



**STOUT**  
UNIVERSITY OF WISCONSIN

**2000-2001  
Annual Report**

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# Quality: It's A Way of Life at UW-Stout

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This year's annual report clearly paints a portrait of a university where quality and innovation are a way of life. We have seen significant changes here during the past decade in every aspect of the campus; changes that mirror the needs of American society. We continue, however, to capitalize on the rich tradition of our century-old institution while we develop and refine our vision for this new century.

Our very strong tradition of forging partnerships with businesses, corporations, agencies and school districts remains. We maintain a vibrant, yet very practical approach to education, providing students with incredible opportunities to participate in co-op and internship experiences and, thus, gain true understanding of professional expectations in their chosen fields. This leads, of course, to a remarkably high employment rate, 100 percent in most programs, and an overall 99 percent for all students. And this is real data, based on a survey rate of 92 percent.

During the past year, I have met several alums who had not been to campus for more than 25 years. They were totally amazed at the change. UW-Stout's campus has been transformed into one of the most beautiful campuses in the UW System. Millennium Hall, opened last January, is a showcase for information technology and is the very hub of our fiber network, our active involvement in distance education, and our digital focus for the future. A recreation and athletic complex is a welcome addition for students, faculty, staff and the entire regional community. The new Don and Nona Williams Stadium is not only a magnificent structure, it is a tribute to those who have been actively involved in providing the appropriate space and facilities so desperately needed here.

What you cannot see, however, is just as important as what you can see. As we prepare for our total digital or laptop environment in 2002, we are wiring the necessary classrooms for this technology thrust. We have completed the project in the residence halls, and, by the time you read this message, we will be a totally wireless campus. Combined with our upgraded CISCO network, the fastest and most efficient in Wisconsin, and our powerful Datatel relational database, we are well prepared for the digital future.

While teaching remains our primary focus, we know that research is an essential complement to that activity. We received our first NSF grant and our first American Heart Association grant through the involvement of our new, gifted young scientists. We are planning on building an infrastructure for research so all faculty, in any of the three colleges, will have the incentive and the support for the appropriate research in their professional areas.

The future of any great university depends on talented and dedicated faculty; strong academic programs; strong support areas; and, of course, a fine student body. We continue to excel in those areas, and our great challenge will be to maintain our quality and elevate to the next level of excellence.

A handwritten signature in blue ink that reads "Charles W. Sorensen". The signature is written in a cursive, flowing style.

Charles W. Sorensen  
Chancellor

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# Quality Initiatives

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## Measuring strengths and determining areas to improve

In October 2000, UW-Stout received a three-day site visit for the new "education" category of the prestigious Malcolm Baldrige National Quality Award. This is the farthest any post-secondary institution has ever risen in the award process, demonstrating our commitment to continuous improvement and high quality programs and services.

The Baldrige Award, which is presented annually by the President of the United States, was established in 1987 by Congress to recognize United States organizations that use quality performance criteria to improve their competitive edge. Recipients of the award become national role models and share their successful strategies with other organizations.

Thousands of organizations, including companies, academic and health care institutions, and federal, state and local government agencies, are using these criteria to assess and enrich their organization. By doing so they enhance employee relations, increase productivity and develop greater stakeholder satisfaction.

The Baldrige Award application and assessment process is a great way to measure an organization's strengths and determine areas to improve. An independent Board of Examiners, made up of mostly private-sector experts in quality and business, evaluates the award applications.

Many of UW-Stout's quality efforts fit the seven criteria judged by the examiners:

■ **Leadership** UW-Stout's Chancellor's Advisory Council was formed to guide the organization. This 19-member group includes representation from the faculty, academic staff, classified staff, students and administration.

■ **Strategic planning** We have implemented a comprehensive annual planning process that aligns campus priorities with the allocation of resources.

■ **Student and stakeholder focus** We conduct numerous surveys to determine the expectations and satisfaction levels of students and key stakeholders including the ACT Student Opinion Survey, the

National Survey of Student Engagement, as well as annual surveys of alumni, employers and the Board of Regents.

■ **Information and analysis** Our campus has implemented Datatel, an integrated information system that provides faculty and staff with widespread access to data. Committees, councils and taskforces base their decisions on this information.

■ **Faculty and staff focus** All UW-Stout faculty and staff are involved in committees, councils and taskforces that cut across departments, colleges and divisions. These may be standing committees, such as the Curriculum and Instruction Committee or Personnel Policies Committee, or they may be special taskforces, such as the Women's Equity Initiative Steering Committee.

■ **Process management** We have implemented systematic processes for the design, implementation and review of academic programs and support services.

■ **Organizational performance results** Our campus tracks progress on all key student indicators, such as retention rates, placement rates and student satisfaction with programs and services. Financial results and employee information is also maintained to determine trends and patterns. Comparisons are made to peer institutions, other UW comprehensives and external agencies whenever appropriate.

