

ESURC Annual Review Reports

Academic and Student Affairs Division

2008-2009

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Educational Support Unit's Annual Report

Unit Name: Admissions

Year: 2008-09

Goal Statement: To recruit a diverse, academically qualified freshmen class for 2009-10, by reaching the enrollment targets of 1525 new freshmen and 570 transfer students.

- To increase minority enrollment for fall 2009.
- To reach target enrollment in new STEM majors--in particular, Plastics Engineering and Computer Engineering for fall 2009.
- Increase the academic profile of new incoming freshmen.
- Implement the Admissions module and transfer credit process in PeopleSoft.
- Expanding Admitted Students' Day.
- Increase transfer student initiatives.

How those goals align with/support the mission, vision and goals of UW-Stout

The goals of the Admissions Office support the mission, vision, and goals of UW-Stout. Our efforts to recruit and retain a diverse university population is supported through the hiring of a multicultural recruiter. To enhance diversity, we have supported partnerships with St. Paul Public Schools, attended college fair programs and hosted various student groups on campus.

In an effort to enhance the university community, marketing our polytechnic designation and the tenants has been a key component in our presentations to prospective students and their families, including print and media recruitment initiatives and the admissions website.

The use of technology in communicating with prospective students has grown significantly in the last year. Through the use of CollegeWeekLIVE, Twitter, Facebook, Zinch, e-mail and continued growth of the Admissions Website, we have been able to expand our inquiry pool.

Brief summary documenting successes, challenges and change (including supporting data where appropriate available):

The Admissions Office anticipates reaching the target enrollment for freshmen (1525) and transfers (570) for fall 2009. The freshmen numbers may be a bit over (approximately 1540) and the transfer target of 570 will be achieved. With the hiring of additional recruiters, the hope was to increase the number of minority students and increase enrollment in the STEM majors. Minority enrollment may remain even or slightly down. Enrollment in Computer Engineering is strong with 36 new freshmen admitted for fall 2009. Plastics Engineering, however, will come in below the target of 25, at 7.

Highlights from 2 or 3 major accomplishments during the year:

- ✓ Reached enrollment target
- ✓ Improved freshmen profile
- ✓ Successful conversion to PeopleSoft
- ✓ Enhanced Admissions Website

The freshmen academic profile has improved for fall 2009. As compared to 2008, the average ACT composite score increased from 21.39 to 21.71. The average class rank improved from 59.11 to 61.93, and the average GPA increased from 3.12 to 3.2. An increase in academic scholarships may be a factor in these improvements.

The Admissions Website continues to evolve and improve. New major pages have been designed to better describe Stout's programs. Admissions has also subscribed to Facebook, Twitter and Zinch to allow prospective and accepted students more opportunity to interact with our students, admissions staff and faculty. In addition, we participated in our first virtual college fair this spring. We received contact information from 300 prospective students across the country inquiring about UW-Stout.

Illustrations of the unit's commitment to the continuous improvement philosophy of the university:

- Successful conversion to PeopleSoft
- Completed implementation of document imaging (ImageNow) for processing transfer student applications. Will move forward to implement new freshmen for Fall 2009.
- Review of all applications will be completed electronically by Fall 2009.
- Updated Admissions website news section by receiving continuous feeds through Twitter.

Mechanisms that assist the unit to address current challenges or impending change:

- Greater emphasis on e-recruitment – Zinch/Facebook/Twitter
- ImageNow Document Imaging
- More timely communication with our prospects, as well as accepted students via e-mail, phone calls, message board
- More focus on transfer student recruitment by designating an additional recruiter. Enhanced transfer student brochure, increased number of transfer recruitment events, and updated the transfer website to meet federal guidelines.

Educational Support Unit's Annual Report
College of Arts, Humanities and Social Sciences Dean's Office
2008-2009

Goal Statement:

It is the goal of the Office of the Dean of the College of Arts, Humanities and Social Sciences to do all that it can to assist the departments housed in and the faculty/staff who serve in CAHSS to fulfill its mission of "providing innovative, high quality instruction that empowers students to become lifelong learners and responsible citizens who value scholarship, diversity, and the pursuit of truth." In doing so, this office endeavors to provide the leadership, structure, communication and resources necessary to assist the departments and programs of the college in the accomplishment of that mission.

Alignment of Goals with University Mission, Vision and Goals:

The College of Arts, Humanities and Social Sciences plays a critical role in supporting the University's Mission. Through its majors, sub-majors and general education courses, CAHSS contributes significantly to the university's efforts to "integrate applied learning, scientific theory, creativity and research to solve real-world problems, grow the economy and serve a diverse society." The Office of the Dean is the primary communication, organization and support system to these departments and programs.

Through its delivery of the lion's share of general education courses to our students, we support and share the Vision of the University to "prepare lifelong learners, ethical leaders and responsible citizens through collaborative programs that integrate applied learning, theory and research with business, education, industry, arts and government." Once again, the Office of the Dean is the primary communication, organizational and support system to these departments and programs.

The University's values are shared by CAHSS in that it houses and delivers the humanities, arts, social and behavioral sciences so critical to:

- "The advancement of Academic Excellence;
- The nobility of spirit, a diversity of people, respect and inclusion for all;
- The pursuit of innovation, technology and sustainability with a constant eye to the future;
- The ideals of collaboration, competence and continuous improvement;
- The commitment to education as a means to illuminate the lives of all."

Successes – Challenges – Change:

Highlighted Accomplishments:

1. Programmatic:

- Completed the Authorizations to Implement and received BOR approval for the M.S. in Technical and Professional Communication and (in collaboration with CSTEM) the B.S. in Game Design and Development.
- Continued discussion on the creation of research centers in the areas of Design and Applied Social Sciences.
- Completed the on-campus approval process for the Authorization to Implement for the B.S. in Applied Social Sciences, which will be submitted to the BOR for approval at their September 2009 meeting.
- Made significant progress towards completion of the Authorization to Implement for the M.F.A. in Art, which we are planning to submit to the BOR for approval at their December 2009 meeting.

2. Establishment of the new college:

- Successfully completed generous budgetary splits for the four departments and programs which moved to CSTEM, and assisted both that new college and the four departments in building a strong foundation on which to grow and prosper.
- Drafted, sought input and received approval for new mission, values and goals statements for CAHSS.

Commitment to Continuous Improvement:

1. Initiated discussions to re-establish research centers in the areas of Design and Applied Social Sciences.
2. Began work on creation of college guidelines to ensure consistency in application of the performance evaluation process.
3. Continued to work on college hiring practices, required training for all committee members, renewed focus on confidentiality, increased efforts to offer the most competitive salaries possible, and adjusted the interview response timeline.
4. Created and maintained a logging system to track incoming/outgoing documents.
5. Reviewed and revised orientation subjects.
6. Created a “Student Employment Manual” for training of student office workers to better serve students, faculty, staff and visitors to our office.

Mechanisms to Address Current Challenges or Implement Change:

1. CAHSS Council.
2. All-College meetings and information listening sessions.
3. Annual meetings with Dean and departments.
4. “Invite the Dean to the Department for the Day” visits.
5. Appointment of Ad Hoc committees: i.e., Performance Evaluation Guidelines, Faculty/Staff Morale, New Faculty/Staff Mentoring, etc.

Educational Support Unit's Annual Report

Unit Name: College of Education, Health and Human Sciences

Year: 2008-2009

Goal statement:

1. Develop a strategic plan for the new College of Education, Health and Human Sciences. Annually update the strategic plan, which will serve as an annual report. Goals include:
 - a. Expand our program array through development of degree programs, certificate, and licensure programs that respond to changing societal trends and needs, leverage the CEHHS mission and strengths, expand our student base and incorporate polytechnic tenets.
 - b. Align program outcomes to national standards.
 - c. Facilitate inter- and intra-disciplinary collaboration among faculty, staff and students in teaching, research, scholarship and service.
 - d. Improve retention of students.
 - e. Recruit and retain a diverse faculty and staff.
 - f. Expand, support and improve customized instruction.

How those goals align with/support the mission, vision and goals of UW-Stout:

The CEHHS Strategic Plan is directly aligned to the UW-Stout Enduring Goals and Focus 15. Specifically, Goals a and b align to UW-Stout Enduring Goal 1, c aligns to Goal 3, d aligns to Goal 4, e aligns to a Focus 15 priority and Goal 4, f aligns to Goal 7.

Brief summary documenting successes, challenges and change (including supporting data where appropriate and available):

Highlights from 2 or 3 major accomplishments during the year:

- Completed the BS Cognitive Science Authorization proposal (goal a)
- Completed a Certificate Program in Instructional Design (goal a)
- Reallocated resources to provide the support necessary for revision of the MS Mental Health and MS School Counseling programs in preparation for national accreditation (goal b)
- Developed a new Early Childhood Learning Community (goal d)

- Developed a CEHHS New Faculty/Staff Handbook (goal e)
- Awarded the first annual CEHHS Collaborative Research awards (goal c)
- Continued to substantially increase enrollment in Customized Instruction programs (Goal f)

Illustrations of the unit's commitment to the continuous improvement philosophy of the university:

Development and implementation of the College Strategic Plan is evidence of a commitment to continuous improvement. The Plan was developed with input from faculty, staff and students, and the SMART strategic planning process was utilized, which emphasizes specific, measurable, attainable, realistic, and timely goals and activities.

Mechanisms that assist the unit to address current challenges or impending change:

The CEHHS Council was expanded to include Program Directors once per month. This was done to obtain broader input on needs, issues, and opportunities on a regular basis. The CEHHS Governance Council was also formed and began meeting in Fall 2008. The Dean or Associate Dean attend at least one meeting of the Advisory Committee for each undergraduate and graduate program each year.

NOTE: If the unit is already routinely creating an annual report, that report can be used. An additional report does not need to be created.

Educational Support Unit's Annual Report

Unit Name: College of Management

Year: 2008-9

Goal statement:

To successfully transition departments, programs, faculty and staff from the Colleges of Technology, Engineering & Management and Human Development to the new College of Management.

