by experiential learning and distance learning opportunities.

**O2a** In addition to instructional programs and related academic support services, the University provides a complete living and learning environment for students.

**O2b** The University identifies its external stakeholder groups as the high schools and technical schools statewide, other universities (including international institutions), alumni, employers, city and UW System Board of Regents.

**O2c** As the largest employer in the Menomonie community, the University has numerous collaborative partnerships to address campus and community issues.

**O4a** Seventy-three percent of the UW-Stout faculty hold doctoral degrees.
O4b Administrators, faculty and academic staff are not represented by unions. Classified staff members are represented by five unions. The University has a positive relationship of involvement and interacts with these unions through union/management meetings facilitated by Human Resources.

O5a The Chancellor’s Advisory Council (CAC) is the core of the institution’s leadership system, involving leaders from all key areas of the University, administration, senate representatives, support services, the Stout Student Association, and the Stout Foundation.

O5b Shared Governance faculty, academic staff, and student groups mandated by Wisconsin statutes have primary responsibility for the formation, development, and review of policies concerning their respective functions.

O5c An Ethics Center was established as the consequence of an AQIP Action Project in order to provide a vehicle by which concerns of ethics can be addressed with dispatch. The leader of the Center reports to the Chancellor’s Advisory Council.

O6 The University has invested heavily campus-wide in such technologies as PeopleSoft, the UW-Stout website, the online Shoppes@Stout and several databases to provide information and services to employees, students and other key stakeholders.

O7a Seventeen key performance indicators provide trends and comparative data that are structured and correlated to facilitate root cause determination, identify performance and satisfaction of employees and stakeholders, and analyze relationships between processes and outcomes.

O7b The University’s lean approach to data collection is to enter data once and in one place, thereby reducing redundant and non-value added transactions. Multiple methods are employed to assure high quality data, system and network integrity.

O8 Two external factors have a major impact on the University’s short- and long-term planning: The first is a multiple-year decline in State support which has required budget cuts. As a consequence, the University has improved efforts to recruit and retain employees and to expand funding sources and revenue-generating opportunities. The second is the decline in Wisconsin high school graduates which has led the University to
focus more on attracting transfer, non-traditionally aged, and graduate students to maintain steady enrollment growth.

O9a The Chancellor’s Advisory Committee is complemented by a series of standing committees that deal with key areas, including curriculum, personnel and policy issues; and teams, task force and other work groups created to address specific issues, University priorities and AQIP Action Projects.

O9b The University gives high priority to extensive quality improvement training of personnel in order to enhance both individual effectiveness and interpersonal relationships.

**CATEGORY FEEDBACK**

In the following sections, each of which deals with strengths and opportunities for improvement for one of the nine AQIP Categories, selected *Critical Characteristics* are again highlighted, those the Systems Appraisal Team believed were critical keys to reviewing that particular AQIP Category. The symbols used in these “strengths and opportunities” sections for each Category stand for *outstanding strength* (SS), *strength* (S), *opportunity for improvement* (O) and *pressing or outstanding opportunity for improvement* (OO). The choice of symbol for each item represents the consensus evaluation of the Systems Appraisal Team members, and deserves your thoughtful consideration. Comments marked SS or OO may need immediate attention, either to ensure the institution preserves and maximizes the value of its greatest strengths, or to devote immediate attention to its greatest opportunities for improvement.

**AQIP CATEGORY 1: HELPING STUDENTS LEARN**

*Helping Students Learn* identifies the shared purpose of all higher education organizations, and is accordingly the pivot of any institutional analysis. This Category focuses on the teaching-learning process within a formal instructional context, yet also addresses how your entire institution contributes to helping students learn and overall student development. It examines your institution’s processes and systems related to learning objectives, mission-driven student learning and development, intellectual climate, academic programs and courses, student preparation, key issues such as technology and diversity, program and course delivery, faculty
and staff roles, teaching and learning effectiveness, course sequencing and scheduling, learning and co-curricular support, student assessment, measures, analysis of results, and efforts to continuously improve these areas.

Here are the Key Critical Characteristics of University of Wisconsin-Stout that were identified by the Systems Appraisal Team as most relevant for its interpretation of its Systems Portfolio section covering Category 1, Helping Students Learn:

<table>
<thead>
<tr>
<th>Item</th>
<th>Critical Characteristic</th>
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<tbody>
<tr>
<td>O1a</td>
<td>The University of Wisconsin-Stout is a career-focused, comprehensive polytechnic university where diverse students, faculty and staff integrate applied learning, scientific theory, humanistic understanding, creativity and research to solve real-world problems, grow the economy and serve a global society.</td>
</tr>
<tr>
<td>O1b</td>
<td>In 2001, UW-Stout became the first and only university to receive the Malcolm Baldrige National Quality Award, and in 2002, joined the Academic Quality Improvement Program.</td>
</tr>
<tr>
<td>O1c</td>
<td>UW-S provides 37 undergraduate and 21 graduate programs of study.</td>
</tr>
<tr>
<td>O1d</td>
<td>UW-Stout emphasizes an integrated approach to learning that engages students in both theoretical and practical aspects of their disciplines and is career focused. Instruction is enhanced by mediated classrooms and extensive laboratories that contain state-of-the-art technology and by experiential learning and distance learning opportunities.</td>
</tr>
<tr>
<td>O2a</td>
<td>In addition to instructional programs and related academic support services, the University provides a complete living and learning environment for students.</td>
</tr>
<tr>
<td>O4a</td>
<td>Seventy-three percent of the UW-Stout faculty hold doctoral degrees.</td>
</tr>
<tr>
<td>O5a</td>
<td>The Chancellor’s Advisory Council (CAC) is the core of the institution’s leadership system, involving leaders from all key areas of the university, administration, senate representatives, support services, the Stout Student Association, and the Stout Foundation.</td>
</tr>
<tr>
<td>O5b</td>
<td>Shared Governance faculty, academic staff, and student groups mandated by Wisconsin statutes have primary responsibility for the formation, development, and review of policies concerning their respective functions.</td>
</tr>
</tbody>
</table>
O6a  The University has invested heavily campus-wide in technology.

O7a  Seventeen key performance indicators provide trends and comparative data that are structured and correlated to facilitate root cause determination, identify performance and satisfaction of employees and stakeholders, and analyze relationships between processes and outcomes.

O8  Two external factors have a major impact on the University’s short- and long-term planning: The first is a multiple-year decline in State support which has required budget cuts. As a consequence, the University has improved efforts to recruit and retain employees and to expand funding sources and revenue-generating opportunities. The second is the decline in Wisconsin high school graduates which has led the University to focus more on attracting transfer, non-traditionally aged, and graduate students to maintain steady enrollment growth.

O9a  The Chancellor’s Advisory Committee is complemented by a series of standing committees that deal with key areas, including curriculum, personnel and policy issues; and teams, task force and other work groups created to address specific issues, University priorities and AQIP Action Projects.

Here are what the Systems Appraisal Team identified as University of Wisconsin-Stout’s most important strengths and opportunities for improvement relating to processes encompassed by Category 1, Helping Students Learn.

<table>
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<th>Item</th>
<th>S/O</th>
<th>Comment</th>
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<tr>
<td>1P1a</td>
<td>S</td>
<td>A common core of general education objectives has been developed by the campus General Education Committee, which is a standing committee of the UW-Stout Faculty Senate, has developed a common core of general education objectives. The committee reviews the objectives annually and currently is in the process of revising them, along with the general education categories and credit requirements.</td>
</tr>
<tr>
<td>1P1b</td>
<td>O</td>
<td>Although UW-Stout annually reviews, and is currently revising, its common core of general education objectives as demonstrated in Figure 1-1, the process describing HOW the institution determines these</td>
</tr>
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</table>
objectives is unclear beyond stating that it is done by the General Education Committee with faculty input.

1P2 S In addition to program learning objectives specified by external accreditation bodies, UW-Stout develops its program learning objectives using program advisory committees comprised of faculty, alumni, students, and employers and those, in turn, are approved through the University’s curriculum process. Inclusive to this are three primary annual measurements of the general education model through the ACT CAAP test, the General Education Senior Level Assessment Report (GESLA), and course-embedded assessments of general education objectives data to improve teaching and learning in specific courses.

1P3 S The University designs new undergraduate and graduate programs and courses to facilitate student learning (Figure 1-3) based on external accreditation requirements, market demands, and student needs. The institution’s program development process addresses market requirements, comparable programs, student demand, and projected enrollments.

1P4a S UW-Stout is meeting the needs of place-bound learners across the state through the development of online or degree completion programs. At the request of employers, UW-Stout is also expanding delivery of its engineering programs to serve students in the central and eastern regions of Wisconsin.

1P4b S As part of its strategic planning process, the University maintains an academic plan of all proposed new programs and subprograms which have been assessed for need, including employer need and student interest, and have learning goals and curricula developed by program advisory committees.

1P4c S As new programs are identified, the development of subprograms and noncredit programs allows UW-Stout greater flexibility in design and implementation, thus reflecting agility to respond to changing student and employer needs and to prepare students for employment.
The process the University uses for its academic plan of all proposed new programs and subprograms needs to be revealed in the Portfolio as to balancing and integrating learning goals, students’ career needs and the realities of the employment market, and HOW these actions are prioritized and weighted for implementation.

UW-Stout provides systematic placement of incoming freshman students and articulation agreements with area technical schools. Curricula are developed collaboratively by program directors and program advisory committees resulting in an interdisciplinary sequencing of courses across programs. Incoming freshmen are placed into the appropriate English and math courses by ACT sub-scores, with supplemental placement testing if necessary.

There is opportunity for a more clearly defined process of determining discrepancies between required and actual preparation of students. Although placement tests and other tools are mentioned, there is no clearly stated process for HOW UW-Stout determines such requirements for student preparation.

UW-Stout has an opportunity to build upon existing processes to delineate HOW non-technical transfer and non-traditional students’ preparation are determined.

Expectations regarding student preparation, learning and development objectives are communicated to prospective and current students through various media and counseling opportunities.

UW-Stout consistently collects assessment data and uses it for decision-making. It has implemented a comprehensive assessment program linked to its mission. Assessment in many areas is dependent on surveys of student attitudes, satisfaction, and perceptions.

In addition to an appropriate variety of services to help students select a program of study, the first year advising program at UW-Stout focuses on assessing student strengths, weaknesses, and potential program
success. Additional guidance is provided for career exploration and an online Student Success Plan.

1P7b O UW-Stout has an opportunity to identify the policies (required? optional? structured in any particular way?) that guide services provided by the University to help students select programs of study.

1P8a SS UW-Stout shows great awareness of the realities of the underprepared students who are provided with a multitude of support and solutions such as summer bridge programs combining introductory courses, study skills, and campus living orientations. Other services include tutoring, supplemental instruction, advisement, counseling, and other services specific to student needs, with success monitoring and follow-up through an online, early alert system.

1P8b O Underprepared students are identified at a number of points, beginning with the admissions process. UW-Stout is in a unique position to communicate findings back to the secondary institutions from which students originated.

1P8c O There is opportunity in the next Portfolio to identify policies and procedures that are used to engage marginal students prior to academic probation.

1P9a S UW-Stout uses learning style inventories to detect differences in students’ learning styles and address individual learning style differences through varying course formats, encouraging faculty to use a variety of methods that include accessing several related student services.

1P9b S Peer tutoring, supplemental instruction, study groups in the residency halls, study skills courses, and academic monitoring all support student differences. All courses have a test-out or credit-by-exam option.