This year, our associate vice chancellor was appointed to the 2001 Baldrige Award Board of Examiners by the director of the National Institute of Standards and Technology. She joins approximately 400 quality experts from industry, education and health care institutions, non-profit organizations, and government at all levels who review applications, conduct site visits and provide detailed feedback reports.

Named for the former Secretary of Commerce, the Malcolm Baldrige National Quality Award encourages recipients to be quality advocates by sharing their experiences. Since 1988, 41 organizations have received the Baldrige award, and their representatives have given approximately 30,000 presentations about the benefits of using Baldrige criteria. Since UW-Stout received a site visit, we have been asked to share our university's quality practices at several national conferences.

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## Approach to quality receives national recognition

Institutions and businesses throughout the nation are interested in how UW-Stout uses data to improve its operations.

In March, Chancellor Charles W. Sorensen presented "Using the Baldrige Award for Campus Improvement" in Indianapolis, at the "Leadership for Quality" workshop. The North Central Association's Academic Quality Improvement Project and the American Society for Quality sponsored the workshop.

Sorensen also presented at Quest for Excellence XIII, the official conference of the Malcolm Baldrige National Quality Award, in April. In a session for participants interested in education and health care, Sorensen spoke about the site visit we received.

As Quest for Excellence Conference attendees, Sorensen and four other UW-Stout administrators, had the opportunity to learn about the exceptional performance practices of the 2000 Malcolm Baldrige Award recipients.

Sorensen also spoke at the National Consortium for Continuous Improvement in Higher Education Second National Annual Conference, titled "Leveraging Knowledge and Quality through Collaboration," in New York. UW-Stout is a charter member of NCCI.

In October 2001, the chancellor traveled to Myrtle Beach, S.C., to present at the Carolina Conference on Quality, cosponsored by Datatel Inc. and Coastal Carolina University. In 1999, our university completed a successful changeover from our old homegrown Legacy information system to Datatel. This new system has helped us retrieve and manage data more efficiently. Our senior leaders use this data to assess progress toward organizational goals, strategic objectives and stakeholder needs.

Datatel selected UW-Stout for a "Partners in Excellence Award," making a \$5,000 contribution in our name to their Scholars Foundation. The award recognized the efforts of our staff members who worked with Datatel to offer WebAdvisor, a Web interface that allows students, faculty and staff to easily access the information.

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## Leadership in ISO 9000

UW-Stout's Economic Development Administration-University Center (EDA-UC) has helped hundreds of small- to medium-sized companies in Michigan, Wisconsin, Illinois, Iowa and Minnesota attain ISO 9000 certification. Organizations who implement an ISO quality management system typically benefit from increased customer satisfaction, an increased competitive edge and reduced costs.

The International Organization for Standardization is a nongovernmental global federation of national quality standards bodies that develops standards to facilitate the international exchange of goods, services and knowledge. ISO 9000 standards were introduced into our curriculum before most American businesses began practicing them.

Currently, ISO 9000 is the most popular quality standard in the world for organizations of every type and size. By taking a strong leadership role in the regional, national and international commerce environment, UW-Stout has been at the forefront of this movement.

Housed as one of the seven outreach programs in the institute, the center conducts applied research and gathers the latest ISO 9000 information for companies who seek technical assistance. Over the past 10 years, the center has presented its research to more than 5,000 individuals, representing more than 1,500 companies.

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To assist businesses who are implementing ISO 9000 in saving time and money, the center provides a reference library and moderates three internationally recognized Internet forums that serve more than 2,000 members daily. In addition, the center's staff members offer personalized training, presentations, and a series of three seminars that cover ISO 9000 project management, documentation and auditing.

The type of interaction the center maintains with businesses and industries is not unusual at UW-Stout. Our faculty and staff members are practitioners who communicate with other members in their field. Besides profiting from our research, companies find it beneficial to partner with us because they can influence the education of their future employees and set standard competencies within their profession. In return, our faculty and staff stay connected with the latest technologies and practices in the field.

Our students also benefit from these partnerships. For example, when IBM Rochester sought ISO certification, eight UW-Stout students gained practical experience as interns.

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## People Process Culture

In today's world, business leaders must understand the culture of their organization and how it relates to their mission. To prepare UW-Stout students for careers in business and industry, we seek opportunities that help them appreciate the importance of workplace culture.

Through a \$1.5 million personal gift from Phillips Plastics Corporation, our graduates are able to apply skills that nourish a positive culture within the organizations they work for. Phillips Plastics empowers their employees through open communication and equality. In return, the company has gained a high level of profit—an average 23 percent return for more than 30 years.

The People Process Culture is a set of values and practices that reinforce the belief that all people are important and, working together, they achieve more. To uncover the secrets to their success, the People Process chair (*a UW-Stout faculty member*) researches companies who practice this philosophy and who consistently achieve a more than 15 percent return on investment or equity for several years. Fewer than 7 percent of organizations fit the People Process Culture model.