How those goals align with/support the mission, vision and goals of UW-Stout.
This goal aligns with:

- Goal 1: Offer high quality, challenging academic programs that influence and respond to a changing society.
- Goal 4: Recruit and retain a diverse university population.
- Goal 5: Foster a collegial, trusting and tolerant campus climate.
- Goal 6: Provide safe, accessible, effective, efficient and inviting physical facilities.
- Goal 7: Provide responsive, efficient, and cost-effective educational support programs and services.

Focus 2010 Goals: Strengthen the on-campus organization by focusing on UW-Stout's unique mission within the UW System.

Brief summary documenting successes, challenges and change (including supporting data where appropriate and available):

Highlights from 2 or 3 major accomplishments during the year:

1. Developed a mission, values, vision and goals through a very inclusive strategic planning process.
2. Conducted monthly budget meetings to build trust and efficiently and effectively manage resources.
3. Increased enrollments in distance education programs; two new undergraduate programs approved by the Board of Regents.
4. Conducted several faculty searches; hired qualified faculty, staff and leadership positions including an H & T Chair and new COM Dean. Increased diversity profile of faculty/staff.

Illustrations of the unit's commitment to the continuous improvement philosophy of the university:

Two programs, Business Administration and Hotel, Restaurant and Tourism Management are seeking accreditation through external, national agencies.

Completed a strategic planning process.

Mechanisms that assist the unit to address current challenges or impending change:

Strategic planning

Communication via weekly deans/chairs meetings; COM Council meetings bi-monthly; program director meetings bi-monthly.

Educational Support Unit's Annual Report

Unit Name: Financial Aid

Year: 2008-09

Goal statement:

The Financial Aid Office provides financial resources and information to students pursuing post-secondary education at UW-Stout, allowing them to enroll and stay continuously enrolled until graduation.

How those goals align with/support the mission, vision and goals of UW-Stout:

Our goals directly support the mission because over 60% of our students most likely could not attend if it were not for the assistance of our office. Our advice and counsel gives them the best options for funding their education.

Brief summary documenting successes, challenges and change (including supporting data where appropriate and available):

Highlights from 2 or 3 major accomplishments during the year:

Successful conversion to PeopleSoft

Worked collaboratively with the Student Business Office to implement electronic return of loan funds.

Illustrations of the unit's commitment to the continuous improvement philosophy of the university:

The collaboration between FA and the Student Business Office to return funds electronically demonstrates that we are continually looking to improve our services for the benefit of the student.

We converted our financial aid awarding process to a paperless process. The email notification of awards has saved us time and money in supplies and postage.

We have redone our website to try to clarify information for our web visitors. We also have a presence on Facebook.

Mechanisms that assist the unit to address current challenges or impending change:

Our staff remains up to date on legislative and industry challenges by receiving daily updates from our national financial aid organization (NASFAA), training from the Department of Education, and attendance at conferences.

NOTE: If the unit is already routinely creating an annual report, that report can be used. An additional report does not need to be created.

**University Library and
Instructional Resource Service
Annual Report**

This links to the UW-Stout University Library website
where the annual report is posted.

Click here to go to the annual report, or copy the following URL
into your browser:

http://www.uwstout.edu/lib/services/documents/2007-08annual_report.pdf

Educational Support Unit's Annual Report

Unit Name: Provost's Office

Year: 2009

Goal statement:

The mission of the Provost's Office is to provide leadership to the Academic and Student Affairs Division of the University and serve as a conduit between the division and the University of Wisconsin System.

How those goals align with/support the mission, vision and goals of UW-Stout:

The Provost's Office plays an integral role in fulfilling the select mission, enduring goals and university priorities by:

- Offering high quality academic programs that influence and respond to a changing society (see Appendix A for the current Academic Plan)
- Preserving and enhancing educational processes through the application of active learning principles via the Nakatani Teaching and Learning Center
- Promoting excellence in teaching, research, scholarship and service by providing funding for professional development activities, faculty research, tuition reimbursement and curriculum development
- Participating in Plan 2008, Inclusive Excellence, the Equity scorecard and other initiatives that promote the recruitment and retention of a diverse university population
- Maintaining a student focus, assuring that the programs and courses offered meet student needs
- Assuring quality in process and programs through participation in AQIP and application of the Baldrige Criteria for Academic Excellence
- Supporting governance by involvement with Faculty Senate, the Senate of Academic Staff, the Stout Student Association and having ex-officio representation on Faculty Senate standing committees
- Establishing, coordinating and implementing the academic goals, educational policies, and curriculum of the university
- Coordinating the assessment of programs and general education; assisting departments and programs with the assessment of student learning outcomes
- Assisting with the development and administration of academic budgets
- Coordinating the distribution of "Access to Learning" funds
- Coordinating Summer and WinTerM sessions
- Providing leadership to the Graduate School, Library, Honors Program and Women's Studies Program.

Each year the Provost's Council works collaboratively to identify and accomplish the division's targeted projects that are related to UW-Stout's enduring goals.

Brief summary documenting successes, challenges and change (including supporting data where appropriate and available):

Highlights from 2 or 3 major accomplishments during the year:

- The Provost's Office successfully completed three searches for administrators including Dean of the College of Management, Dean of the College of Science Engineering and Technology and Executive Director of Enrollment Services.
- The Provost's Office coordinated the implementation of the realignment of the colleges with each college developing its own mission, vision and goals.
- The Provost's Office led the effort to develop a new mission vision and values for the University.
- The Provost's Office coordinated obtaining Board of Regents approval for five new B.S. degrees (Game Design and Development, Property Management, Science Education, Sustainable Management and Technology and Science Education) and one M.S. degree (Technical and Professional Communication).
- The Provost's Office coordinated the submission of the final report to UW System on the outcomes from "Plan 2008" and the completion of the Equity Scorecard Project.
- The Provost's Office coordinated the implementation of the two new centers: the Ethics Center and the Discovery Center.
- PeopleSoft was implemented in the following areas: admissions, registration and records, financial aids, graduate school and curriculum.
- The Provost's Office has provided access to current and historical curriculum documentation to department chairs, program directors and their administrative staff through ImageNow.

Illustrations of the unit's commitment to the continuous improvement philosophy of the university:

Commitment to quality improvement is illustrated by receiving reaffirmation of AQIP accreditation, continuing work on the AQIP action projects and writing the AQIP Systems Portfolio for submission in November 2009.

Mechanisms that assist the unit to address current challenges or impending change:

The participatory style and team approach used in the office contribute to the unit's success in achieving its goals, addressing challenges and proactively coping with change. The Provost's Council, Deans' Issues and AAAT meet on a regular basis to address a wide variety of issues and challenges. A variety of methods including small group meetings, one-on-one meetings, phone and email are used to maintain open and effective communication.

2008-09 Year-End Report

Unit Name: Student Services

Department: Multicultural Student Services (MSS)

Director: Freddie Walker, Ed.D.

Director's Background: Doctorate Degree in Leadership from Saint Mary's University, Minneapolis, Minnesota; Master Degree in Information Media: Human Resources Training and Development, St. Cloud State University, St. Cloud, Minnesota; Bachelor Degree in Urban Studies: City Management, Morehouse College, Atlanta, Georgia. Major, US Army (retired), I have learned through fifteen years of progressive military leadership and supervisory experiences (problem solving, communication, conflict resolution, team building, dealing with diversity, etc.) and through seventeen years of successful administrative experiences (working with culturally diverse student populations and faculty) that building positive inclusive relations have enabled me to work effectively and efficiently with several on-and-off campus constituents.

Mission

The mission of the Office of Multicultural Student Services (MSS) is to promote a campus environment of diversity and inclusiveness for students of color that is conducive to learning by providing programs and services that meet their needs. These programs and services strive to enhance the retention of African American, Asian American, Latino American and Native American students. As advocates for students of color, the staff acts to improve the understanding and the institutional commitment to campus diversity.

Services

Financial Aid, Scholarship Assistance, Advising, Leadership Development, Networking, programming and mentoring just to name a few

08-09 Goals

- Maintain and/or increase students of color retention at UW-Stout by 5% during the 2009-2010 academic school year.
- Make all students of color aware of the Multicultural Student Services office and the resources that are provide.
- Secure new funding for Pre-college program fiscal year 2009-2011.
- Successfully search and hire permanent staff for existing vacancies (3).

Staffing (Professional)

Freddie Walker, Director; Lionel Jones, Advisor, Eileen Yang, Advisor, Sue Scholfield, Office Manager

Staffing (Student)

Filled by various students who are work study eligible at the beginning of each semester

Facilities – 217 Bowman Hall

08-09 Budget

| | General Purpose Revenue | Program Revenue/Differential | Total |
|-----------|-------------------------|------------------------------|-----------|
| Personnel | \$222,285 | \$0 | \$222,285 |
| S&E | \$102,549 | \$0 | \$102,549 |
| Travel | \$ 11,452 | \$0 | \$ 11,452 |
| Capital | \$ 6,788 | \$0 | \$ 6,788 |
| Total | \$343,074 | \$0 | \$343,074 |

09-10 Budget

| | General Purpose Revenue | Program Revenue/Differential | Total |
|-----------|-------------------------|------------------------------|-----------|
| Personnel | \$213,849 | \$0 | \$213,849 |
| S&E | \$116,377 | \$0 | \$116,377 |
| Travel | \$ 0 | \$0 | \$ 0 |
| Capital | \$ 0 | \$0 | \$ 0 |
| Total | \$330,226 | \$0 | \$330,226 |

Comparative Benchmarks (also Learning Objectives)

Strengths

The biggest strength of our office is our flexibility to be able to accommodate students in a timely manner. This in turn gives students confidence that their need will be address and that they are important to this institution.