1P10a S UW-Stout uses several short- and long-term listening and learning approaches to identify needs and trends, anticipate where improvements are necessary, and create a climate supportive of learning and development for all student subgroups (i.e., freshmen, “at risk”, disabled,
minority, international, transfer, and graduate students). Specialized support units exist to meet the needs of each group.

1P10b S The institution clearly identifies its student subgroups through pre-registration questionnaires and other information gathering forms to determine needs, with results analyzed for effective course placement to create a supportive climate of learning and development for all student subgroups.

1P11 S UW-Stout addresses its expectations for effective teaching and learning through new instructor orientation, an academic personnel handbook, its instructor evaluation process, contract renewal, tenure and promotion, and other development programs offered by the University.

1P12a S UW-Stout identifies eleven course delivery methods developed in response to technology changes, student program requirements, the number and type of qualified faculty and staff which are informed by campus locations and enrollment numbers.

1P12b O UW-Stout has an opportunity to clarify HOW the delivery decisions that balance student and institutional needs can be strengthened, particularly when based upon factors other than program need, estimated enrollment, and location of students. This is another HOW, not a THAT or WHAT question.

1P13 S Eight key indicators (Figure 1-7) for courses and programs are reviewed with instructors each semester where opportunities for improvement are identified. Program directors are required to meet with their advisory committees twice annually for the purpose of curriculum review.

IP14 SS UW-Stout developed a six-part program review process that starts and ends with the Planning and Review Committee Chair and the Program Director having conducted surveys of stakeholders, writing a self-study, getting feedback on self-study, and determining strengths and recommendations for improvements. This occurs simultaneously with the Office of Academic Affairs’ system-wide review of programs.
Learning support areas are determined through two primary methods: (1) top down identification of needs from the strategic planning process, and (2) from surveys and other faculty and student feedback. A campus-wide strategic planning process includes annual student surveys and faculty feedback with identified gaps reviewed by the Chancellor’s Advisory Council to determine budgetary needs for allocation of resources.

The Involvement and Leadership Center aligns the institution’s co-curricular development goals with its curricular objectives primarily through service learning, student organizations, student government, and student leadership programs.

A variety of methods are used to determine student performance and measure learning and development expectations through student assessment at course and program level, completion of all program requirements through achievement of grade point averages, and verification of degree and certificate completions by program directors, Registration, and Records Office.

A four-point comprehensive process of assessment (Figure 1-9) to ensure student learning includes entry-level, course-level, general education level, and program level reviews, each of which involves corresponding strategies, tools, and techniques.

While identifying levels of its overall assessment efforts, it would be helpful to show the institution’s assessment in a more comprehensive way, integrating the elements of assessment into a comprehensive whole that reflects interrelatedness among its elements and the underlying rationale for each.

Measures that the University uses to collect and analyze student learning relate to the mission of educating students in applied programs leading to careers.

UW-Stout recognizes that while their six-year graduation rates exceed the national average, they are putting into place initiatives designed to
increase those rates. UW-Stout measures student outcomes from entry (ACT) to leaving (graduation).

1R1c S UW-Stout data on student learning and development indicate that students are meeting desired learning outcomes, both in general education and in academic programs. These data, which can be segmented by program and by various student subgroups, provide faculty and staff with feedback to identify and close gaps based on student and employer requirements.

1R1d S Freshmen retention rates are improving, although they still lag behind national and UW System averages. Graduation rates exceed the national average and are comparable with other UW institutions.

1R1-2,3,5,6 OO UW-S regularly analyzes retention and graduation rates as measures of student learning. In addition to these measures, the institution has an opportunity to develop and present additional metrics that would more directly measure learning on the part of students, and presenting a more complete picture of student learning.

1R2b O UW-Stout has an opportunity to differentiate the data used to develop a continuous improvement plan for the purpose of studying the effectiveness of faculty development.

1R3a S Reported performance results for selected programs show that UW-Stout students perform above the national average.

1R3b O Evaluation of performance results for all programs was not included in the portfolio.

1R4a SS UW-Stout has richly documented the evidence for students acquiring the knowledge and skills required by stakeholders. (See Figures 1-15 through 1-25).

1R4b SS UW-Stout is notably successful in placing students in jobs after graduation, attested by the placement rate of more than 95% for the past 10 years.
Recognition of applied experiences which include laboratory experiences, capstone experiences, cooperative education experiences, internships, practica and student teaching have increased the number of participants in the cooperative education program from 492 students in 1997-98 to 836 in 2007-08, with 535 employment sites worldwide.

There is a need to review the alumni Salary Outcomes (Figure 1-23), in the $70,000 or higher category, which decreased from 3.5% in 2000 to 2.6% in 2006, and is substantially lower than the UW System at 4.6% and the National average at 7.1%.

UW-Stout employer surveys (Figure 1-24) show a decrease in all competency categories from 2000 to 2006 in Communication Skills from 4.3 in 2000 to 4.2 in 2006, Technical Skills at 4.5 in 2000 to 4.4 in 2006, and Leadership at 4.2 in 2000 to 4.1 in 2006. This is an area to investigate for the purpose of recapturing and exceeding former performance indicators.

More than 90% of students pass each course each semester, which UW-Stout attributes to its extensive learning support processes.

UW-Stout’s Math, Statistics, and Computer Science Department received the 2008 Teaching Excellence Award from the UW System Board of Regents.

UW-Stout has developed extensive relationships/consortia identifying best practices for helping students learn.

While implied in other parts of this category, UW-Stout has an opportunity to directly address the comparison of its results for student learning with other organizations.

There is opportunity for UW-Stout to compare and measure the faculty’s role in identifying areas of improvement relative to helping students learn.

The University provides a number of examples of how systematic and comprehensive processes and results have led to improvement of helping students learn.
UW-Stout employed an AQIP Action Project aimed at expanding the array of program offerings, including online courses, which resulted in the development of 13 new undergraduate and graduate programs as well as a number of sub-programs. Two additional AQIP Action Projects resulted in establishing an Ethics Center as well as increasing the number of students who engage in study abroad programs.

UW-Stout has an opportunity to demonstrate the cause-and-effect relationship resulting from specific analyses that lead to specific improvement initiatives.

For more than a decade, the University’s culture has been one of participative and comprehensive engagement of faculty, academic staff and students (as well as many other stakeholder groups) for identifying priorities, establishing infrastructure to support best practices, and analyzing performance for effectiveness.

Targets for improvement for student learning and development are set at the university level by the Chancellor’s Advisory Council, at the program level by the program director, and at the individual course level by instructors. Metrics are reviewed by appropriate individuals, groups or committees on an annual basis as part of the assessment process.

UW-Stout uses university-wide performance indicators with measurable targets to be informed about student learning including first to second year retention rates, NSSE student engagement, ACT CAAP, e-Scholar learning measured by annual surveys, distance education enrollments, curriculum renewal, graduation rates, graduate placement rates, and employer rating of student technology skills.

**AQIP CATEGORY 2: ACCOMPLISHING OTHER DISTINCTIVE OBJECTIVES**

*Accomplishing Other Distinctive Objectives* addresses the processes that contribute to the achievement of your institution’s major objectives that complement student learning and fulfill other portions of your mission. Depending on your institution’s character, it examines your
institution's processes and systems related to identification of other distinctive objectives, alignment of other distinctive objectives, faculty and staff roles, assessment and review of objectives, measures, analysis of results, and efforts to continuously improve these areas.

Here are the Key Critical Characteristics of University of Wisconsin-Stout that were identified by the Systems Appraisal Team as most relevant for its interpretation of its Systems Portfolio section covering Category 2, Accomplishing Other Distinctive Objectives:

**Item**  
**Critical Characteristic**

O1b  
In 2001, UW-Stout became the first and only university to receive the Malcolm Baldrige National Quality Award, and in 2002, joined the Academic Quality Improvement Program.

O2b  
The University identifies its external stakeholder groups as the high schools and technical schools statewide, other universities (including international institutions), alumni, employers, city and UW System Board of Regents.

O2c  
As the largest employer in the Menomonie community, the University has numerous collaborative partnerships to address campus and community issues.

O7a  
Seventeen key performance indicators provide trends and comparative data that are structured and correlated to facilitate root cause determination, identify performance and satisfaction of employees and stakeholders, and analyze relationships between processes and outcomes.

O8  
Two external factors have a major impact on the University's short- and long-term planning. The first is a multiple-year decline in state support which has required budget cuts. As a consequence, the University has improved efforts to recruit and retain employees and to expand funding sources and revenue generating opportunities. The second is the decline in Wisconsin high school graduates which has led the University to focus more on attracting transfer, non-traditionally aged, and graduate students to maintain steady enrollment growth.

Here are what the Systems Appraisal Team identified as University of Wisconsin-Stout's most important strengths and opportunities for improvement relating to processes encompassed by Category 2, Accomplishing Other Distinctive Objectives.

**Item**  
**S/O**  
**Comment**
2P1a  S  UW-Stout identifies two areas of distinction that align with its mission, vision, and values, which differentiate it from other UW System institutions, namely the Stout Technology Advantage and Applied Research.

2P1b  O  UW-Stout identifies two areas of distinction, but has an opportunity to clarify the nature of each and how they are designed.

2P2  S  UW-Stout’s major non-instructional objectives were determined through strategic planning which is validated annually by the Strategic Planning Group retreat that includes staff, faculty, students, administrators, and representatives from external stakeholder groups. Each of the objectives is associated with the institution’s mission, vision, and goals and its key performance indicators.

2P3  S  The University communicates expectations for non-instructional processes through personal and electronic methods that include print, website, emails, and e-newsletters. Each unit has a clearly defined strategic plan and review for staff, faculty, student.

2P4a  S  When assessing the appropriateness and value of its distinctive objectives, UW-Stout’s Educational Support Unit Review Committee (ESURC) evaluates the strategic plans of the Learning and Information Technology (LIT) Services and of Research Services for unit support of the institution’s mission and goals using UW-System comparative data and other criteria.

2P4b  O  UW-Stout has an opportunity to establish the validity of its metrics when assessing the appropriateness and value of its distinctive objectives.

2P4c  S  As reflected by their continuous quality improvement culture, UW-Stout uses multiple evaluation processes and involves the entire campus.

2P5  S  Faculty and staff needs relative to non-instructional objectives are obtained through a campus-wide advisory committee, surveys conducted through the Stout Technology Advantage; for example, by the Applied Research and the Nakatani Teaching and Learning Center.

2P6a  S  In order to incorporate information and readjust distinctive objectives, unit leaders working with governance groups and a variety of other feedback mechanisms provide data that is reviewed by the LIT and Research Services leadership teams. Advisory Councils guide the
assessment/review process and help align objectives and processes. The Chancellor’s Advisory Council monitors progress.

2P6b O There is an opportunity for UW-Stout to differentiate both its processes for readjusting distinctive objectives and its processes for establishing new ones.

2R1 S The University excels in providing means for measuring major non-instructional objectives and activities through the Stout Technology Advantage and Applied Research Productivity processes.

2R2a S UW-Stout reports good progress incrementally with annual comparison for other distinctive objectives, such as the e-Scholar (laptop) program, experiential learning, course management systems, technology and digital learning, technology utilization, employer ratings, and applied research.

2R2b O The institution has an opportunity to establish validity of the instruments used to determine that it is meeting its distinctive objectives. This opportunity exists for instruments that are supplied by vendors as well as for instruments locally developed by the institution.

2R2c O While the institution generally provides conclusions (interprets the data), it has additional opportunities to do so with all of the data presented, both positive and negative.