Challenges

The challenges that MSS faces continue to be shaking off the stigma of the past associated with this office (i.e. staff stability, collaboration with other UW-Stout units and having a defined mission and goals). Other challenges include staying ahead of the curve in providing services and programs for the student population that we serve.

Other Noteworthy Items

Mss has hired two of the three key staff positions for this office with plans of hiring the third position this academic year (09-10); thus achieving staff stability. There is also a defined mission and goals for MSS along with collaborative efforts on programs and activities with other departments and student organizations at UW-Stout. Multicultural Student Services has truly become a department in which other on-campus departments and organizations can count on for support and collaborative programming efforts.

Educational Support Unit's Annual Report
Year: 2009

Goal Statement: The goals of Multicultural Student Services (MSS) are to meet the needs of domestic students of color, African American, Asian American, Latino American and Native American students; to help retain them, to advocate for them, and to provide programs for them to help them meet the challenges of life. Specific goals for 2009-2010 are:

- Maintain and/or increase students of color retention at UW-Stout by 5% during the 2009-2010 academic school year.
- Make all students of color aware of the Multicultural Student Services office and the resources that are provide.
- Secure new funding for Pre-college program fiscal year 2009-2011.
- Successfully search and hire permanent staff for existing vacancies (3).

How those goals align with/support the mission, vision and goals of UW-Stout:

The goals of Multicultural Student Services (MSS) align well with supporting the mission, vision and goals of UW-Stout. For example, UW-Stout value and support diversity and equity throughout the campus. MSS is an advocate for students of color and diverse populations of students on campus. MSS is listed on the Inclusive Excellence UW-Stout Diversity webpage as a (n) diversity resource for the University. MSS goals and those of UW-Stout align well in terms of recruiting and retaining a diverse population. UW-Stout's vision and MSS values encourage students to be lifelong learners, to respect differences, to demonstrate civility and to be responsible citizens in a global society.

Brief summary documenting success, challenges and change (including supporting data where appropriate and available):

A brief summary of the success, challenges and changes for Multicultural Student Services are: MSS developed successful community collaboration with Mable Tainter to bring Mixed Blood Theater Company to perform "Dr. King's Dream" in commemoration of Dr. Martin Luther King Jr. 80th birthday. The play was a huge success. MSS collaborated with various student organizations to bring diversity speakers, plays and programs to the campus community of UW-Stout. A Mentoring Program for students of color was developed that linked students with faculty in their field of study to help guide them through college. Hosted several college visits for students of color ranging from grades 8 through 12. MSS successfully wrote a grant to secured new funding for the Pre-College Programs during fiscal year 2009-2011. Conducted a successful search on two of the three vacancies in the MSS office; a search for the final vacancy will begin soon. A better more trusting relationship was built between the MSS office, Students, Colleges and Departments on campus and other outside agencies. The challenges that MSS faces continue to be shaking off the stigma of the past associated with this office (i.e. staff stability, collaboration with other UW-Stout units and having a defined mission and goals). Other challenges include staying ahead of the curve in providing services and programs for the

student population that we serve. The way we do this is to continue to have open conversations with students about their needs and how can MSS help. We particularly want to reach out to the American Indian Student organization to find out their needs and how MSS can be of service to them. Changes includes but not limited to the following: In the past year the MSS office has become more stable with a new Director and two permanent hire advisors. Collaboration with other unit and student organizations on campus has been strengthen and is very apparent through programs and services co-hosted by MSS. For example the new Springboard program is modeled after the MSS Stoutward Bound Program and students in the Springboard program will be housed with students in the Stoutward Bound Program this summer. A Mentoring Program was developed that linked students with faculty members in their major fields of study. A new mission statement was developed to include values and measurable goals for MSS that is aligned with that of the University.

Highlights from 2 or 3 major accomplishments during the year:

One major accomplishment for MSS was the programming for Black History Month 2009. The coordination with the various artists, performers and presenters was relatively new and different for MSS. There were five major programs sponsored by MSS free to the UW-Stout community and geared towards understanding Black History and its culture. Another major accomplishment was the development and implementation of the MSS Mentoring Program. This started as a pilot program and gained support from faculty and students. MSS meets once a month with the mentors and mentees to provide an opportunity for sharing their experiences, asking questions and providing any feedback to the MSS staff.

Illustrations of the unit's commitment to the continuous improvement philosophy of the university:

Multicultural Student Services is committed to the process of continuous improvement by providing programs and services that meet the needs of our students. We hold weekly staff meetings to identify service areas that are not meeting student's needs or that may need improvements. We communicate with student through email, face book and word of mouth and talk with students in the office; we hold focus groups, attend student organization meetings, set on panels, and listen to students concerns all to improve the efficiency, effectiveness and flexibility of the MSS Office in providing services and programs to students of color.

Mechanisms that assist the unit to address current challenges or impending change:

Mechanisms used by MSS to address the current challenges are: in house Multicultural Student Survey. Early spring semester MSS conducted a survey to determine how best

to serve students. (See attached document) The highlighted portions on the survey are improvements, things that MSS is doing currently or has already completed.

NOTE: If the unit is already routinely creating an annual report, that report can be used. An additional report does not need to be created.

Multiculture Student Services Survey
A total= of 37 students replied

How would you prefer to receive information from Multiculture Student Service? Choose one by deleting the others.

- E-mail = 33 - *we definitely communicate with our students through e-mail every time there is something going; not only e-mail we do use the new face book, word of mouth and PR.*
- Postal Mail= 1
- Not at All = 2

How often would you like to hear from MSS? Choose one by deleting the others.

- Never= 1
- Every month= 15 - *we contact students in various ethnic groups at least once a week and certainly monthly.*
- Twice a semester= 2
- Quarterly= 2
- Anytime there is something going on= 20 – *Information on activities, conferences and programs are emailed to students for there participation.*

What can MSS do to improve our services to the UW-Stout students/campus?

- Worker at desk at all times- *yes we have hired more students to work in our office to fill all open office hours*
- More advisors- *yes progress in hiring permanent advisors*
- Events to make freshmen aware of opportunities on campus
- Disperse scholarships fairly to all deserving students – LUMRG and AOP are dispersed on a first come bases
- Let the campus know that the service is not only for students of color- *yes by word of mouth, multicultural programming inviting everyone*
- Programs that will help connect grad students with under grads
- Keep AMSLC conference
- More activities/events – *This past year MSS has had significantly more events and programs*
- MSS should participate more with other campus activities going on- *yes we engaged ourselves at the Pre-view Days, Admitted Days, Campus Socials, Trainings, Meetings, student programs...*
- Spread words of diversity
- Support student organizations- *providing financial support for students to attend conferences, create workshops, programs, activities, and attend student org. meetings...*
- More shows/performances using broader ethnic groups
- Reach out to students
- Dinners
- Volunteer
- Advertise MSS services – *All of MSS services are on the website and brochures are in several offices on campus including in the MSS office*

What would you like to see changed in our office?

- System of giving out scholarships – *This is on a first come bases due to the limited funding some students may not get served*
- Advisor office hours – *Office hours are from 8:00am to 4:30pm Monday - Friday*
- No social scene, employees keep leaving – *MSS just hired two of the three staff vacancies and the third will be hired this year 2009-2010*
- Build connections between student organizations and the staff
- Want permanent staff and more advisors
- Cable TV

- More incentives to join- *Spring Board Program*
- More food
- Workers socialize less with other workers
- Focus on freshmen- *Stoutward Bound Monthly meets*

Express your thoughts or additional comments.

- What criteria's are being used for dispersing grant funds – First come bases
- Stout ward bound floor is great, but concern of students not branching out
- Great place to hang out and do homework
- Build relationships
- Know what staff are doing
- Non-traditional students feel uncomfortable to get involved with activities- *welcoming by recognizing their works, talking to them, personal invitations...*
- Put something on for Fall graduates
- Want more staff
- Office is quiet and empty want the place to be more lively and social- *there's change*
- No one welcoming students- *there's changed*

If MSS had workshops, seminars, socials, tutoring/mentoring would you join? And which one(s)?

Some students wanted or are interested in multiple programs.

- Seminars= 15
- Socials= 16- *added one or two more throughout the year*
- Tutoring/mentoring= 20 (some volunteer to tutor/mentor)- *Mentoring program*
- Workshops= 12
- Not interested= 2
- Other ideas= how to look for employment? And how to build interview skills?

If you have not heard of our office before please send me your name and address and I will send some information to you.

- Whitney Owens
- Kelsey Gomez

Request for removal from MSS list

- Maria A. Ledesma

End of Year Report
Student Services: Disability Services
2008-2009

1. Unit:

Student Services

2. Department:

Disability Services

3. Director:

Kara James

4. Director's Background:

I received a MS degree in Vocational Rehabilitation with certifications in Rehabilitation Counseling and Vocational Evaluation from UW-Stout. After working in the field for a few years I went back to school to earn k-12 certification in Special Education. I worked at the Stout Vocational Rehabilitation Institute (SVRI) as a Vocational Evaluator for six years; the last few years were spent managing the Evaluation Services. In August of 2008 I became the Director of Disability Services.

5. Mission:

Disability Services is committed to creating an accessible university community where individuals with disabilities have an equal opportunity to fully participate in all aspects of the educational environment. Services are to promote independence and offer reasonable and appropriate accommodations.

6. Services:

Disability Services provides appropriate accommodations and services to students with disabilities. The types of accommodations and services offered are dependent on the individual needs of the students. Some of the more typical accommodations and services include the following:

- Advocacy assistance
- Classroom note takers
- Arrangement for alternative textbooks
- Testing accommodations which may include such things as: extended time, reduces distraction environment, audio taped tests, scribe, and use of a word processor
- Referrals for tutoring
- Referrals to other campus resources
- Scheduling and registration assistance (priority registration)
- Verification of disability parking requests
- Requests for accessible on-campus housing

7. 2008-2009 Goals:

| Goals | Responsible | Performance Indicators | Outcomes |
|--|----------------------|--|---|
| Provide an open and welcoming atmosphere for all students. | Kara James and staff | -Satisfaction Survey -Number of students using services | -A mean score of 4.3, on a 5 point scale, was reported on the satisfaction survey in regards to this question -The number of students using services increased to approximately 400 |
| Provide quality services on a timely basis with high student satisfaction. | Kara James and staff | Satisfaction Survey | -A mean score of 4.2, on a 5 point scale was reported on the satisfaction survey in regards to this question |
| Stay current with laws and disability compliance regulations for higher education. | Kara James | -Attendance at national AHEAD conference -Attendance at UW-System meetings -Research best practices for service delivery | -Did not attend national AHEAD conference. Instead attended Project Shift. -Attended both fall and spring UW-System meetings -Researched best practices using AHEAD guidelines and reading the monthly distribution of Disability Compliance for Higher Education |

8. Staffing (Professional)

The Disability Services office consists of a director (1.0 FTE), Test Accommodations Proctor (LTE), Office Manager/Accommodations Coordinator (0.5 LTE +LTE), American Sign Language Interpreters (LTE), and student note takers (state payroll). The number of employees hired is dependent on the number of courses students with disabilities are enrolled in during the fiscal year.

9. Staffing (Student)

Last year our office hired 73 student note takers. We also hired one classroom/lab assistant for a student.

10. Facilities:

Disability Services office is housed in 206 Bowman Hall. We share the office suite with Upward Bound. In addition to our main office we have a testing room located in 312 Bowman Hall. The testing room is where the tests with accommodations are proctored.

11. 2008-2009 Budget:

| | Total Dollars Spent |
|--|----------------------------|
| Permanent Salaries (Kara, DeEtte, and Vickilee) | \$38,790.00 |
| LTE (Office Manager and Test Proctor) | \$19,054.48 |
| Student Help/Notetakers | \$8,6065.51 |
| Service and Supplies | \$15,794.82 |
| Interpreter needs* | \$42,536.37 |

* The Interpreter needs vary by semester and year. Last year we had three students who requested interpreter services for a total of 34 credits. One of the students was student teaching and another one completing her MS vocational rehabilitation internship. At this time there are no requests for interpreters for fall 2009.

12. Comparative Benchmarks:

The Disability Services office models the Association on Higher Education And Disability (AHEAD) Best Practice guidelines. Last year we also asked students who used the services in the Disability Services office to fill out a survey. In hopes of receiving a high return rate, surveys were available in the main office and also in the testing lab. When students came to either location they were asked to fill out a survey and return it to the return envelope. 33 students filled out the surveys. Results from the surveys indicated that students were satisfied with the services that they received.

13. Strengths:

The Disability Services office worked with approximately 400 students last year. According to the satisfaction survey that students were asked to fill out, they were highly satisfied with the services provided. The Disability Services office has a committed staff.

14. Challenges:

The biggest challenge that the Disability Service office faced last year was the change in staff. A new director and office manager/accommodations coordinator were hired. Therefore, two of the three staff were new to the office. It took some time for staff to understand and feel comfortable with their new job duties.

15. Other Noteworthy News:

Effective July 1, 2009 the Director position became a 1.0 FTE position; prior to that it had been a 0.5 FTE position.

**Annual Report
2008-2009
Student Services
Dean of Students Office**

Mission:

The Mission of the Dean of Students Office is to contribute to the educational mission of the university by providing services and programs that support the academic and personal development of students in order to better prepare them to positively impact the university community and global society. Students are invited to bring their questions and concerns to the Dean of Students Office.

Services:

- Administrative oversight for all offices and programs within Student Services
- academic dismissal appeals
- attendance issues
- student death protocol
- judicial affairs/student conduct
- student rights and responsibilities
- special circumstance withdrawals
- student complaints
- policy and procedures information and appeals
- point of contact for faculty with student concerns
- coordination of Students of Concern committee
- advisement of Stout Student Association
- Building Manager
- Bias Incidence Response Team

Parents, staff, faculty and members of the public are invited to contact this office for information on campus policies and to report issues or incidents they feel should be brought to the attention of the campus.

08-09 Goals:

- Develop and enhance the DOS website as an information source and tool for faculty, staff, and students.
- Develop a strategic plan and assessment model for Student Services.
- Pursue funding options to support programs and sustain quality service.
- Promote professional development and a climate of collaborative support and trust in Student Services.

09-10 Goals:

- Continue to enhance the DOS website with the goal of empowering faculty, staff, and parents with information and tools related to the services of the office.
- Implement Maxient Conduct Manager to electronically oversee all steps in the student conduct process and Students of Concern team
- Coordinate a 360 evaluation of each Student Services Office
- Continue provide professional development opportunities for all SS staff to support professional growth and development, cutting edge technology and best practices in Student Affairs

- Collaboratively, with ASLS, develop Student Development Principles that will guide our work and provide information to address the AQIP systems portfolio question: How does the campus integrate its curricular and co-curricular objectives?

Professional Staff

Joan Thomas, Dean of Students 1.0 FTE
 Debra Shefchik, Associate Dean of Students 1.0 FTE

Administrative Assistance

Nancy Kingsbury, Office Manager 1.0 FTE

Facilities

The Dean of Students Office is located in the Mezzanine Level of Bowman Hall, Room 130. This complex consists of the Office Manager work area and reception area with two chairs for those waiting to meet with the dean or associate dean. Also, two professional staff offices and an adjacent meeting room, storage room.

The facility lacks adequate space a confidential area for making appointments and waiting for meetings. This area is also shared space with the graduate college so confidentiality and noise are continual matters of concern. There is no storage space and the associate dean’s office is too small meet with more than one other person.

The glass mezzanine provides some visibility for an office accessed through the Graduate School.

Budget -08-09

| | General Purpose Revenue |
|--------------|-------------------------|
| Personnel | 230,629 |
| S&E | 7,458 |
| Student Help | 1,211 |
| Total | 239,298 |

Benchmarks/Assessments:

NSSE, Maxient database, AdvisorTrac Data, Exit Interviews, Student Satisfaction, Dean’s Evaluation,

Strengths and Successes:

Customer service, associate dean of students position, implementation of Maxient software foster implementation of UWS Ch. 14, 17, and 18 of the Administrative Code and Threat Assessment Team.

We provided service to:

- 400 incidents of disciplinary incidents of academic and nonacademic misconduct which resulted in UW System sanctions of 1 warning, 8 probations, 7 dismissals and 1 expulsion.
- 39 students who received special circumstances university withdrawals
- 240 student emergencies/absences
- 14 student deaths with implementation of the student death protocol.
- 84 students (21 students hospitalized for threat to harm self) received risk assessment through the Students of Concern Team with coordinated plan and follow-through

- Dismissal appeal process
 - Fall 2008 semester (263 dismissed) 100 appeals with 23 students readmitted and
 - Spring 2009 semester (252 dismissed) 83 appeals and 32 students readmitted.

Both dean and associate dean received national and statewide training in Threat Assessment and Bias Incident Response.

The Dean of Students Office held a fall leadership retreat for directors of all offices that included the development of a Strategic Plan for Student Services as a whole and each individual office and program.

The Dean of Students Office held all Student Services Meetings at the start of the fall and spring semester.

The Office developed and published a brochure identifying the mission of services of all offices and program in Student Services.

The Dean of Students Office provided leadership and oversight to Student Services and continues to work with offices to secure external funding and reallocations to meet changing and growing needs. In times of serious budget constraints, we managed well within our unit to continue to provide excellent service with cutting edge and best practice programs and services.

Challenges:

The greatest challenge in the Dean of Students Office is the time and effort required by the personnel to timely manage the requests for services and information (6,600 contacts) to students, faculty, staff, and parents, provide general leadership to Student Services division and participate in campus committees/advise Stout Student Association. The other challenge is performing these responsibilities/activities in an office space that does not provide an environment of confidentiality when speaking with individuals at the front desk by phone or in person and the waiting area is visible to a busy hallway.

Educational Support Unit's Annual Report

Unit Name: _____ CSTEM _____

Year: _____ 2008-09 _____

Goal statement:

Long Range STEM Goals

- Build a strong, united college of STEM which will be the cornerstone on which UW-Stout can build its Polytechnic reputation
- Provide high quality, challenging academic programs that influence and respond to a changing society
- Continue to hire excellent faculty and staff
- Occupy the science building
- Increase opportunities for faculty and student research
- Support interdisciplinary collaboration to create new knowledge and its application to new products through partnerships with industry
- Development of a School of Engineering

How those goals align with/support the mission, vision and goals of UW-Stout:

The STEM goals align with the following Academic & Student Affairs Division Targeted Projects:

Goal 1: Offer high quality, challenging academic programs that influence and respond to a changing society

Goal 3: Promote excellence in teaching, research, scholarship and service

Goal 4: Recruit and retain a diverse university population

Goal 6: Provide safe, accessible, effective, efficient and inviting physical facilities

Brief summary documenting successes, challenges and change (including supporting data where appropriate and available):

Highlights from 2 or 3 major accomplishments during the year:

- Large increase in the number of grant proposals submitted and funded.
- Authorization of new degrees, minors and concentrations.
 - B.S. Game Design and Development
 - B.S. Plastics Engineering
 - B.S. Computer Engineering
 - Minor in Plant Science
- Development of plan to occupy new science building

Illustrations of the unit's commitment to the continuous improvement philosophy of the university:

College strategic planning process, aligning with university process, to be introduced 2009-10

Development of an annual reporting process for the college

Departmental/programmatic hiring plans to be developed Fall 2009 and updated yearly thereafter

Programmatic accreditations to be continued and/or introduced in college programs

Mechanisms that assist the unit to address current challenges or impending change:

College chairs, program directors, and advisory board groups

College Administrative Assistant and Budget Director positions

Administrative support through Chancellor's Advisory Council, Provost's Council, and Office of Budget, Planning, and Analysis

Administrative support through Chancellor and Provost offices

NOTE: If the unit is already routinely creating an annual report, that report can be used. An additional report does not need to be created.