2R2d S Students’ use of IT to improve learning is surveyed through the Educause Center for Applied Research (ECAR) survey and the National Survey of Student Engagement (NSSE). Recent NSSE survey results show that UW-Stout students use technology, and the 2008 survey also report higher ratings than national comparison groups. In 2008, students also reported high ratings on equipment and overall lab satisfaction.

2R2e S UW-Stout identified multiple measures to assess both internal and cross-university performance for many aspects of both their Stout Technology Advantage as well as their Applied Research objectives. Particularly noteworthy is the increase in the number of grants and contracts and the publication of the UW-Stout Journal of Student Research.

2R3a S UW-Stout demonstrates proactivity by conducting benchmarking visits to peer-institutions.
Comparison of data to other institutions is included along with internal comparisons. There is opportunity for further comparison with state and national institutions.

UW-Stout’s performance results using the Stout Technology Advantage and Applied Research objectives have enhanced the institution through recognition in student enrollment and learning, student engagement, stakeholder satisfaction, and faculty recruitment. Additionally, the added revenue generated helps the institution to support programs and projects associated with the community and students.

Improvements to specific programs and activities as well as unit communication vehicles are generated at the unit level. An opportunity exists to compile all of these improvements into an improvement index.

UW-Stout has an opportunity to improve analysis of the institution's continuous improvement by identifying the metrics and the results that led to the elimination of enrollment management as one of its distinctive objectives.

UW-Stout reviews its results in the Stout Technological Advantage and Applied Research processes every six months resulting in numerous improvements in both initiatives.

In addition to its strategic planning process at the institution- and unit-levels, UW-Stout's prevailing culture of, and infrastructure for, continuous improvement enable it to select processes and set targets to improve performance.

AQIP Category 3: Understanding Students’ and Other Stakeholders’ Needs

Understanding Students’ and Other Stakeholders’ Needs examines how your institution works actively to understand student and other stakeholder needs. It examines your institution's processes and systems related to student and stakeholder identification, student and stakeholder requirements, analysis of student and stakeholder needs, relationship building with students and stakeholders, complaint collection, analysis, and resolution, determining satisfaction of students and stakeholders, measures, analysis of results, and efforts to continuously improve these areas.
Here are the Key Critical Characteristics of University of Wisconsin-Stout that were identified by the Systems Appraisal Team as most relevant for its interpretation of its Systems Portfolio section covering Category 3, Understanding Students’ and Other Stakeholders’ Needs:

<table>
<thead>
<tr>
<th>Item</th>
<th>Critical Characteristic</th>
</tr>
</thead>
<tbody>
<tr>
<td>O2b</td>
<td>The University identifies its external stakeholder groups as the high schools and technical schools statewide, other universities (including international institutions), alumni, employers, city and UW System Board of Regents.</td>
</tr>
<tr>
<td>O2c</td>
<td>As the largest employer in the Menomonie community, the University has numerous collaborative partnerships to address campus and community issues.</td>
</tr>
<tr>
<td>O5a</td>
<td>The Chancellor’s Advisory Council (CAC) is the core of the institution’s leadership system, involving leaders from all key areas of the University, administration, senate representatives, support services, the Stout Student Association, and the Stout Foundation.</td>
</tr>
<tr>
<td>O7a</td>
<td>Seventeen key performance indicators provide trends and comparative data that are structured and correlated to facilitate root cause determination, identify performance and satisfaction of employees and stakeholders, and analyze relationships between processes and outcomes.</td>
</tr>
<tr>
<td>O9a</td>
<td>The Chancellor’s Advisory Committee is complemented by a series of standing committees that deal with key areas, including curriculum, personnel and policy issues; and teams, task force and other work groups created to address specific issues, University priorities and AQIP Action Projects.</td>
</tr>
</tbody>
</table>

Here are what the Systems Appraisal Team identified as University of Wisconsin-Stout’s most important strengths and opportunities for improvement relating to processes encompassed by Category 3, Understanding Students’ and Other Stakeholders’ Needs.

<table>
<thead>
<tr>
<th>Item</th>
<th>S/O</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>3P1a</td>
<td>SS</td>
<td>The Office of Budget, Planning and Analysis (BPA) is responsible for aggregating and analyzing longer-term needs and expectations, developing a comprehensive knowledge base of future, current, and former student and stakeholder needs and expectations for the Institution.</td>
</tr>
</tbody>
</table>
3P1b S UW-Stout uses a number of methods to assess student and stakeholder needs including individual assessments (Academic Planning questionnaire), surveys (National Survey of Student Engagement, ACT Student Opinion Surveys, GESLA, and NSSE Senior Survey), orientations, housing, academics, special needs, from program entry to ongoing semester evaluations, and finally through program completion.

3P1c S UW-Stout uses several short- and long-term listening and learning approaches to identify needs and trends, anticipate where changes and improvements are necessary, and create a climate supportive of learning and development. These include the Academic Planning Questionnaire, a Health Survey, and the First Year Student Profile for new students, which are used to build strategies for learners with special needs. NSSE and the First Year Advising Survey complete data collection for first-term students.

3P1d S University units, including the Provost’s Council, the Administrative and Student Life Services Council, the Chancellor’s Advisory Council, the Office of Budget Planning and Analysis, Career Services, and residence hall staff also use student data to make recommendations on action regarding student needs.

3P1e O Career services compiles a comprehensive report summarizing major findings from state and national employment sources. The report is circulated among the institution’s top leaders. UW-Stout has the opportunity for this information to be used as a unifying factor and a valuable catalyst if circulated and shared by all levels of the organization.

3P2a S UW-Stout begins building relationships with students several years before they enroll, with outreach to middle and high school students. An electronic presence allows potential students to learn about UW-Stout programs and services; technology is also a significant tool in maintaining relationships with matriculated students. In addition to introducing middle and high school students to the institution and employing technology, the primary method UW-Stout uses to build and maintain relationships with
students is through highly collaborative interaction with program directors, faculty, and support staff.

3P2b  S  After students enroll, key student relationship objectives assure student academic and social development, satisfaction with support services, and career placement. Interaction with faculty also builds relationships with students.

3P2c  O  UW-Stout has opportunities to develop its relationship-building with all students, including non-traditional and transfer students, in more varied and more direct ways.

3P3a  SS  UW-Stout identifies and has continual assessment processes in place to identify the changing needs of these groups including Alumni Service, Career Services, Admissions, Wisconsin Technical College, and the UW Board of Regents.

3P3b  S  UW-Stout reacts quickly and decisively when faced with a threat. The Chancellor’s Coalition Against Drugs and Alcohol was formed when alcohol related arrests began to rise on campus.

3P3c  S  UW-Stout provides solid methodologies (faculty, staff, deans, and Chancellor Advisory Council review and monitoring) in continuous assessment of stakeholder needs in areas of long-term partnerships, employer relationships through the Career Services Office, governmental and community leaders, and elementary and secondary institutions.

3P3d  S  Data are also collected from organizational stakeholders, such as Wisconsin Technical College students and instructors, field placements with the School of Education, and the UW System Board of Regents.

3P4a  SS  UW-Stout’s approach to building and maintaining stakeholder relationships is to continuously monitor needs and expectations through surveys, meetings and personal contact; to engage all stakeholders as collaborative partners for mutual success; and to measure the effectiveness of those relationships to identify improvement opportunities.
3P4b S  
Partnerships with key stakeholders are built by stakeholder participation in campus committees, proactively seeing long-term relationships through outreach processes, and developing innovative programs that attract new stakeholders. UW-Stout creates organizational line-of-sight relationships and process linkages between key individuals and organizations in the University and stakeholders to determine stakeholder contact requirements.

3P5a S  
UW-Stout uses a variety of strategies to determine if it should target new student and stakeholder groups with its educational offerings and services, including: (1) feedback received from the various listening and learning strategies used for existing student and stakeholder groups, (2) priorities that develop from the University’s strategic planning and annual priority identification process, and (3) needs that arise from the UW System, state legislature, demographics studies or from accreditation agencies.

3P5b O  
UW-Stout’s methods target new student and stakeholder groups’ feedback, priorities extracted from strategic planning, and needs determined through demographic studies. There is opportunity for more formal processes to maximize potential future growth and academic needs, for example, those of military veterans.

3P6a S  
The University maintains a formal complaint management process for students, employees, and members of the public (all other stakeholders) that includes staff training, documentation of results and outcomes, and publication through the applicable media outlets, e-mail, institutional website, and the Chancellor Advisory Council deployed throughout the organization.

3P6b S  
Communication of current student and stakeholder results and improvement actions are handled through several different channels, including the campus website and University Communications; direct intervention from trained staff; presentations and discussions that
highlight feedback, follow-up with students, employers, and alumni; and exit interviews with departing employees and students.

3P6c O In light of centralizing the collection and aggregation of complaints in the Office of Equal Opportunity and Affirmative Action, UW-Stout has the opportunity to analyze whether the nature/orientation of this office has a bearing on/limits the types complaints generally received (e.g., those primarily related to discrimination, human resources, employment law).

3R1a SS UW-Stout uses multiple measures to assess students’ satisfaction from NSSE, to laptop surveys, to Senior Survey over many time periods focusing on a variety of sample sizes with multiple comparison points, as listed in Figure 3-3.

3R1b S UW-Stout implemented systematic approaches to data collection of student and stakeholder satisfaction that include Student surveys (ACT, NSSE), student laptop surveys, senior surveys (GESLA), alumni surveys, placement surveys, employer surveys, program/support unit surveys, Board of Regents’ surveys, and community surveys.

3R1c O Systematic approaches are demonstrated in Figure 3-3 with ancillary information about what is surveyed, but there is opportunity to provide actual outcomes results.

3R2a S Based on the use of NSSE since 2000, the University’s performance results indicate that first-year students and senior students would attend Stout if they had to select a college again. Senior student satisfaction is currently at its highest level and exceeds the national average.

3R2b O UW-Stout has systematic and predictable approaches to collecting data on stakeholder satisfaction using surveys, focus groups, enrollment and retention trends and peer and national comparisons. The 2009 ACT Student Opinion Survey and NSSE data since 2004 indicate satisfaction levels in nearly all areas exceeding national averages (Fig. 3-4 and 3-5). However, three-year satisfaction results for 2002 and 2004 are not provided, and hence the trend is not clear and use of trend information is incomplete.
In light of the institution’s available comparative data, it would prove helpful to analyze student and stakeholder satisfaction against peer (other polytechnic) institutions.

UW-Stout has used successfully the ACT Student Opinion Survey to demonstrate that student satisfaction is at its highest level and exceeds the national average, with additional relationship building results related to UW-Stout’s distinct objectives indicating high-levels of student engagement.

For more than 25 years UW-Stout has collected relationship building and satisfaction data from all key stakeholder groups to the greatest of performance outcomes demonstrated in employer relationships and job placement, alumni satisfaction, and high level of community satisfaction.

Overall satisfaction rates of employers, alumni, and the local Menomonie Community are high on reported items.

Consistent, comprehensive, and transparent interpretation of data presented (including positive, negative, and neutral data) and clearly stating the resulting conclusions are opportunities for the institution.

UW-Stout has worked to improve effectiveness in dealing with community concerns through the Chancellor’s Coalition on Alcohol and Drugs and the Campus and Community Coalition on Race and Ethnicity (Figure 3-11).

Data in Category 9 demonstrate positive enrollment trends with increased satisfaction with K-12 feeder schools, and the largest number of Wisconsin Technical College transfer students demonstrating effective relationship building with two-year colleges. Recently developed surveys implemented for Board of Regents relationships demonstrate positive outcomes.

While UW-Stout shows results in 3R5b concerning student stakeholders, the institution has the opportunity to develop effective results with additional stakeholder groups.
3R5d  O  UW-Stout has the opportunity to explore perception issues based on the 3.1/5.0 community perception and 3.2/5.0 student satisfaction reported in Figures 3.10 and Figure 3.13 respectively.

3R6a  S  UW-Stout’s results for its processes for understanding student and stakeholder needs compare favorably with the performance results of other educational organizations.

3R6b  O  UW-Stout has the opportunity to clarify which metrics are selected for favorable comparison to benchmark institutions.

3R6c  O  Systematic approaches are demonstrated in Figure 3-3 with ancillary information about what is surveyed, but there is opportunity to provide actual outcomes results.

3I1-3I2  SS  In regards to the question, “What recent improvements have you made?” UW-Stout uses its culture of continuous quality improvement to show improvements in many areas and with many stakeholder groups.

3I1b  SS  UW-S conducted focus groups to better refine its improvement process in cases where national survey results indicated issues of concern yet failed to provide adequate informational decision-making.

3I1c  S  UW-Stout has reviewed data from a variety of sources and has made a number of improvements in measuring student and other stakeholder satisfaction, including the addition of exit interviews, changes in academic support, online advising resources, and the development of an Equity Scorecard Project in 2008-2009.

3I2a  SS  UW-Stout’s culture of continuous improvement and organizational infrastructure enable the institution to identify, set targets, and improve specific processes. Its cultural influence is reflected in the institution’s effective use of data, collection and analysis, and its particularly strong use of comparative data/benchmarking.

3I2b  O  The institution has an opportunity to demonstrate how specific data analysis serves as a driver for specific improvement initiatives.
AQIP CATEGORY 4: VALUING PEOPLE

Valuing People explores your institution’s commitment to the development of your employees since the efforts of all of your faculty, staff, and administrators are required for institutional success. It examines your institution's processes and systems related to work and job environment; workforce needs; training initiatives; job competencies and characteristics; recruitment, hiring, and retention practices; work processes and activities; training and development; personnel evaluation; recognition, reward, compensation, and benefits; motivation factors; satisfaction, health and safety, and well-being; measures; analysis of results; and efforts to continuously improve these areas.

Here are the Key Critical Characteristics of University of Wisconsin-Stout that were identified by the Systems Appraisal Team as most relevant for its interpretation of its Systems Portfolio section covering Category 4, Valuing People:

Item Critical Characteristic

O1b In 2001, UW-Stout became the first and only university to receive the Malcolm Baldrige National Quality Award, and in 2002, joined the Academic Quality Improvement Program.

O2c As the largest employer in the Menomonie community, the University has numerous collaborative partnerships to address campus and community issues.

O4b Administrators, faculty and academic staff are not represented by unions. Classified staff members are represented by five unions. The University has a positive relationship of involvement and interacts with these unions through union/management meetings facilitated by Human Resources.

O5b Shared Governance faculty, academic staff, and student groups mandated by Wisconsin statutes have primary responsibility for the formation, development, and review of policies concerning their respective functions.

O5c An Ethics Center was established as the consequence of an AQIP Action Project in order to provide a vehicle by which concerns of ethics can be addressed with dispatch. The leader of the Center reports to the Chancellor’s Advisory Council.
O7a  Seventeen key performance indicators provide trends and comparative data that are structured and correlated to facilitate root cause determination, identify performance and satisfaction of employees and stakeholders, and analyze relationships between processes and outcomes.

O9b  The University gives high priority to extensive quality improvement training of personnel in order to enhance both individual effectiveness and interpersonal relationships.

Here are what the Systems Appraisal Team identified as University of Wisconsin-Stout's most important strengths and opportunities for improvement relating to processes encompassed by Category 4, Valuing People.

<table>
<thead>
<tr>
<th>Item</th>
<th>S/O</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>4P1a</td>
<td>S</td>
<td>UW-Stout seeks to hire and retain the most qualified individuals for its employee base by first identifying the specific credentials, skills, and values required for each position. The University’s hiring processes are systematic and are designed with checks and balances to ensure that new hires possess the necessary qualifications for their positions. Each department is required to maintain a department profile that includes analysis of existing faculty and staff expertise, short- and longer-term needs and projections for staffing needs.</td>
</tr>
<tr>
<td>4P1b</td>
<td>O</td>
<td>It is unclear how UW-Stout identifies specific credentials, skills, and values required beyond the statement that they are identified during the development of the job posting.</td>
</tr>
<tr>
<td>4P2a</td>
<td>S</td>
<td>Each hiring process includes a review of the department profile and development of a detailed position description, approval to hire at the college and university levels, development and approval of a comprehensive search process, and systematic screening and selection processes that lead to the hire.</td>
</tr>
<tr>
<td>4P2b</td>
<td>S</td>
<td>In hiring, UW-Stout relies on interviews that incorporate presentations, open forums, and/or teaching components to assure that new employees possess the required credentials, skills, and values.</td>
</tr>
</tbody>
</table>
4P2c  O  The institution has an opportunity to identify additional screening mechanisms throughout its recruiting and selection process to better ensure that new employees possess the required credential, skills, and values.

4P2d  O  UW-Stout has an opportunity to better align its responses with the questions addressed in 4P2 and 4P3. (4P3, paragraph 2, better answers 4P2, and vice versa.)

4P3a  S  UW-Stout uses a variety of publications/media, specialized databases and directories, professional conferences, visits to doctoral institutions, networking, including the Women and Minorities Doctoral Directory, and a state system administered by the Human Resources Office in order to recruit employees.

4P3b  S  UW-Stout recognizes that the department for which a prospective candidate is to be hired must play an integral part in hiring, allowing the department to drive the process.

4P3c  S  UW-Stout addresses retention of employees through orientation, training and development, other professional development opportunities, the performance review system, the reward and recognition system, and through an open climate for organizational learning and sharing.

4P4a  S  UW-Stout holds a three-day orientation for new faculty and staff with new instructors at all levels participating in a series of workshops that includes sessions on University mission, vision and values, as well as characteristics of campus culture and student body relations.

4P4b  O  UW-Stout has an opportunity to extend its employee orientation with more personal/relational means like mentoring.

4P5  O  The University responds to anticipated vacancies from retirement, resignation or program attrition and has an opportunity to develop a plan to respond to vacancies through a pool of potential applicants.

4P6  S  The University designs its work processes and activities so they contribute both to organizational productivity and employee satisfaction.
through cross-functional participation in committees, task forces and
governance groups and strong two-way collaboration between
administration, faculty and staff, beginning with the CAC structure. Both
processes and results are continuously evaluated for effectiveness.

4P7    SS  The institution’s Ethics Center provides a rigorous ethics education and
integrates ethics into the curriculum while the institution’s Ethics
Committee is responsible for addressing questions of ethical behavior.
The institution has ethics statements for its campus, financial reporting,
search committee members, students, and researchers.

4P8a   S   UW-Stout has maintained a university-wide training and development
plan since 2001. Training strengthens the University’s instructional and
non-instructional programs and services with an emphasis on helping
students learn, providing better services to improve the learning and work
environment, and contribution to a culture of continuous improvement.

4P8b   S   Training needs to support division/department strategic initiatives are
developed annually during retreats and planning sessions.

4P8c   S   Individual employee training and development needs are identified and
planned through the performance evaluation review system. These are
aligned with department, division, and university goals.

4P9a   S   Education, training, career, and professional development needs are
identified at three levels to ensure that all employees receive the
necessary training to accomplish their personal goals as well as those of
the institution.

4P9b   O   The University has an opportunity to distinguish separate philosophies
and strategies for its training efforts compared to its professional
development efforts.

4P9c   S   UW-Stout provides additional opportunities to reinforce learning gained
through training by encouraging personnel to become content experts
and team leaders who train fellow employees.
4P10a  S  UW-Stout uses a personnel evaluation system that is designed to evaluate performance on an annual basis and to provide feedback to employees regarding strengths and areas for improvement. For faculty, the system also provides feedback regarding progress toward tenure. All but tenured faculty are reviewed annually; tenured faculty are reviewed every five years.

4P10b  O  It is unclear how the personnel evaluation system is aligned with the academic program review process, the educational support unit process, and the training and deployment plan established in 2001. Doing so would show how UW-Stout ensures organizational productivity in the context of institutional goals.

4P11a  S  UW-Stout uses a variety of extrinsic and intrinsic motivators to recognize and compensate with a view to reward high performance, be equitable, and encourage loyalty to the institution.

4P11b  S  UW-Stout monitors pay-plan indicators annually. Awards and other types of recognition are given based on individual job performance that best emulates the values and mission of the University.

4P12  S  The organization’s key indicators for gauging motivation include professional work life, reward system, evaluation system, collegial relations, leadership, and overall work environment. Multiple opportunities for listening to faculty and staff and for creating dialogue are provided through campus forums, annual meetings, and departmental meetings. A variety of collection methods are used to gather information related to employee motivation, satisfaction, and grievances.

4P13  S  UW-Stout provides for and evaluates employee satisfaction, health and safety, and well-being through its focus on creating a positive and safe work environment and its faculty and staff support systems. The Quality of Worklife/Job Engagement Survey gathers information on campus climate issues. Health, safety, and wellness are promoted through programming and wellness notes in UW-Stout Today, and employees take part in campus safety efforts through the campus Safety and
Worker’s Compensation Committee, the Optimal Health Committee, and the Smoking Rules Education Committee.

4R1 S UW-Stout uses a variety of measures of valuing people including measures related to the efficiency and effectiveness of the hiring process; employee retention data; faculty promotion, retention and tenure data; faculty and staff workload data; employee training and development data; employee engagement and job satisfaction data; and employee health and safety data.

4R2a SS UW-Stout has solid results over time in all areas related to valuing people. These results include hiring data for women and minorities and overall employee satisfaction.

4R2b S UW-Stout has comprehensive processes for meeting the training and development needs of employees, and offers two leadership development programs (EDGE and the Jeff Russell Leadership and Professional Development Certification Program).

4R2c S UW-Stout’s results in valuing people have improved or compare favorably in a variety of areas including searches, diversity, turnover, retention, employee satisfaction, workload, sabbaticals, employee engagement and work life, training and development opportunities, and work environment safety.

4R2d O While there are positive trends in the reduction of instructional workload (Fig. 4-9) and also in faculty engagement in the 2008 Quality of Worklife survey (Fig.4-11), it is unclear why the faculty’s Overall Satisfaction With Working on this Campus (Fig. 4-12) is not on par with other employee satisfaction data (Fig. 4-12). In addition, data from all Employee Satisfaction with Experience at UW-Stout (Fig. 4-7) does not reflect an upward trend.

4R2e O The institution has an opportunity to interpret and draw conclusions from all the data it presents, both positive and negative.
4R3 O The University has an opportunity to more clearly present the data used to document results in this category and to validate the metrics it collects and analyzes.

4R4a S The Quality of Worklife/Job Engagement Survey documents favorable results when compared to organizations both inside and outside higher education.

4R4b O UW-Stout has an opportunity to lead the UW system in validating the metrics used state-wide by the system for comparative purposes.

4R11a S UW-Stout tracks its achievements in valuing people through internal trends, employee segment data, and comparative data of peer institutions. Processes and results are reviewed predictably by the Chancellor’s Advisory Council, governance, and employee groups. Several improvements in processes, practices, and programs have been made in response to the last AQIP Systems Portfolio review. For instance, improvements have been made in recruitment practices, new employee orientation, improvements in campus-wide training and development plan, employee training in technology use among others.

4I1b S UW-Stout Campus Pride Friendly Campus Climate Index rated highest in all UW comprehensive campuses in 2008.