Career Services Annual Report

2008-2009

1. **Unit** – Student Services
2. **Department** – Career Services
3. **Director** – Dr. Amy Lane
4. **Background** – Doctorate Degree in Leadership, Masters Degree in Counseling and Human Resource Management
5. **Mission** – The mission of Career Services is to assist students and alumni to develop lifelong skills needed to find rewarding and gainful co-op/Internship and full time professional employment by partnering with employers and faculty/staff.

This office directly aids in attracting new students to UW-Stout, retaining students within the University, and facilitates successful employment opportunities for Cooperative Education, upon graduation, and as alumni. Career Services plays a vital role in helping students find opportunities leading to professional careers focused on the needs of society.

6. **Services** – The combination of highly trained and experienced staff, individualized counseling appointments with students, strong partnerships with employers, and an extensive and dynamic online Stout CareerLink system allow Career Services to serve the needs of our students and alumni. In order to develop lifelong career search skills in students and alumni, **Career Services provides:**
 - a. Individualized one-on-one career counseling appointments;
 - b. customized workshops;
 - c. virtual mock interviews;
 - d. strong on-campus recruiting program;
 - e. large 3 day Career Conference;
 - f. centralized cooperative education program services;
 - g. online vacancy list;
 - h. dynamic website with many cutting edge resources;
 - i. additional resources located within the dynamic database management system called Stout CareerLink

Stout CareerLink: During the **2008-2009** academic year Career Services worked with **20,256 students/alumni** who had accounts (compared to 14,000 in 2006 and 3,300 students in 1999); **16,733 employer contacts** (compared to 6,200 in 2006 and 3,400 in 1999) had accounts. Additionally, over **41,938 co-op and professional opportunities** were posted on Stout CareerLink. Additional resources provided within Stout CareerLink include:

- a. **EmployOn** – Powerful job search engine which allows you to do a nation -wide search of all the .com, .gov and .edu organizations.
- b. **Reference USA** – Online directory of over 14 million US companies.
- c. **Internships.com** – Students can search for “paid” co-op positions nationwide.
- d. **Going Global** – Country-specific research tool which contains more than 35,000 resources for finding employment domestically and abroad.
- e. **Vault** – Research employers, careers, salaries and get job search advice for careers.
- f. **Optimal Resume** – Interactive, web-based resume writing tool used to create, present, and manage multiple resumes

- g. **Career Mentors** – Contact alumni and employers who will assist you with career and job search questions.

Wisconsin Jobs for Wisconsin Grads is the consortium of UW-System colleges working together to form partnerships with employers in the state. In 2008-2009 there were 3,428 jobs posted to Stout CareerLink from this consortium site for UW-Stout students.

During the 2008-2009 academic years, approximately 2,100 students received one-on-one counselor assistance from Counselors at Career Services. Furthermore, a total of approximately 120 customized presentations were made to approximately 3,000 students. In 2008-2009, our traffic count indicates that **43,000** people (students, employers, faculty/staff, alumni) came through the Career Services Office with questions related to co-ops and professional careers!

Career Services centrally coordinates all co-ops with students, employers, and over 131 faculty mentors on campus to support the academic and “real-world” experiences of students. UW-Stout’s co-op process consists of goal setting, reflective learning, student and employer evaluation, and a final analysis paper. During the 2007-2008 academic year, 835 students participated in co-ops, 505 employers participated in co-op experiences generating over 1684 credits were generated.

7. 2008-2009 Goals. **(See Attachment A)**
8. Unclassified Staffing – Unclassified Counselors (2) Director (1) **(See Attachment B)**
Prior to the staff and budget cuts starting in 1996, the Career Services staff level was 5 ½ professional staff. It is when we include the past 10 years of cuts in staff and budget that we realize that the staff is maxed out. The budget cuts have forced a reduction in the level of counseling services available to UW-Stout students and alumni. Ultimately, we have added more online information at the cost of fewer individualized appointments with students.
9. Classified Staffing - Classified Staff (5); LTEs (1.5) – **(See Attachment B)**
10. Facilities – Current facilities meet the student and employer traffic needs except in the fall and spring semesters we use an additional 22 rooms in 9 buildings across campus during these times. The Counselors present approximately 160 workshops a year in the Resource Center covering topics of Resume Development, Interviewing Skills, Job Search Strategies, How to find a Co-op/Internship, and specific class presentations requested at Career Services. The Cooperative Education Manager/ Counselor also presents 20 Pre-Work Seminars for all 836 Co-op students each year in the Resource Center of Career Services. We are located in 103 Administration building which is accessible to students and employers who are conducting on-campus interviews.
11. 2008-2009 Budget **(See Attachment C)** 2009-2010 Budget **(See Attachment D)**
Unfortunately, due to budget reductions and reallocations, the Career Services Office has lost over \$175,498.00 salary dollars since 1996. In 2005, the Career Services lost 1 FTE unclassified Counselor/ Coordinator position. This FTE position (salary of \$50,267) was taken for reallocation. The impact of the reduction in counseling staff means that approximately 700 to 800 additional students now have been redirected to the remaining two Counselors and the Director. Prior to the staff and budget cuts starting in 1996, the Career Services staff level was 5 ½ professional staff and 9 ½ support staff. It is when we include the past 10 years of cuts in staff and budget that we realize that the staff is maxed out.
12. Comparative Benchmarks **(See Attachment E)** This is a description of how this program compares in scope and size to sister comprehensive institutions in the UW-system. As the previous paragraph indicates, UW-Stout is understaffed in Counselor/ Unclassified positions

when compared to all other UW-system universities of similar student population, however, we provide two and three times the services.

13. Strengths –

- a. Experienced counselors and dedicated staff provide excellent teaching, counseling, and customer service by providing useful, current, accurate information and services to their stakeholders.
- b. Unit maintains and develops external partnerships with employers for recruitment and co-op opportunities as evidenced by the Annual Career Conference.
- c. Unit gathers continual assessment feedback of major Career Conference.
- d. Cutting edge technology used to serve students, employers, faculty and staff;
- e. Centralized service to all programs on campus for co-op and professional job search.

14. Challenges –

- a. Understaffed in counselor staff to provide individual counseling appointments with students. Explore avenues to increase staffing and support for the expectations of the office.
- b. Continue to encourage faculty to integrate co-op experiences into academic programs.
- c. The economic conditions of the country will affect the number of opportunities co-op students and graduates have at this time. Continue to design creative methods of reaching out to employers to attract them to recruit UW-Stout co-op students and graduates.

15. Top Ten Places Employers Find New Hires:

1. On-Campus Recruiting*
2. Organization's Co-op program*
3. Employee Referrals
4. Career Conference*
5. Faculty Contacts*
6. Job Postings on Career Services Websites*
7. Job Postings on Organization's Websites
8. Internet Job Postings (commercial website)
9. Resume Requests from Career Services*
10. Job Postings to Career Services*

* All coordinated through Career Services at UW-Stout

Source: Job Outlook 2007, National Association of Colleges
& Employers

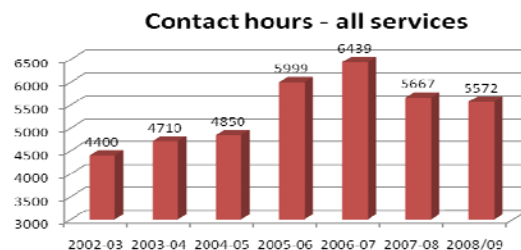
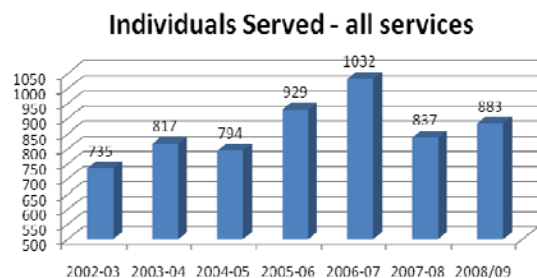
ANNUAL REPORT FOR STUDENT SERVICES RETREAT & ESUR

July 2008 to June 2009

1. **Unit:** Student Services
2. **Department:** Counseling Center
3. **Director:** John Achter, Ph.D.
4. **Director's background:** Licensed psychologist (WI and MN) who has worked in college/ university mental health since 1997. Prior to coming to UW-Stout in July 2002, he was a staff psychologist for five years in the Counseling Center at Concordia College-Moorhead, MN. He received his B.A. in Psychology from Concordia College-Moorhead, and earned both M.S. and Ph.D. degrees in Counseling Psychology from Iowa State University. He completed his pre-doctoral psychology internship at the Ft. Meade VA Medical Center in western South Dakota.
5. **Mission:** *The purpose of the Counseling Center is to contribute to the intellectual, emotional, and relational health and development of students.* (revised Fall 2006)
6. **Services:**
 - Counseling, Outreach and Consultation. Personal counseling (*for individuals, couples and groups*); crisis intervention; educational presentations and self-help resources on mental health, relationship and adjustment-related topics; consultation with concerned-others (faculty-staff, students, parents, or others) regarding student adjustment, behavior, or mental health.
 - Alcohol, Drug & Violence Prevention Program. Promotes safe, healthy and legal alcohol and other drug behaviors and attitudes through education presentations, population-level prevention programming, and individualized assessment and counseling services. Violence prevention services include education on healthy relationships, signs of abuse, and bystander intervention. Advocacy services are available to student victims of dating violence, sexual assault, or stalking.
 - Employee Assistance Program. Provides short-term assessment and referral services to help employees and their families identify and resolve problems affecting their personal lives or job performance. Consultation with supervisors regarding employee concerns.
 - Testing Services. Psychological testing includes mental health screening and personality testing. Educational testing services include University of Wisconsin Placement Tests, Praxis Series Tests, College Level Examination Program (CLEP) exams, Miller Analogies Test (MAT), and technology (e.g. VUE) certification exams.
 - Counselor Training. Supervised practicum training for masters and doctoral-level graduate students in counseling fields.

Direct Service Totals:

Direct services include individual, couples and group counseling, crisis intervention, EAP contacts, Drinker's Check-Up (DCU) assessments, alcohol safety skills classes and sexual violence advocacy services. We provided face-to-face services to 883 students this year, which represents 10% of the student body. The number of students attending a combination of services (i.e., counseling and AOD or victim services) was 38.

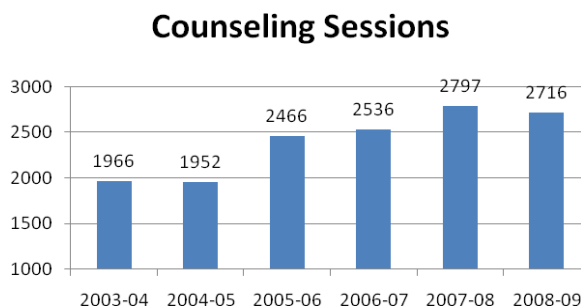


Individual/Couples Counseling:

Face-to-face counseling continues to be the core of our daily professional activity. As the table and graph below summarize, the number of students receiving counseling increased from last year, whereas the number of sessions decreased slightly, resulting in a slight decrease in average session attendance.

Counseling clients & number of sessions

| YEAR | Individuals | Sessions | Session avg. |
|-------------------|-------------|------------|--------------|
| 2008-2009 | 501 | 2716 | 5.42 |
| 2007-2008 | 476 | 2797 | 5.88 |
| 2006-2007 | 521 | 2536 | 4.87 |
| 2005-2006 | 523 | 2466 | 4.72 |
| 2004-2005 | 428 | 1952 | 4.56 |
| 2003-2004 | 425 | 1966 | 4.63 |
| 2002-2003 | 392 | 1999 | 5.10 |
| 1 yr chng. | +5% | -3% | |



7. 08/09 Goals/Achievements

- *Model open and honest staff communication*
 - Staff reported observing/experiencing more direct, timely, and respectful communication, assuming the good intentions of colleagues when disagreements arise. Agreed to continue working toward understanding each others' styles.
- *Optimize use of staff and fiscal resources by prioritizing services and focusing on best practices*
 - Added part-time staff. Served more students, more efficiently (e.g, decreased sessions/client ratio). Received increased funding from student segregated fees for 09/10. In collaboration with Students of Concern and local hospitals, implemented a required 3-session safety risk assessment for students who exhibit suicidal behavior (21 referrals this year)
- *Continue integration of Alcohol/Drug, and Violence Prevention program*
 - Established weekly team meetings. Added violence prevention & bystander intervention to alcohol classes. Secured outside funding from DOT, AmeriCorps, and applied for continued violence prevention funding.
- *Oversee implementation of the Smart+Healthy campaign*
 - Evaluations showed increased student awareness of healthy behavioral norms. Campaign will be expanded in 2009/10, with goal of affecting population-level behavior change.
- *Enhance the practicum training environment*
 - Improved quantity and quality of case consultation by dividing into small groups during weekly clinical meeting. Provided professional development in more than 15 topic areas and funded attendance to 1 professional development workshop/conference for each.
- *Enhance direct service and outreach to diverse populations*
 - Served a greater number of minority and international students. Increased outreach to multicultural, religious, and LGBT groups. Presentations modified to incorporate multicultural statistics

8. Staffing (professional & administrative):

Professional Staff. Seven professional staff members combined for a total of 5.36 FTE (4.08 from GPR revenue, 1.03 from a Dept. of Justice grant and .26 from program revenue). All FTE designations listed are based on annual (12 month) contracts.

John Achter, Ph.D., Director (.95 FTE). *Licensed Psychologist*

Jacob Bloom, M.A., Counselor, AOD Program Specialist (.85 FTE--.59 GPR funded, .26 program revenue funded)].
Licensed Professional Counselor, National Certified Counselor

Jessica Bryan, B.S., CVPP Coordinator (.93 FTE, grant funded)

Amber Gerber, Psy.D., Associate Psychologist, Alcohol, Drug & Violence Prevention Coordinator (.93 FTE;)

Allen Ebel, M.S., Part-time counselor (12 hrs/wk. LTE; academic year). *Licensed Professional Counselor*

Mary Jackelen, Ed.S., Counselor; Training Coordinator (.80 FTE), *Licensed Professional Counselor*

Jill Salsman, Ph.D., Associate Psychologist; Outreach & EAP Coordinator (.90 FTE)

Administrative Staff. Comprising 1.3 FTE (1.0 GPR funded, .3 funded from Program revenue), .50 LTE (state GPR-funded), our office manager and administrative assistant juggle multiple tasks including reception, scheduling, file management, testing center operations, budgets and purchasing, supervision of work study, and general clerical support.

Colleen Davis, Office Manager, Testing Coordinator (1.0 FTE)

Karen Dahl, Administrative Assistant (35 hours/week: 50% LTE, 30% project appointment—AOD program)

9. Staffing (student)

Practicum Counselors. Our unpaid practicum counselors are another vital asset contributing to all areas of service delivery. **They have become increasingly essential to meeting the needs of our clients and other recipients of our services, as senior staff resources have declined and service demands have increased.**

Tracy Kleingartner, M.S. (candidate) *Mental Health Counseling, UW-Stout* - 30 hrs/wk

Heather VandenHeuvel, M.S. (candidate) *Mental Health Counseling, UW-Stout* - 30 hrs/wk

Neeley Welch, M.S. (candidate) *Mental Health Counseling, UW-Stout* - 16 hrs/wk

AOD Program Assistants/Class Instructors. These student educators are trained to deliver the 8-hour Alcohol Safety Skills class and/or support other areas of alcohol/drug prevention programming.

Jenna Johnshoy, grad. student, *Applied Psychology*

John Rodger, grad. student, *Mental Health Counseling*

Lindsey Turk, grad. student, *Mental Health Counseling*

Heather VandenHeuvel, grad. student, *Mental Health Counseling*

Neeley Welch, grad. student, *Mental Health Counseling*

Work Study. These students provided part-time reception and clerical support in the reception area. They are vital to maintaining a positive customer-service atmosphere.

Mikayla Kelly, Junior, *Early Childhood Education*

Jessica Lieftring, Freshman, *Vocational Rehabilitation/Special Education*

Jordan Stoll, Junior, *Vocational Rehabilitation*

Katrina Zahler, Junior, *Apparel Design*

10. Facilities

We occupy approximately three-fourths of the 4th floor of Bowman Hall, sharing the floor with the Office of International Education. The 410 suite contains our reception area, 3 staff offices, and our computer-based testing room. The open area on the floor consists of our waiting area (partially enclosed by cubicle walls), 6 staff offices, 1 cubical-enclosed workstation for program assistants, a supply room, and a copy/paper supply area. We share usage of the Bowman 425 conference room.

11. 08/09 budget

| | General Purpose Revenue | Program Revenue/Grants | Total |
|-------------------|-------------------------|------------------------|----------------|
| Personnel | 280,390 | 80,970 | 361,360 |
| Supplies & Travel | 19,104 | 21,849 | 40,953 |
| Total | 299,494 | 102,819 | 402,313 |

12. Comparative benchmarks and outcomes

Benchmarks

Using the CAS standards as a benchmark for counseling services, we meet or exceed their standards for core service offerings, which include individual/group counseling, psychological testing & assessment, outreach services, medical/psychiatric consultation, crisis intervention, and staff/faculty consultation. We are also involved in optional activities mentioned by CAS, including advocating for students mental health needs on campus, research and outcome evaluation, and training of counselors. Not mentioned by CAS, but included in our service offerings, are EAP and alcohol, drug and violence prevention programming. We also meet or exceed CAS standards for leadership and human resources/staffing, including a new standard for training in emergency/crisis response and prevention efforts. Not specified in CAS, but instead by the International Association of Counseling Services (IACS) standards, is the appropriate student/counselor ratio for counseling centers in higher education. At 2160/1 in 08/09, we are significantly understaffed compared to the 1000/1 or 1500/1 minimum ratios recommended by IACS.

In 2007/08, the University of Wisconsin System conducted an audit of Counseling services, allowing us to compare staffing levels and funding sources across UW-System institutions.

Counseling Center Staffing Summary - UW-System 4-year Institutions (updated 11/7/2008)

| INSTITUTION | FULL-TIME EQUIVALENT STAFF | STUDENT COUNT (FALL 2008) | STAFF-TO-STUDENT RATIO | % GPR funded | % seg fee funded | % other funded (name source) |
|---------------|--------------------------------|---------------------------|------------------------|--------------|------------------|------------------------------|
| Eau Claire | 4.3 | 10,500 | 1:2,441 | 100 | 0 | |
| Green Bay | 3.6 | 5,690 | 1:1,580 | 100 | 0 | 0 |
| La Crosse | 4.8 | 9,849 | 1:2,052 | 44 | 56 | 0 |
| Madison | 27.5 | 41,028 | 1:1,492 | 33 | 65 | 2 |
| Milwaukee | 7.61 (includes .95 psychiatry) | 29,265 | 1:3,846 | 0 | 100 | 0 |
| Oshkosh | 7.2 | 12,530 | 1:1,740 | 87 | 0 | 13 |
| Parkside | 2.3? | 5,007 | 1:2,177 | 69 | 32 | 0 |
| Platteville | 4.0 | 7,000 | 1:1,750 | 25 | 55 | 20 |
| River Falls | 3.8 | 6,229 | 1:1,639 | 29 | 71 | 0 |
| Stevens Point | 5.0 | 8,900 | 1:1,780 | 100 | 0 | 0 |
| STOUT | 4.08 | 8,811 | 1:2,160 | 100 | 0 | 0 |
| Superior | 1.5 | 2,753 | 1:1,835 | 64 | 36 | 0 |
| Whitewater | 5.04 | 10,874 | 1:2,158 | 95 | 5 | 0 |

In addition, just this year the *Center for the Study of Collegiate Mental Health (CSCMH)* was established at Penn State University, with a goal of collecting and disseminating benchmark data on students who utilize university counseling services, as well as to conduct research that will benefit providers and administrators of mental health services in higher education. We are participants in this study so will be able to compare our student characteristics and outcomes to national benchmarks in future years.