4I1c S UW-Stout has improved in recruitment of minority candidates, changes in the hiring process and new employee orientation, better serving the needs of LGBTQ students and employees, and technology training.

4I1d O UW-Stout has an opportunity to demonstrate how the specific improvements made are the direct result(s) of specific (validated) analyses and their resulting conclusions.

4I2a S UW-Stout sets targets for improvement in areas of significance to valuing people based on review of current results, trend data and comparative data, in accordance with UW system human resource initiatives and with UW-Stout’s mission, focused goals, and strategic priorities.
4I2b S The University’s culture and infrastructure that include shared governance, strategic planning and priority identification processes, participation in the UW-Stout system, participation in professional associations, and the role of BPA enable the institution to select processes for improvement and set targets for improved results.

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**AQIP CATEGORY 5: LEADING AND COMMUNICATING**

*Leading And Communicating* addresses how your institution’s leadership and communication structures, networks, and processes guide your institution in setting directions, making decisions, seeking future opportunities, and building and sustaining a learning environment. It examines your institution's processes and systems related to leading activities, communicating activities, alignment of leadership system practices, institutional values and expectations, direction setting, future opportunity seeking, decision making, use of data, leadership development and sharing, succession planning, measures, analysis of results, and efforts to continuously improve these areas.

Here are the Key Critical Characteristics of University of Wisconsin-Stout that were identified by the Systems Appraisal Team as most relevant for its interpretation of its Systems Portfolio section covering Category 5, Leading and Communicating:

<table>
<thead>
<tr>
<th>Item</th>
<th>Critical Characteristic</th>
</tr>
</thead>
<tbody>
<tr>
<td>O1b</td>
<td>In 2001, UW-Stout became the first and only university to receive the Malcolm Baldrige National Quality Award, and in 2002, joined the Academic Quality Improvement Program.</td>
</tr>
<tr>
<td>O5a</td>
<td>The Chancellor’s Advisory Council (CAC) is the core of the institution’s leadership system, involving leaders from all key areas of the University, administration, senate representatives, support services, the Stout Student Association, and the Stout Foundation.</td>
</tr>
<tr>
<td>O5b</td>
<td>Shared Governance faculty, academic staff, and student groups mandated by Wisconsin statutes have primary responsibility for the formation, development, and review of policies concerning their respective functions.</td>
</tr>
</tbody>
</table>
The Chancellor’s Advisory Committee is complemented by a series of standing committees that deal with key areas, including curriculum, personnel and policy issues; and teams, task force and other work groups created to address specific issues, University priorities and AQIP Action Projects.

Here are what the Systems Appraisal Team identified as University of Wisconsin-Stout's most important strengths and opportunities for improvement relating to processes encompassed by Category 5, Leading and Communicating.

<table>
<thead>
<tr>
<th>Item</th>
<th>S/O</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>5P1</td>
<td>S</td>
<td>In response to the 2007 AQIP Quality Check-Up Team recommendation that UW-Stout consider updating its mission in light of its polytechnical designation, the University developed a new mission, vision, and values statement in 2008. The Board of Regent’s vote on approval was scheduled for Fall 2009. The mission statements will be reviewed annually at the Strategic Planning Retreat.</td>
</tr>
<tr>
<td>5P2</td>
<td>S</td>
<td>UW-Stout expects inclusion of mission-relevant information in their priorities, action plans, and AQIP Action Plans, which are assigned to individuals, units, or groups while being reviewed by the Strategic Planning Group.</td>
</tr>
<tr>
<td>5P3a</td>
<td>S</td>
<td>UW-Stout conducts several pre-retreat meetings to review information on the needs and expectations of students and stakeholders prior to its annual strategic planning retreat where the needs and expectations are considered when planning and implementing a priority or action project.</td>
</tr>
<tr>
<td>5P3b</td>
<td>O</td>
<td>Beyond conducting pre-retreat meetings, a systematic process for collecting and funneling needs and expectations into the strategic planning process is not described. Such a process would enable the institution to consider matters that arise prior to, and via other mechanisms, than pre-retreat meetings.</td>
</tr>
<tr>
<td>5P4a</td>
<td>S</td>
<td>Since the previous Systems Portfolio, UW-Stout has received several grants to assist with advisement and assessment, learning outcomes, and sharing best practices with other institutions.</td>
</tr>
</tbody>
</table>
Although opportunities often result in AQIP Action Projects, there is an opportunity for the institution to state clearly how its academic plan relates to the strategic planning process, enhancing leaders’ focus on students and learning when seeking future opportunities.

The University’s leaders guide various units to seek future opportunities that enhance a strong focus on students and learning. These initiatives have led to a total of five TRIO program awards and other grants such as from FIPSE and NSF.

In addition to the Chancellor’s Advisory Council, made-up of 23 University leaders from all facets of the institution, UW-Stout uses annual listening sessions for faculty, staff, and students where the comments are recorded, themes identified, and results shared widely with the campus, including senior leaders and governance groups.

There is an opportunity to clarify how being a part of the UW-System affects decision-making at the institution.

The institution’s leaders and committees consistently analyze a wide variety of internal and external data, information, and results that are reflected in the institution’s key performance indicators.

UW-Stout has a variety of media technology to facilitate communication between and among its levels and units that include the CAC, its members, division councils, college councils, Faculty Senate, Senate of Academic Staff, Dean of Students, Stout Student Association, information sessions, receptions and forums.

UW-Stout describes itself as a mission-directed institution. The mission, vision, values, and enduring goals guide the strategic plans. The mission guides academic program development, organizational structure, partnerships, external funding opportunities, and support services. Alignment with mission ensures that the University operates efficiently and effectively.
<table>
<thead>
<tr>
<th>Code</th>
<th>Type</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5P9</td>
<td>S</td>
<td>UW-Stout offers the Employee Development, Growth and Enrichment program and the Jeff Russell Leadership Program for supervisors and employees along with leadership and mentor programs for women and minorities. In addition, UW-Stout holds a visiting executive program to speak and share their leadership experiences with the faculty, staff, and students.</td>
</tr>
<tr>
<td>5P10a</td>
<td>S</td>
<td>UW-Stout developed and implemented a succession plan following feedback from their previous AQIP Systems Portfolio and check-up visit in 2008. This includes an analysis of employee demographics, leadership development programs for key groups, internships, mentoring, and training for specific roles.</td>
</tr>
<tr>
<td>5P10b</td>
<td>SS</td>
<td>When selecting leaders, including the Chancellor, UW-Stout seeks individuals who embrace its principles and has committed to continuous quality improvement and demonstrated leadership in high performance environments. The institution expects its leaders to participate in all aspects of its quality system and holds them accountable for results.</td>
</tr>
<tr>
<td>5R1a</td>
<td>S</td>
<td>UW-Stout uses employee assessments of key leaders and governance groups, as well as internal communication audits, to determine both leadership and communication effectiveness. Completion of campus-wide initiatives and AQIP Action projects also demonstrate the effectiveness of senior leaders.</td>
</tr>
<tr>
<td>5R1b</td>
<td>O</td>
<td>The University could strengthen its commitment to quality improvement by establishing the validity of the metrics used to measure UW-Stout’s “leading and communicating” initiatives.</td>
</tr>
<tr>
<td>5R2a</td>
<td>O</td>
<td>Processes for leading and communicating are competitively measured and show positive results in some areas. For example, in the University Leadership Survey, data from a national sample of polytechnic universities (2008) show positive results. However, results for Faculty Governance Evaluation do not show a favorable trend from 2004 except in one area where results match the 2004 level.</td>
</tr>
</tbody>
</table>
There is an opportunity to interpret consistently and clearly state conclusions for all the results presented.

UW-Stout demonstrates an ability to initiate and complete projects/improvements resulting from its analysis of data in the realm of leading and communicating.

UW-Stout has an opportunity to demonstrate (establish the relationship) how its analyses of specific results directly drive specific leading and communicating improvements/projects that it pursues.

UW-Stout uses feedback from AQIP reviews to enhance its culture of continuous improvement and organizational infrastructure relative to leadership and communication (based on current data, trends, and comparative data). Improvements are translated into targeted projects, initiatives, and AQIP projects.

As part of the University’s annual strategic planning and priority identification processes, the CAC reviews all current evaluation results, trend data, comparative data, accreditation reports and key performance indicators related to leadership and communication. Any gaps or areas in need of improvement are identified as target areas for the next year.

AQIP CATEGORY 6: SUPPORTING INSTITUTIONAL OPERATIONS

Supporting Institutional Operations addresses the variety of your institutional support processes that help to provide an environment in which learning can thrive. It examines your institution’s processes and systems related to student support, administrative support, identification of needs, contribution to student learning and accomplishing other distinctive objectives, day-to-day operations, use of data, measures, analysis of results, and efforts to continuously improve these areas.

Here are the Key Critical Characteristics of University of Wisconsin-Stout that were identified by the Systems Appraisal Team as most relevant for its interpretation of its Systems Portfolio section covering Category 6, Supporting Institutional Operations:
Item  Critical Characteristic

O2a  In addition to instructional programs and related academic support services, the University provides a complete living and learning environment for students.

O5a  The Chancellor’s Advisory Council (CAC) is the core of the institution’s leadership system, involving leaders from all key areas of the University, administration, senate representatives, support services, the Stout Student Association, and the Stout Foundation.

O5b  Shared Governance faculty, academic staff, and student groups mandated by Wisconsin statutes have primary responsibility for the formation, development, and review of policies concerning their respective functions.

O5c  An Ethics Center was established as the consequence of an AQIP Action Project in order to provide a vehicle by which concerns of ethics can be addressed with dispatch. The leader of the Center reports to the Chancellor’s Advisory Council.

O6  The University has invested heavily campus-wide in such technologies as PeopleSoft, the UW-Stout website, the online Shoppes@Stout and several databases to provide information and services to employees, students and other key stakeholders.

O7a  Seventeen key performance indicators provide trends and comparative data that are structured and correlated to facilitate root cause determination, identify performance and satisfaction of employees and stakeholders, and analyze relationships between processes and outcomes.

O7b  The University’s lean approach to data collection is to enter data once and in one place, thereby reducing redundant and non-value added transactions. Multiple methods are employed to assure high quality data, system and network integrity.

O9a  The Chancellor’s Advisory Committee is complemented by a series of standing committees that deal with key areas, including curriculum, personnel and policy issues; and teams, task force and other work groups created to address specific issues, University priorities and AQIP Action Projects.

Here are what the Systems Appraisal Team identified as University of Wisconsin-Stout’s most important strengths and opportunities for improvement relating to processes encompassed by Category 6, Supporting Institutional Operations.
<table>
<thead>
<tr>
<th>Item</th>
<th>S/O</th>
<th>Comment</th>
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</thead>
<tbody>
<tr>
<td>6P1</td>
<td>S</td>
<td>Student support services are identified through the annual strategic planning process, surveys, service related councils, and external feedback on services solicited through alumni, employer, and community surveys.</td>
</tr>
<tr>
<td>6P2a</td>
<td>S</td>
<td>UW-Stout identifies six overarching support processes through which multiple measures are used to determine the support service needs of both students and other key stakeholders. Noteworthy are the avenues of input from the University Centers Advisory Committee, the University Dining Advisory Board, the Inter-Residence Halls Council, and an online suggestion box.</td>
</tr>
<tr>
<td>6P2b</td>
<td>S</td>
<td>Administrative service needs of faculty, staff, and administrators are identified by employee surveys, by input from the Administrative and Student Life Services and the Business Managers Council, and the Educational Support Unit Review Committee.</td>
</tr>
<tr>
<td>6P3a</td>
<td>S</td>
<td>Physical safety and security needs are identified, designed, maintained, and communicated by key support processes established by the UW System or the Chancellor’s Advisory Council.</td>
</tr>
<tr>
<td>6P3b</td>
<td>S</td>
<td>In 2007, the Administrative and Student Life Services Division was reorganized to bring key support processes under common leadership. A Health and Safety unit was created that includes emergency management, hazardous materials management, parking, risk management, student health, safety and university police.</td>
</tr>
<tr>
<td>6P3c</td>
<td>O</td>
<td>Although reorganization of departments in 2007 came through strategic planning for better ability to implement and communicate safety processes, there is little explanation surrounding the actual processes used.</td>
</tr>
<tr>
<td>6P4</td>
<td>S</td>
<td>UW-Stout achieves the management of key students, administrative and organizational support processes on a day-to-day basis through deployment of systems that measure, monitor, and evaluate key</td>
</tr>
</tbody>
</table>
performance indicators through a continuous improvement cycle. Results are communicated broadly across the organization and analysis of results and feedback from stakeholders is used to develop improvement strategies and change processes.

6P5a  S  UW-Stout documents support processes through the print and electronic publication of multiple policy handbooks for faculty, staff and students as well as for various support units. In addition, students and employees are made aware of these policies through university-wide and unit-based emails, website, new employee orientation, employee trainings.

6P5b  S  Each support unit also maintains and distributes updated print and/or electronic documents. Updates are documented through the UW-Stout TODAY email.

6P5c  O  The institution has an opportunity to clarify relationship of publishing policies and procedures to encouraging innovation and empowerment in the realm of supporting organizational operations.

6R1a  SS  Data are collected systematically by Student Life Services, Business and Financial Services, physical plant, Budget Planning and Analysis Office, the Human Resources Office, and the Residence Life Office. In addition, the ACT Student Satisfaction Survey provides comparative data on the effectiveness of student, administrative, and organizational support services.

6R1b  O  While the University describes a number of measures used for the efficiency and effectiveness of its operations, the various levels of reviewers may find it efficacious to analyze critically the validity of collected data.

6R1c  O  The opportunity exists for UW-Stout to employ Lean Six Sigma tools to reduce waste in transactional processes.

6R2a  S  Units supporting student needs (Student Life Services, Physical Plant, and Health and Safety) use several surveys (ACT Student Satisfaction Survey, College Union Center Education Benchmark survey, National
Association of College and University Food Services Customer Satisfaction Benchmarking survey) to measure satisfaction. Results indicate that UW-Stout is at or above national averages in student center operations (Fig. 6-2), satisfaction with dining services and retail outlets (Fig. 6-3 & Fig. 6-4), satisfaction with grounds and facilities (Fig. 6-8) and health and safety operations (Fig. 6-9).

6R2b  O  Data are not provided for performance measures of student and administrative use of technology. This includes technology utilization for instruction and satisfaction with technology support services for students, faculty, and administration; effectiveness of the IT Plan and effectiveness of other organizational operations.

6R2c  O  There is an opportunity for the institution to exceed national/industry averages on a more consistent basis for student life services.

6R2d  S  UW-Stout benchmarks its physical plant performance through participation in the Midwest Association of Higher Education Facilities Officers and leads the UW coalition in energy efficiency.

6R2e  O  There is an opportunity for the institution to exceed national and industry averages on a more consistent basis for physical plant and health and safety performances.

6R3a  S  The University maintains a good budgetary balance between tuition costs and institutional costs to provide continuously applicable services.

6R3b  S  UW-Stout clearly states its goal for benchmarking tuition and fees paid by students.

6R3c  S  The BPA results indicate that the unit is effective in managing the budget on an annual basis.

6R4a  O  While the institution’s Administrative and Student Life Service council reviews performance data, assesses progress, discusses new requirements, and identifies improvement opportunities, an opportunity exists to provide outcomes and results.
UW-Stout’s results compare favorably with the performance results of other higher educational organizations and organizations other than higher education. A number of sources of comparative data are used to assess performance of supporting operations.

**6I1a**  
UW-Stout reorganized their Administrative and Student Life Services Division to improve communication and information technology throughout this division.

**6I1b**  
In addition to reorganization of the Administrative and Student Life Services Division in 2007, the division also completed a series of lean projects to improve processes in specific areas, including communication, housing, dining and student center operations.

**6I1c**  
A campus master plan was developed and presented to the Board of Regents in 2009.

**6I1d**  
UW-Stout has an opportunity to establish causality by demonstrating how specific improvements are driven directly by specific results.

**6I1e**  
Technology-related improvements were made in the Business and Financial Services areas, including the implementation of PeopleSoft financial modules, an online travel system, and the online Shoppes@Stout.

**6I1f**  
When UW-Stout was officially designated as a polytechnic institution in 2007, the BPAO identified a set of peer institutions for the purpose of sharing comparative performance data. This has resulted in the establishment of a new Applied Research Center which will assist other campuses in developing assessment processes, instruments, and benchmarking. A data-sharing consortium, polyDASHER, is hosted by the center.

**6I2a**  
UW-Stout is nationally recognized as having a culture of continuous improvement and an organizational infrastructure that enhances improved performance and strategic planning to support organizational operations.
612b S The institution’s strategic planning process, participation in the UW-system, and its participation in multiple organizations and associations contribute to its culture and infrastructure that fosters continuous quality improvement.

AQIP CATEGORY 7: MEASURING EFFECTIVENESS

Measuring Effectiveness examines how your institution collects, analyzes, and uses information to manage itself and to drive performance improvement. It examines your institution’s processes and systems related to collection, storage, management, and use of information and data – at the institutional and departmental/unit levels; institutional measures of effectiveness; information and data alignment with institutional needs and directions; comparative information and data; analysis of information and data; effectiveness of information system and processes; measures; analysis of results; and efforts to continuously improve these areas.

Here are the Key Critical Characteristics of University of Wisconsin-Stout that were identified by the Systems Appraisal Team as most relevant for its interpretation of its Systems Portfolio section covering Category 7, Measuring Effectiveness:

Item Critical Characteristic

O1b In 2001, UW-Stout became the first and only university to receive the Malcolm Baldrige National Quality Award, and in 2002, joined the Academic Quality Improvement Program.

O2b The University identifies its external stakeholder groups as the high schools and technical schools statewide, other universities (including international institutions), alumni, employers, city, and UW System Board of Regents.

O6 The University has invested heavily campus-wide in such technologies as PeopleSoft, the UW-Stout website, the online Shoppes@Stout, and several databases to provide information and services to employees, students, and other key stakeholders.

O7a Seventeen key performance indicators provide trends and comparative data that are structured and correlated to facilitate root cause determination, identify performance and
satisfaction of employees and stakeholders, and analyze relationships between processes and outcomes.

O7b The University’s lean approach to data collection is to enter data once and in one place, thereby reducing redundant and non-value added transactions. Multiple methods are employed to assure high quality data, system, and network integrity.

O9b The University gives high priority to extensive quality improvement training of personnel in order to enhance both individual effectiveness and interpersonal relationships.

Here are what the Systems Appraisal Team identified as University of Wisconsin-Stout’s most important strengths and opportunities for improvement relating to processes encompassed by Category 7, Measuring Effectiveness.

<table>
<thead>
<tr>
<th>Item</th>
<th>S/O</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>7P1a</td>
<td>S</td>
<td>UW-Stout states that it has multiple methods to select, manage, and distribute data and performance information. These methods include the Educational Support Unit Review Committee, the Planning and Review Committee, the Assessment in the Major process, and university-level data and performance information collected by the Budget, Planning and Analysis office.</td>
</tr>
<tr>
<td>7P1b</td>
<td>O</td>
<td>While UW-Stout states that it has systematic processes and identifies responsible parties, the institution has an opportunity to clearly define how it selects, manages, and distributes data and performance information that support its programs and services.</td>
</tr>
<tr>
<td>7P2a</td>
<td>SS</td>
<td>Every five years, the Institution thoroughly revises its performance indicators/metrics for their alignment with institutional goals in its process for measuring effectiveness. This process includes selecting key indicators that align with and provide assessment of strategic and annual progress, formulating goals founded on comparisons and best practices, assuring data integrity, and evaluating the effectiveness of indicators in identifying causality.</td>
</tr>
<tr>
<td>7P2b</td>
<td>S</td>
<td>UW-Stout’s 17 performance indicators that are structured to facilitate root cause determination by segmenting within specific groups and categories</td>
</tr>
</tbody>
</table>
of financial accounts, students, and stakeholders. The indicators include comparative and trend data.

7P2c S UW-Stout recognizes the importance of assuring data integrity and the validity of metrics in order to determine causality.

7P2d O Results data for key indicators and their targets could be provided in a matrix that aggregates information (bi-)annually, providing an overview of organizational strength and continuous improvement as well as identifying potential action projects.

7P3 S In addition to a tracking system and various opportunities to provide feedback, UW-Stout uses a team of user-representatives that meets bi-weekly to identify current data needs and make recommendations to ensure the alignment of data with user needs.

7P4 S The Institution’s SPG summer retreats are the primary mechanisms for addressing overall organizational performance and strategic planning. Committees, councils, senates, and units prepare correlations and projections used in planning. The analyses and recommendations from these planning efforts are interlocked with senior leaders, the senates, and the CAC as needed. Results are communicated by means of the management system, formal reports to stakeholders, newsletters, Chancellor’s letters, UW-S Website, forums, and meetings.

7P5a S UW-Stout employs national standards and reports such as the Common Data Set, IPEDS data, and CUPA information while also participating in national surveys such as ACT Study Opinion Survey and NSSE Survey. The UW System’s comparative data complement and extend UW-Stout’s own processes for obtaining comparative data.

7P5b S UW-Stout collaborates in a data-sharing consortium among polytechnic institutions.

7P5c O In light of its collection and evaluation of comparative data, there may be an opportunity for UW-Stout to determine the relevance or validity of these metrics with a view to establishing causality.
**7P6a**  
S  
UW-Stout ensures that faculty/staff and educational program processes are aligned to its organizational-level performance analysis through organization-wide participation, widespread data, and feedback loops. Departmental and unit analyses are ensured by mandated faculty/staff participation. Results are then posted on the Budget, Planning, and Analysis website and shared in a variety of meetings.

**7P6b**  
O  
UW-Stout has elements in place to ensure the integrity of its information systems and processes and may have a greater opportunity to develop an overarching approach to ensure its integrity.

**7P7**  
S  
UW-Stout has clearly defined metrics that it evaluates to ensure the integrity of its information systems and processes. In order to ensure that hardware and software are reliable and easy to use, it requires that: (1) form and function must meet user requirements; (2) solutions are standardized where appropriate; (3) graphical user interfaces are used when available; (4) software is Windows and web-based; (5) constituents are trained, and; (6) potential problems are transparent to users.

**7R1a**  
S  
The institution shows how system reliability, accuracy, timelines, accessibility, standardization, and ownership are ensured. Measures of effectiveness from internal surveys, external benchmarking studies, and focus groups/listening sessions, demonstrate stable or upward trends in Uptime Summary Management Reports on Learning and Information Technology (LIT), and Employee Satisfaction with LIT.

**7R1b**  
O  
Results are not presented for designated data points: Internal surveys, external benchmarking studies such as the EDUCAUSE Core Survey, and focus groups/listening sessions mentioned.

**7R2-3**  
S  
UW-Stout measures effectiveness through 10 data integrity measures including benchmarks. Data from UW-Stout’s measures of effectiveness provide evidence that institutional needs are met, typically at rates that exceed Stout’s peer group and national average.