Outcomes

The Counseling Center collects and reports a significant amount of data regarding individuals who use our services, which is utilized to manage day-to-day operations and assist in long-term planning. Below is a snapshot of some of the most important outcomes in 08/09.

Client Satisfaction. Near the end of each semester, we invite all students who attended at least one counseling session to complete an anonymous online survey. This year we received 226 completed surveys (95 in the fall and 131 in the spring), representing 45% of our total counseling clients during the year (our best return rate ever). Results indicated that clients were overwhelmingly satisfied with the counseling they received, with **88% rating the overall quality of service as “very good” or “excellent.”** Perhaps the strongest endorsement for our services comes from the fact that **95% of clients agreed or strongly agreed that they would return in the future, if needed and 96% would recommend the Counseling Center to a friend.**

The table below summarizes several counselor characteristics that were rated by student clients. It is clear that clients experienced their counselors in a very positive light, giving them **an average rating of 4.6 on a 5 point scale (from “poor” to “excellent”).**

Ratings of Counselor Characteristics

| Item | Rating (0-5) | | | |
|--|--------------|-------|-------|-------|
| | 08/09 | 07/08 | 06/07 | 05/06 |
| Respect and acceptance | 4.7 | 4.6 | 4.8 | 4.7 |
| Caring and supportiveness | 4.7 | 4.6 | 4.7 | 4.7 |
| Understanding of concerns | 4.6 | 4.6 | 4.7 | 4.5 |
| Knowledge/competence | 4.7 | 4.6 | 4.7 | 4.6 |
| Support of decision-making | 4.6 | 4.6 | 4.6 | 4.6 |
| Helpfulness in clarifying/reaching goals | 4.5 | 4.5 | 4.5 | 4.4 |
| Sensitivity to individual differences | 4.6 | 4.6 | 4.5 | 4.6 |

Narrative comments were also quite positive overall. A few examples are listed below.

- “My counselor was very understanding, and I felt that I could talk to her about anything and everything. I felt no judgment, and I also felt she really wanted to help me.”
- **“My counselor has been everything I expected and more. In short, without her help I wouldn't be a student anywhere right now.”**
- “I have never had a counselor be so caring before. I have paid people to help me but this is free and it's better than anything I have paid for.”
- “The counselor I saw saved my life this semester. At a time when I was more depressed than I have ever been before in my life, they talked with me and helped me put my financial problems in proper perspective.”

We also ask our clients to rate the customer service and environmental aspects of their counseling experience. The lowest ratings are in the area of appointment availability, which reasonably relates to our needing more counselors to serve the demand. Below are ratings over time in these areas.

Ratings of other Center characteristics

| Item | Rating (0-5) | | | |
|--|--------------|-------|-------|-------|
| | 08/09 | 07/08 | 06/07 | 05/06 |
| Reception staff (professional, courteous, helpful) | 4.4 | 4.3 | 4.1 | 4.3 |
| Environment (welcoming, comfortable, private) | 4.2 | 4.2 | 4.2 | 4.3 |
| Availability of appointments/ease of scheduling | 3.8 | 3.7 | 3.9 | 3.9 |

Client Improvement. The single most important area of outcome assessment looks at whether counseling leads to improvement in the issues and concerns for which clients seek help. Given its importance, we assess progress and outcome of the counseling process in a variety of ways.

Client ratings of global improvement

| Year | Pre-counseling well-being: <i>fair or poor</i> | Post-counseling well-being: <i>good to excellent</i> | Counseling helped in reaching goals |
|-------|--|--|-------------------------------------|
| 08/09 | 67% | 93% | 93% |
| 07/08 | 66% | 87% | 95% |
| 06/07 | 63% | 91% | 95% |
| 05/06 | 55% | 90% | 95% |
| 04/05 | 73% | 81% | 91% |
| 03/04 | 60% | 90% | 95% |

In addition, we ask students to rate their improvement on a number of areas that are commonly addressed in counseling. The following table depicts the percentage of students who said they “agreed” or “strongly agreed” that counseling helped them in these areas.

Client ratings of specific improvements

| Item: | % of students | | |
|--|---------------|-------|-------|
| | 08/09 | 07/08 | 06/07 |
| <i>As a result of Counseling I have been able to....</i> | | | |
| Make improvements on the specific issues for which I sought counseling | 88% | NA | NA |
| Understand myself better | 88% | 82% | 85% |
| Make more effective decisions | 82% | 73% | 79% |
| Cope better with mental health symptoms (depression, anxiety, eating, alcohol abuse) | 81% | NA | NA |
| Manage stress more effectively | 77% | 74% | 74% |
| Live a healthier lifestyle in at least one area (sleep, diet, exercise, AOD use) | 77% | 70% | 73% |
| Improve my relationships | 74% | 73% | 75% |
| Focus better on studies | 67% | 60% | 61% |

It is evident that clients perceive counseling to lead to meaningful improvement in a variety of areas. In addition to these self-reports related to outcome, we also administer a standardized symptom questionnaire to all clients electronically at the beginning of counseling and at 4 week intervals thereafter. This gives counselors and clients ongoing information about their progress so that adjustments can be made as appropriate. We adopted a new questionnaire for use in 08/09, and aggregate data was available in time for this report.

13. Strengths

- Many high quality services given a small staff. Efficient use of limited resources.

14. Challenges

- Staffing resources: In addition to increased counseling utilization in recent years, since 2006/07 (the year of the VA Tech shootings), we have responded to a 50% increase in crisis appointments, over 100% increase in consultations with concerned others about students in distress, and over 200% increase in students hospitalized annually.
- We are not as diverse as we could be, even for a relatively homogeneous campus environment. We try to be intentional to reach out and make our services attractive to diverse students.

15. Other noteworthy items

- In addition to the crisis services noted above, we have been first-responders to peers affected by deaths of fellow students. Between 07/08 and 08/09, we provided immediate and extended grief support to survivors of 10 students who died tragically during the academic year.
- A more comprehensive annual report is completed each year and published online at <http://www.uwstout.edu/counsel/forms.html>.

Advisement Center – Annual Report – 2008-2009

1. Unit – Student Services

2. Department – Advisement Center

3. Director – Scott Correll

4. Director’s Background

In current position as Director of the Advisement Center since 16 February 2009. More than seven years of educational and professional experience at two public universities in the areas of recruitment and retention, academic advisement, program coordination, service learning/literacy development. More than fifteen years experience with customer and student service responsibilities including managing conflict and exceeding customer/student expectations. Seven plus years of program coordinating experience working with students and professionals in the field of higher education. Fifteen years developing professional oral and written communication skills. Holds undergraduate degree from Indiana University, and a Master of Education degree in Higher and Postsecondary Education Administration from Arizona State University.

5. Mission

The Advisement Center provides academic advising and support services to UW-Stout students, with an emphasis on serving First Year students. The Center encourages retention and timely progress towards a degree in a supportive and positive environment.

6. Services

a) In 2008-2009, the Advisement Center served as the “front door” for all first year students. First Year Advising promoted a welcoming and supportive environment in which new students complete a successful transition to UW-Stout. Each First Year student was assigned to a First Year Advisor based on their degree program. First Year Advisors served as the First Year student’s key contact starting at summer registration throughout their first year at UW-Stout. First Year Advisors communicated information about important dates, programs, and services in group meetings, individual appointments and e-mails. The First Year Advisor and students worked in partnership to make academic decisions, to better understand academic policies and procedures, to connect with support services, and to plan spring registration. In addition, the Advisement Center offered outreach and support to students referred by faculty through the “early alert warning” program, academic probation interventions, and additional support for developmental/transitional concerns. During spring semester, First Year Advisors guided students through their transition to program faculty advisors. The First Year Advising program served as a fundamental element within each student’s

First Year Experience. In 2008-2009 the First Year Advisors continued to use an intrusive advising model to implement program curriculum for all first year students. First Year student participation was mandatory, an advising hold was placed on freshman records until they met program requirements. To compliment best practice models, the First Year Advising program worked in collaboration with Living/Learning Communities, Involvement and Leadership Center, and University Housing. The First Year Advising curriculum covered six basic areas listed below.

- Transition/Adjustment Issues
- Engagement/Connecting with Campus
- Campus Policies/Resources
- Civic Responsibility/Diversity
- Academic Success Skills
- Career Exploration/Choice

b) All newly admitted freshmen and transfer students were invited to campus for New Student Orientation and Registration programming to assist with the registration process of first semester of courses. Students who were admitted the fall (September) were invited to a program between April and August students who were admitted the spring (January) were invited to a program between November and January. The emphasis of this orientation and registration day was advisement and registration for classes including additional orientation activities. The registration activity was completed live using 50 laptop computers set up in Ballroom B of the Memorial Student Center.

c) First Year Students admitted for 2008 Fall were invited to campus for WeekOne - New Student Orientation. Students living on-campus were invited to attend: WeekOne, which consisted of the three-day period prior to the start of classes. First Year students planning to commute to campus were invited to attend a one day version of WeekOne. First Year Students admitted for 2009 Spring, were invited to attend a one day Spring Orientation session.

d) Block Scheduling was added to the First Year Advising Program in 2004. The purpose of block scheduling was to ensure that all First Year students received the courses need per the requirements of each program. In addition, Block Scheduling forced First Year students to enroll in freshman level courses during their first year rather the pushing off introductory courses until late in their college career. An added perk to block scheduling; on occasion, natural learning communities were created when students within a specific program were all required to enroll in identical courses. The block scheduling committee consisted of the Provost designee, colleges/school Associate Deans, the Registrar, the Dean of Students and the Advisement Center Director. This group worked together to formulate plans and analyze resources throughout the entire

registration process. Students were guided by first-year advisor to register for typical 'block' courses during live registration.

e) In 2008-2009 the on-line Early Alert Program was available to all instructors of First Year students. On the 10th day of classes, all instructors of First Year students were asked to utilize an on-line reporting system in order to notify First Year Advisors of students who were earning a grade lower than a 'C', were regularly absent from class, displaying "at risk" behaviors, performing below average, or displaying any other noticeable issues that may hinder a student's success. Students who received an early alert warning were issued an automated e-mail from their First Year Advisor requesting an individual appointment. The role of the First Year Advisor was to meet individually with the student of concern as soon as possible in order to provide support, intervention, assess student options, and provide referral as needed. Upon completion of the meeting, First Year Advisors followed up with the professor who issued the early alert warning. In regards to non-compliant students, First Year Advisors attempted to follow up weekly with each student for one month past the date of the issued alert.

f) All First Year students with a Fall 2008 semester GPA ranging from 1.0-1.99, were placed on Academic Probation by the Dean of Students Office. All First Year students placed on academic probation were required to participate in a multi-faceted probation intervention program designed by the Advisement Center's internal committee - Student Resources.

g) The Advisement Center was responsible for processing all Change of Majors, Add/Drop of Minor/Contention. All forms were completed by the student, turned in to the Advisement Center, routed to appropriate personnel for signatures, returned to the Advisement Center, and entered into Datatel and/or PeopleSoft. Each year the Advisement Center processes hundreds of Change of Major Applications and Add/Drop a Minor/Concentration forms. The forms submitted by First Year students directly affected the First Year Advising Program and advisee caseload.

7. **08-09 Goals** – It is believed by providing individual support and advocacy the following goals will result in:

- Increase first-year retention rate
- Increase quality of First-Year Experience
- Provide consistent information
- Develop responsible, informed students
- Increase graduation rate

Other goals included:

- Implementing online, self-service scheduling for students
- Increase collaboration with the campus community and stakeholders
- To have fifty percent of students complete MAPS, My Academic Plan for Success

8. Staffing (Professional and Classified)

At the beginning of the 08-09 fiscal year, the Advisement Center was staffed with an interim director, seven professional Academic Advisors, two classified staff members, and one graduate student. At the conclusion of the fiscal year, the Advisement Center is staffed with a newly appointed director, six professional first-year advisors, one transfer advisor, two classified staff members, and one graduate student.

9. Staffing (Student)

In 2008-2009, the Advisement Center hired a total of 10 student employees to serve as Peer Advisors. These students assisted with general office duties, assisted First Year Advisors, and outreached First Year students. The Peer Advisors each worked 8-10 office hours per week. The Peer Advisors are lead by a Peer Advisor Coordinator (student paraprofessional) in consultation with the Director of the Advisement Center.

10. Facilities

The Advisement is located in the lower level of Bowman Hall in rooms 11 and 12. The office includes nine individual/private offices for advisors and a central reception area shared by two classified staff and the student workers.

11. 08-09 Budget

| | General Purpose Revenue | Program Revenue | Total |
|-----------|-------------------------|---|-------------|
| Personnel | \$246377.54 | \$93987.55 (salary) \$50272.06 (fringes) | \$390637.15 |
| S & S | \$25957.60 | \$35488.86 | \$61446.46 |
| Travel | \$516.47 | \$1021.14 | \$1537.61 |
| Capital | n/a | \$80615.78 | \$80615.78 |
| Total | \$272851.61 | \$261385.39 | \$534237.00 |

12. Comparative Benchmarks

First-year academic advising has been assessed at UW-Stout using the NSSE survey. First-year advising has a mean score of 3.17 (on a 4-point scale) for the 2008 NSSE survey. This result is higher than other UW-Comprehensives (3.03), higher than our Polytechnic Peers (2.87), and higher than the NSSE 2008 overall mean (3.00). The probability that this outcome occurred by chance is less than 1/10% ($p < .001$). Furthermore, using our own internal survey of first-year advisor satisfaction, for the third consecutive year, the first-year advisor approval rating was 98%.

13. Strengths

The advisement center staff is well informed, organized, and available to meet with first-year students. The quality of the programs and services delivered are exceptional despite budget constraints and losing one, full-time advising position during the 08-09 fiscal year. The advisement center continues to reach a 98% approval rating for its services. Additionally, there is strong communication and cooperation among the staff.

14. Challenges

The advisement center should investigate additional ways to work with and develop with program directors and faculty advisors on campus to ensure correct and concise information is being delivered to students throughout their undergraduate career. The advisement center should explore additional funding opportunities to maintain and enrich delivery of programs and allow opportunities for staff professional development. Lastly, the staff in the advisement center should analyze staff needs to ensure equal distribution of workload, correct utilization of talents, and overall job satisfaction.

15. Other Noteworthy Items

Recipient of 08-09 Outstanding Service Award – Advisement Center

Recipient of 08-09 Outstanding Service Award – Celene Frey

Successfully began electronic online, self-service appointment scheduling

Successfully began electronic check-in process for student appointments

Redesigned AC front office to comply with ADA standards

Implemented electronic intra-office messaging system

Educational Support Unit's Annual Report

Unit Name: Office of International Education

Year: 2008-09

Goal Statement: The Office of International Education provides high quality international education opportunities for UW-Stout students, faculty and staff through programming on and off campus that develops international competencies and learning objectives and leads to internationalization of the campus. The Office of International Education also provides high quality international student services support for international degree-seeking and exchange students on campus.

How those goals align with/support the mission, vision and goals of UW-Stout: The Office of International Education supports the mission, vision and goals of UW-Stout in a variety of ways related to the campus' Focus 2010 and Focus 2015 goals, and the mission and vision of the university. OIE offers study abroad programming for UW-Stout students that contribute to degree requirements and involve active learning. University values and goals are the focus of OIE work. Study Abroad and International Student activities and services emphasize excellence in teaching, scholarship and research, collaborative relationships with international partner institutions, growth and development of students through active learning, developing an understanding of diverse people and ideas, and providing opportunities to the campus that are responsive to programmatic needs.

Brief summary documenting successes, challenges and change (including supporting data where appropriate and available):

- **Highlights from major accomplishments during the year:**

The primary focus in 2008 was on continuing to align campus internationalization efforts with the new university polytechnic designation and the newly restructured college structure. OIE continued participation in the American Council on Education Internationalization Laboratory project, completed the campus survey of internationalization activities, developed new strategic marketing strategies for OIE programming, increased international student recruitment efforts, and increased long- and short-term study abroad opportunities for our students.

- Analysis of the ACE campus internationalization survey showed that a majority of faculty and staff have international experience and that support for internationalization is high.
- OIE increased the number of study abroad options from 45 programs in 2007-08 to 52 programs in 2008-09. Despite the economic downturn, 301 students participated in UW-Stout programs from fall 2008 through summer 2009.

- Hosted international visitors from partner institutions from Australia, England, Finland, Nigeria, Scotland, Spain, Switzerland.
 - Sponsored 4 faculty members' travel to international partner sites and for program development in China, England, Scotland, France and sponsored 11 instructors to participate in UW-System Global Education Conference.
 - New agreements for a 1 + 3 program with UESTC (Chengdu, China) and a 2 + 1 + 1 program with Minzu University (Beijing, China) were initiated.
 - International student numbers increased from 145 in 2007-08 to 161 in 2008-09. This represents an increase of 11% in international undergraduate and graduate student enrollees.
 - OIE added NSE as a program option for study away, with 14 students studying on NSE programs in the first year (2008-09).
 - BS degree recipients who studied abroad increased to 15.2% in 2008, an increase from 7% in 2002-03.
- **Illustrations of the unit's commitment to the continuous improvement philosophy of the university:**

The Office of International Education is committed to continuous improvement as demonstrated by training and approaches. The director is an experienced examiner with the Malcolm Baldrige National Quality Awards program, and completed a seventh year with the national program in 2008-09. The OIE is a participant in the UW-Stout Customer Service Ambassador Core Group, and had two employees attend the initial Customer Service 2-day workshop in spring, 2009.

Emphasis on data driven decision making is part of the OIE approach to developing and enhancing work processes. OIE collects, tracks and uses data related to international student services and study abroad/study away activities provided. OIE staff use online assessment surveys to evaluate services and programs. Survey data is collected and analyzed for identification of programs and areas where there are opportunities for improvement. Surveys are conducted for pre-departure orientation programs and each study abroad program. Programs and processes are reviewed after each cycle, and changes are made as warranted. The surveys and survey processes are reviewed by OIE staff annually for revision and process improvement. In 2008-09, new online survey tools were employed (Vovici and Qualtrics), which improved and streamlined reporting and analysis of survey response data.

OIE seeks continuous improvement of course content, and sponsored professional development participation for 11 faculty/staff in the UW-System Global Education Best Practices Conference.

The ACE Internationalization Laboratory project survey of campus internationalization identified areas of potential interest and expertise that will be used to set future action plans for improving service to the campus with regard to addressing both needs and potential for development of internationalization efforts.

- **Mechanisms that assist the unit to address current challenges or impending change:**

Current challenges facing OIE are primarily related to resource limitations and the small size of the office staff. The OIE is addressing the study abroad programming and advisement challenges by: 1) Online applications: adopting application software that will allow for students to apply for study abroad online, thus streamlining that process for students and offices supporting OIE in the application process; 2) PeopleSoft/SEVIS: integrating the SEVIS process with PeopleSoft to better interface with campus admissions processes and avoid re-entry of data for SEVIS and visas; 3) Study Abroad program providers: using program providers to offer study abroad opportunities in new geographic locations (South America, Central America, Central Europe) and for custom faculty-led programs, in order to reduce the travel arrangement aspects for OIE staff in providing faculty-led programs and to expand study abroad opportunities within the parameters of the current staffing.