**7R3**  
O  
While UW-Stout is recognized as a leader in performance measurement both in and beyond the University of Wisconsin system, there is an
opportunity to present supporting documentation of awards, performance leadership, and peer recognition.

7I1 S The University provided eight examples of recent improvements made as a result of systematically and comprehensively measuring effectiveness. Improvements have been implemented since its AQIP Quality Check-up Visit in 2007.

7I2 S UW-Stout uses separate, but participatory, processes to select the specific processes to improve and set targets. Processes to improve are identified at the university-wide level via University Priorities and at the department/unit/other levels via committees and councils. University-wide targets are set through the strategic planning process and departmental/unit/other targets are set through appropriate committees and councils.

**AQIP CATEGORY 8: PLANNING CONTINUOUS IMPROVEMENT**

*Planning Continuous Improvement* examines your institution’s planning processes and how your strategies and action plans are helping you achieve your mission and vision. It examines your institution's processes and systems related to institutional vision; planning; strategies and action plans; coordination and alignment of strategies and action plans; measures and performance projections; resource needs; faculty, staff, and administrator capabilities; measures; analysis of performance projections and results; and efforts to continuously improve these areas.

*Here are the Key Critical Characteristics of University of Wisconsin-Stout that were identified by the Systems Appraisal Team as most relevant for its interpretation of its Systems Portfolio section covering Category 8, Planning Continuous Improvement:*

**Item** Critical Characteristic

O2b The University identifies its external stakeholder groups as the high schools and technical schools statewide, other universities (including international institutions), alumni, employers, city and UW System Board of Regents.
O5a  The Chancellor’s Advisory Council (CAC) is the core of the institution’s leadership system, involving leaders from all key areas of the University, administration, senate representatives, support services, the Stout Student Association, and the Stout Foundation.

O5b  Shared Governance faculty, academic staff, and student groups mandated by Wisconsin statutes have primary responsibility for the formation, development, and review of policies concerning their respective functions.

O7a  Seventeen key performance indicators provide trends and comparative data that are structured and correlated to facilitate root cause determination, identify performance and satisfaction of employees and stakeholders, and analyze relationships between processes and outcomes.

O7b  The University’s lean approach to data collection is to enter data once and in one place, thereby reducing redundant and non-value added transactions. Multiple methods are employed to assure high quality data, system and network integrity.

O9b  The University gives high priority to extensive quality improvement training of personnel in order to enhance both individual effectiveness and interpersonal relationships.

Here are what the Systems Appraisal Team identified as University of Wisconsin-Stout’s most important strengths and opportunities for improvement relating to processes encompassed by Category 8, Planning Continuous Improvement.

<table>
<thead>
<tr>
<th>Item</th>
<th>S/O</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>8P1a</td>
<td>SS</td>
<td>UW-Stout has strategic planning processes designed with six outcome areas that are determined, analyzed, and reviewed through an extensive and inclusive visioning process.</td>
</tr>
<tr>
<td>8P1b</td>
<td>S</td>
<td>The University has clearly defined responsibilities for the three primary groups it relies upon to support its strategic planning system: the Chancellor’s Advisory Council (CAC) which is responsible for aligning planning with resource allocation and deploying action plans; the Strategic Planning Group which develops and maintains the Institution’s mission, vision, and values statements along with identifying goals, establishing priorities, and AQIP Action Projects; and, the office of Budget</td>
</tr>
</tbody>
</table>
Planning and Analysis (BPA) which is responsible for institutional research, fiscal analyses, and developing operating and capital budgets (Fig. 2).

8P1c S The annual priorities process enables the Institution to identify short-term initiatives or AQIP Action Projects through a five-step process that includes: (1) a summer retreat; (2) fall listening sessions; (3) fall/winter CAC budget planning; (4) winter budget planning at the division-/college-level, and; (5) the Chancellor’s institution-wide communication of the final plan.

8P2a SS The University uses the five-step process to determine priorities that emerge from multiple groups in an academic year starting with a summer retreat, a fall listening session, CAC budget planning, Winter budget planning, and finally, the Chancellor’s communication of the plan institution-wide.

8P2b S The selection of short- and long-term strategies occurs through review of emerging issues at the national, state, and local levels; year-end progress on campus action plans; facts and figures, including enrollment management, University-wide performance data and survey data; financial information; and campus feedback on topical areas for university priorities.

8P2c O There is an opportunity for improvement by distinguishing between processes for selecting short-term strategies and those used for long-term strategies.

8P3 S UW-Stout uses a template to guide the development of annual priorities/AQIP Action Projects that include deployment plans. Similar processes are used for each of the primary action plans: the Academic Plan, Annual University Priorities, Diversity Plan, Information Technology Plan, Training and Development Plan, Capital Budget Plan, Division Plans, Climate Action Plans, and the Marketing Plan.

8P4a S In the University’s planning process, coordination and alignment of planning processes occur at different institutional levels, both from a top-
Individual planning activities of the major units reflect organizational priorities. There is a 6-month and 12-month accountability report and identification of a “gap list” by the Office of Budget, Planning and Analysis. The revised ESURC process requires all educational support units to submit reports on goals and alignment with organizational initiatives and challenges.

The University identifies performance indicators for its goals, priorities, and action plans which measure success and monitor performance by benchmarking, and establishing targets. Performance indicators that are derived from data and information sources and are reviewed annually, focus attention on areas needing improvement. Expectations are communicated widely to stakeholders.

UW-Stout has the opportunity to further define its benchmarking processes and processes by which it sets targets.

The University has the opportunity to further define the process it uses to provide and validate information and data to establish performance indicators.

There is an opportunity for UW-Stout to develop a process for establishing the validity of the metrics it employs. By establishing metric validity, the University will be able to determine causality with greater accuracy which will enable it to pursue more effective improvements.

The University discusses two primary methods for selecting strategies and implementing action plans developed by the Strategic Planning Group: (1) It is guided by nine resource principles developed by the
Group; and (2) it uses a definitive process (especially #3) to identify resource needs (human, fiscal, facilities) as described in 8P1b.

8P7a SS UW-Stout has a process for addressing risk(s) that goes beyond those required by the institution from the Board of Regents and the UW-System. It addresses risks identified in its own strategic planning process (Fig. 8-3).

8P7b SS Risks identified by the Board of Regents and the UW System are brought to UW-Stout through mandates, audit findings, and a risk management pilot project being conducted by the UW System. Risks are also identified by the UW-Stout planning process through SWOT analysis, which is conducted every five years as part of stakeholder visioning. These risks are brought to the Strategic Planning Group or the CAC for discussion. Action steps are identified, incorporated into University action plans, and monitored through the strategic planning process.

8P7c O It is not clear how “gaps” identified in risk analysis, which is conducted every five years, are incorporated in the annual Strategic Planning Process.

8P8 O It is not clear what selection rationale the University uses for the specific years it selects for data collection (Fig. 8-4). For example, the rationale for graduation rates for the specific years FY 90 and FY 02, or for selecting Enrollments for the specific years Fall 2000 and Fall 2008 (Fig. 8-4) is not provided. Additionally, the rationale it uses to assess its performance in enrollments for those same years is unclear without data for first year class enrollments (Number of Freshmen Applications Fig. 8-4) for those years.

8R1 S The University generally collects a variety of internal and external data as is evident throughout the Portfolio. For example, it collects feedback through regularly administered satisfaction surveys of the Board of Regents associated with fulfillment of its mission, a newly revised job engagement survey, the AQIP Systems Portfolio Review, small group
discussion with faculty and staff, and listening card comments and message boards.

8R2a  S  UW-Stout established 17 performance indicators to assess progress in achieving its enduring goals and FOCUS 2010 initiatives and shows baseline, target, and comparative results (Fig. 8-4). To date, UW-Stout has achieved or exceeded the targets in the following areas: enrollments, transfers, tuition rates, NSSE ratings on student-faculty interactions, supportive campus environment, active learning (senior data) college environment ratings, distance education courses offered, federal grant expenditures, safety, energy efficiency, placement rates, and employer ratings of technology skills. Additional positive measures have been obtained as a result of FOCUS 2010.

8R2b  O  The University has an opportunity to specifically discuss the areas in which it has not achieved its targets.

8R2c  O  The University has an opportunity to validate metrics with a view to establishing causality.

8R3a  S  Given the University's attention to identifying alternative sources for students, its target goal for the number of transfer students is consistent with continuous quality measures and vertical integration of planning processes.

8R3b  S  Based on collected and analyzed results data, the Chancellor's Advisory Council has begun setting goals for the year 2015.

8R3c  O  The University has an opportunity to identify and demonstrate how specific targets are the result of, or are linked to the analysis of specific data, thereby clearly establishing the driver(s) for target-setting.

8R3d  O  The University has an opportunity to extend targets for the 17 performance indicators with incremental increases in those targets.

8R3e  O  UW-Stout should expand goal benchmarking outside of the UW System and on a national basis.
8R4a  S  UW-Stout’s results for the performance of processes are based on comparison of four primary benchmark groups: assigned peers’ best practices, national organizations, and competitors, all identified in the Portfolio. Overall, the University’s performance is equal to or better than the benchmark groups.

8R4b  O  While its overall institutional performance is equal to or better than its benchmarking groups, there is the opportunity for UW-Stout to improve by addressing/discussing areas in which comparisons are less favorable.

8R4c  O  UW-Stout has an opportunity to provide more detailed benchmarking data specific to each of the 17 performance indicators.

8R4d  O  There is opportunity to provide and demonstrate achievements in all of the performance indicators for the processes associated with planning continuous improvement.

8R4e  O  The University has an opportunity to expand goal benchmarking outside of the UW-System and on a national basis.

8R5a  S  UW-Stout measures the success of the planning process by tracking the number of priorities identified and funded, the total dollars allocated and the unit which receives funding. Since implementation of FOCUS 2010, 21 University priorities have been identified, discussed, and implemented. Overall, $5 million were allocated with 50% funding academic and student affairs, 37% funding technology and infrastructure and 13% supporting administration.

8R5b  S  UW-Stout revised the planning process in 1996 to include its feedback framework based on the Quest for Excellence, AQIP, NACUBO, NCCI, Malcolm Baldrige, to garner greater stakeholder feedback demonstrating agreement in all 14 items evaluated (Figure 8-5).

8R5c  S  UW-Stout’s effectiveness in planning continuous improvement is evident in several ways including: the degree/extent of employee and student involvement in planning; related survey results; priorities identified and funded; total dollars allocated, and, units funded. Between 2006 and 2008
there was an increase of about 100 persons at the fall listening sessions, which represents an increase of 30% of all employees actively involved in strategic planning.

8l1a SS To improve their listening sessions, UW-Stout did the following: (1) scheduled the events farther out in the calendar, (2) involved the Stout Student Association President for more student involvement, (3) developed an introductory session to help participants see how the sessions were related to the overall planning process, (4) secured a qualitative analysis program used for capturing the feedback of the sessions, and (5) transcribed comments directly onto a computer and projected on a screen during the session.

8l1b S The University’s planning processes are improved annually based upon feedback from accepted sources including AQIP. The improvements have included an updated mission, performance indicators, identification of best practices as a result of professional development opportunities, speaking engagements, selection of new polytechnic peer institutions, PolyDASHER, added steps in the planning processes, and establishing committees to advance FOCUS 2015 planning.

8l2a S The University’s planning processes are improved annually based upon feedback from accepted sources including AQIP. The improvements have included an updated mission, performance indicators, selection of new polytechnic peer institutions, PolyDASHER, added steps in the planning processes, and Committees to advance the FOCUS 2015 planning.

8l2b S UW-Stout uses the UW-System, the institution itself, and its internal division planning to identify and select processes for improvement.

8l2c S The University uses a Lean Office tool to improve processes at both the University System and the UW-Stout division levels.

8l2d O The culture and infrastructure at UW-Stout affords this institution the opportunity to go beyond its present approach and pursue a Six-Sigma or equivalent approach to continuous improvement.
AQIP CATEGORY 9: BUILDING COLLABORATIVE RELATIONSHIPS

Building Collaborative Relationships examines your institution’s relationships – current and potential – to analyze how they contribute to the institution’s accomplishing its mission. It examines your institution's processes and systems related to identification of key internal and external collaborative relationships; alignment of key collaborative relationships; relationship creation, prioritization, building; needs identification; internal relationships; measures; analysis of results; and efforts to continuously improve these areas.

Here are the Key Critical Characteristics of University of Wisconsin-Stout that were identified by the Systems Appraisal Team as most relevant for its interpretation of its Systems Portfolio section covering Category 9, Building Collaborative Relationships:

<table>
<thead>
<tr>
<th>Item</th>
<th>Critical Characteristic</th>
</tr>
</thead>
<tbody>
<tr>
<td>O1a</td>
<td>The University of Wisconsin-Stout is a career-focused, comprehensive polytechnic university where diverse students, faculty and staff integrate applied learning, scientific theory, humanistic understanding, creativity and research to solve real-world problems, grow the economy and serve a global society. In 2007, the UW System Board of Regents designated the University as the System’s only polytechnic university.</td>
</tr>
<tr>
<td>O2a</td>
<td>In addition to instructional programs and related academic support services, the University provides a complete living and learning environment for students.</td>
</tr>
<tr>
<td>O2b</td>
<td>The University identifies its external stakeholder groups as the high schools and technical schools statewide, other universities (including international institutions), alumni, employers, city and UW System Board of Regents.</td>
</tr>
<tr>
<td>O2c</td>
<td>As the largest employer in the Menomonie community, the University has numerous collaborative partnerships to address campus and community issues.</td>
</tr>
<tr>
<td>O5b</td>
<td>Shared Governance faculty, academic staff, and student groups mandated by Wisconsin statutes have primary responsibility for the formation, development, and review of policies concerning their respective functions.</td>
</tr>
<tr>
<td>O6</td>
<td>The University has invested heavily campus-wide in such technologies as PeopleSoft, the UW-Stout website, the online Shoppes@Stout and several databases to provide information and services to employees, students and other key stakeholders.</td>
</tr>
</tbody>
</table>
O7a Seventeen key performance indicators provide trends and comparative data that are structured and correlated to facilitate root cause determination, identify performance and satisfaction of employees and stakeholders, and analyze relationships between processes and outcomes.

O8 Two external factors have a major impact on the University’s short- and long-term planning: The first is a multiple-year decline in State support which has required budget cuts. As a consequence, the University has improved efforts to recruit and retain employees and to expand funding sources and revenue-generating opportunities. The second is the decline in Wisconsin high school graduates which has led the University to focus more on attracting transfer, non-traditionally aged, and graduate students to maintain steady enrollment growth.

O9a The Chancellor’s Advisory Committee is complemented by a series of standing committees that deal with key areas, including curriculum, personnel and policy issues; and teams, task force and other work groups created to address specific issues, University priorities and AQIP Action Projects.

O9b The University gives high priority to extensive quality improvement training of personnel in order to enhance both individual effectiveness and interpersonal relationships.

Here are what the Systems Appraisal Team identified as University of Wisconsin-Stout’s most important strengths and opportunities for improvement relating to processes encompassed by Category 9, Building Collaborative Relationships.

<table>
<thead>
<tr>
<th>Item</th>
<th>S/O</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>9P1</td>
<td>SS</td>
<td>The University identifies processes used by the Admissions Office, Graduate School, and International Education Office to create, prioritize and build collaborative relationships with institutions from which they receive their students, each other, and their independent constituencies using a variety of on-campus, off-campus, and online methods.</td>
</tr>
<tr>
<td>9P2a</td>
<td>S</td>
<td>The University employs a systematic approach for creating, prioritizing, and building relationships including program advisory committees, program director and senior leader visits to employers, co-op site development visits, company open houses and annual career</td>
</tr>
</tbody>
</table>
conferences to create, prioritize and build relationships with the organizations and employers that depend on the support of UW-Stout students and graduates to meet those organization’s requirements.

9P2b S Employer needs and satisfaction are assessed regularly. Academic programs at UW-Stout maintain advisory committees to ensure that employer needs are considered in the developing and updating of curricula.

9P2c S UW-Stout has several collaborative efforts (STTI, NWMOC, City of Menomonie and Xcel Energy) addressing technology transfer and one (SVRI) addressing rehabilitation services for students and citizens with disabilities.

9P3a S UW-Stout clearly identifies its rationale for collaborating for services to its students, namely that its relationships with providers are designed to allow UW-Stout to maintain its autonomy and local decision-making relative to student needs while utilizing the specialized expertise of the provider. Providers are identified in the strategic planning process, plans developed, and then assessed annually for their ability to meet the requirements of the institution and students.

9P3b S UW-Stout employees provide student services and support through contracted key service providers such as Validis Resources (University Bookstore), Hewlett-Packard and Apple (laptop programs), PeopleSoft (student information system), and Desire2Learn (course management system).

9P3c S UW-Stout works with selected organizations to provide specific services whenever it is more effective or efficient to contract for these services.

9P4 O In addition to the mandates/regulations imposed on UW-Stout by the Wisconsin legislature, Department of Administration, UW-System, and Federal Department of Commerce, UW-Stout has an opportunity to identify where it has proactively developed additional policies and procedures that affect its collaborative relationships in procurement at the institution.
9P5a  S  UW-Stout has a relationship with the community through economic
development with the Dunn County Economic Development Corporation
and Momentum West, a regional economic development consortium.

9P5b  S  UW-Stout participates in the West Central Wisconsin Regional Education
Consortium. UW-Stout creates, prioritizes, and builds relationships with
consortium partners through faculty, staff, and senior leader participation
in meetings, activities, and initiatives, including grant proposals and
teacher training programs.

9P6a  S  The University ensures the needs of all consortia and other organization
partners through two channels: (1) Formal agreements like contracts,
affiliation agreements, articulation agreements, service agreements or
memoranda of understanding, and (2) through the collection of feedback
and evaluation data.

9P6b  S  The institution’s Office of Research Services is responsible for
developing, distributing, and tracking formal agreements and stating the
requirements and responsibilities with collaborators. In addition, several
offices routinely collect and analyze data in order to determine whether
the institution’s collaborative relationships are meeting the needs of the
parties involved.

9P6c  O  The institution has an opportunity to develop a more comprehensive and
systematic approach to collecting and analyzing feedback data from its
collaborators.

9P7  S  UW-Stout maintains an inclusive leadership system that assists in
creating and building relationships between departments and units and
utilizes a number of methods to ensure integration and communication
across these relationships.

9R1a  S  UW-Stout regularly collects data from students and employers. It
monitors the number of contracts and agreements, as well as external
funding. UW-Stout conducts frequent communication and job
engagement studies to measure the effectiveness of internal
relationships.
<table>
<thead>
<tr>
<th>9R1b</th>
<th>O</th>
<th>UW-Stout has the opportunity to collect, analyze and report data on results for building their internal and external relationships.</th>
</tr>
</thead>
<tbody>
<tr>
<td>9R1c</td>
<td>O</td>
<td>UW-Stout has an opportunity to establish the validity of the metrics it collects and analyzes with a view to establishing causality.</td>
</tr>
<tr>
<td>9R2a</td>
<td>SS</td>
<td>UW-Stout reveals many favorable results of their relationship building process with students including: (1) an increase in New Freshman enrollment (a measure of relationship with high schools; (2) an above average number of transfers; (3) an increase in the number of students studying abroad; and (4) an increase over their own annual numbers and above average number of international students enrolled.</td>
</tr>
<tr>
<td>9R2b</td>
<td>O</td>
<td>While the institution demonstrates its ability to interpret data and state conclusions, it does so selectively. This presents an additional opportunity for UW-Stout to present consistently its conclusions in a disciplined fashion, regardless of whether the interpretation reflects upon the institution negatively or positively.</td>
</tr>
<tr>
<td>9R2c</td>
<td>S</td>
<td>Responding to the 2006 AQIP Feedback Report, the current Portfolio documents satisfaction results for Northwest Wisconsin Manufacturing Outreach Center.</td>
</tr>
<tr>
<td>9R2d</td>
<td>O</td>
<td>Collaboration is identified as one of UW-Stout’s five core values yet the satisfaction levels of many of the external entities with which the University has relationships are not provided. For example, satisfaction or comparison of satisfaction of partner schools and grants contractors which bear on academics are not provided.</td>
</tr>
<tr>
<td>9R2e</td>
<td>S</td>
<td>UW-Stout is meeting enrollment targets and has demonstrated enrollment growth as well as growth in key areas (transfer students, adult students, and graduate students). UW-Stout is able to offer additional study abroad programs and enroll an increasing number of international students. It has positive results for its relationships with employers, and NWMOC demonstrates high levels of employer satisfaction.</td>
</tr>
<tr>
<td>9R3a</td>
<td>S</td>
<td>The University demonstrates favorable results compared with performance results of other higher education organizations for the processes associated with building collaborative relationships.</td>
</tr>
<tr>
<td>9R3b</td>
<td>O</td>
<td>In light of the comparative data available to the institution, UW-Stout has an opportunity to state its interpretations and corresponding conclusions of the results presented for improved clarity when benchmarking against other organizations.</td>
</tr>
<tr>
<td>9R3c</td>
<td>O</td>
<td>The University has the opportunity to push beyond comparative data from other American and Canadian comprehensive institutions and domestic organizations and establish international peer groups in such countries as Germany, Norway, Denmark, The Netherlands, and Japan.</td>
</tr>
<tr>
<td>9I1a</td>
<td>S</td>
<td>UW-Stout sought to improve relationships with international universities.</td>
</tr>
<tr>
<td>9I1b</td>
<td>O</td>
<td>The institution has an opportunity to demonstrate which improvements are directly driven by specific performance results to establish validity and causality.</td>
</tr>
<tr>
<td>9I1c</td>
<td>S</td>
<td>UW-Stout has expanded relationships with K-12 schools and hired regional recruiters in 2008 to work with schools in the Twin Cities and Fox Valley areas, and added programs for technical college students.</td>
</tr>
<tr>
<td>9I1d</td>
<td>S</td>
<td>Added attention was given to relationships with international universities and an external review of the Office of International Education was conducted in 2009 with a focus on establishing study abroad programs.</td>
</tr>
<tr>
<td>9I1e</td>
<td>S</td>
<td>In 2009, a Discovery Center was established to meet the applied research and development needs of area employers.</td>
</tr>
<tr>
<td>9I1f</td>
<td>S</td>
<td>UW-Stout strengthened its relationships with community and regional economic development agencies.</td>
</tr>
<tr>
<td>9I2a</td>
<td>S</td>
<td>The University’s nationally recognized culture of continuous improvement and organizational infrastructure enhances its ability to select specific processes to improve and to set targets for improved performance results.</td>
</tr>
</tbody>
</table>
9I2b O Although UW-Stout describes a culture of continuous improvement and organizational infrastructure enhancing ability to make necessary improvements, there are no clear references to the processes used to improve and set targets.

9I2c S UW-Stout has a nationally recognized culture of continuous improvement which promotes collaboration with a variety of organizations. The UW System assists in the development of a culture and infrastructure focused on building collaborative relationships.