The People Process chair has trained more than 40 instructors who now present the values, tactics and strategies of the People Process Culture to students in their courses—from ethics to organizational development courses. In addition, each of our three colleges helped to create a People Process Organization Culture Course. Follow-up surveys of graduates who have taken this course indicate that they have retained and applied much of what they learned. The graduates reported that they are able to identify ways they can build a better culture within the organizations they work for. This year, some students who are interning with companies and have taken the People Process Culture course will assess their company's culture. UW-Stout graduate students have gotten involved in this research, also. They have composed four thesis papers about the People Process and the companies who practice it.

The People Process chair also brings many business and industry executives to UW-Stout to interact with our campus community. Each year Cabot Executives, who are the CEOs and presidents of People Process Culture organizations, have met with many students, faculty members and administrators face to face. They also give campuswide presentations.

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# Mastering New Technologies

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## Laptop learning initiative

While conducting two pilot programs, UW-Stout was the first state university in Wisconsin to announce a campuswide laptop learning initiative that will begin in the fall of 2002. The ultimate goal of this initiative is to provide our students with the skills that will enable them to quickly adopt and master new technologies.

In keeping with our rich history in teaching, using and managing technology, our campus began discussing the laptop initiative in 1998. In 1999, we began to visit campuses that had successfully implemented the requirement. We also formed committees to examine the curricular, technical and financial issues involved.

On our campus, budget priorities are discussed at open forums to encourage student, faculty and staff participation. During the 1998 and 1999 budget forums, the laptop initiative gained support, and in 1999 the campus community endorsed implementing two program-specific pilots for the fall 2000 semester. In January 2001, a laptop project coordinator began to organize the project and ensure that all incoming freshmen in the fall of 2002 lease laptop computers.

During the two pilots, more than 50 students in the graphic communications management and technical communication programs were required to purchase laptops to use in their courses. These two programs are particularly well suited to use laptops because they require extensive computer applications. Also, professionals working in these fields often travel or work from mobile offices, using laptops to communicate with clients and co-workers.

To make the laptops even more portable, both programs opted to use innovative wireless technology. As a result, our students were able to access e-mail and the Internet in the classrooms, the hallways, or even outside at any time.

In addition to the basic advantages of word processing, presentation software and e-mail applications, students use their laptop computers to conduct Internet and electronic library research, participate in online discussion groups, obtain course information and submit class assignments. They may also create Web pages to post assignments, presentations, resumes and portfolios as well as other forms of personal and professional expression.

Many of our courses will be redesigned to take full advantage of

laptops as learning tools. Our instructors may also choose to supplement their textbooks with electronic resources, such as DVDs and CD-ROMs. In some classes, students will learn to use specialized software used in the fields they are preparing for. For example, instructors and students in biology and chemistry classes are currently using special software and temperature and pressure sensors that plug into their laptops to monitor and tabulate changes in temperature and pressure at automatically timed intervals.

To help our faculty and staff ease into this transition to a laptop campus, a committee was formed to review and address their concerns. This committee also discussed training requirements for students, faculty and staff, and has developed schedules for faculty training.

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## Cost-share program

To encourage departments to purchase and maintain current computer technologies for their faculty and staff, UW-Stout developed a computer cost-share program. Because our university reserves enough funding to share the cost of 150 to 200 computers each year, our faculty and staff have purchased 1,103 computers since 1995-96.

Our cost-share program offers matching funds of 50 percent—up to \$1,550—for the purchase of a desktop computer for faculty and staff. Matched funding includes the computer, maintenance, a network connection and Microsoft Office Pro software.

This year we changed the program to strengthen our movement to a laptop environment. The university now funds 50 percent—up to \$2,150—of the cost of a new laptop for faculty and instructional staff, as well as any other interested employees. As a result, 109 laptops were purchased in 2000-01. The laptop alternative increased the annual cost of this program from approximately \$225,000 to \$310,000 in matching funds.

Ninety-one desktops were also purchased through the cost-share program in 2000-01 for employees who perform the majority of their work at their workstation.

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## With wires or without, we're connected

In the fall of 2002, the number of people connecting to UW-Stout's computer network will substantially increase. Approximately 1,300 incoming freshmen, and the majority of our instructors, will lease laptop computers to use in the classroom.

We recently expanded the backbone of our wired network from 622 megabytes to 2.4 gigabytes—a fourfold increase. With this upgrade, our students are able to send the amount of information contained in an entire set of encyclopedias in one second. In addition, we improved the speed of the Internet connections for residence halls.

To make the laptops even more mobile, our university has also made a commitment to offer ubiquitous—or anytime, anywhere—access. Wireless connections in classrooms, lounges and gathering places, both indoors and out, will allow students to access e-mail and the Internet anywhere on campus at anytime.

Several strategically placed wireless ports with high-gain antennas provide outside wireless access. A total of 55 wireless ports were installed indoors to provide connectivity to all of our classrooms.

Because students who access the wireless network are not associated with specific, secure ports, we are developing a way to ensure network security. In order for us to monitor who is using the network, students will be required to activate their account each semester by registering their identification information on a Web page.

While wireless technology has many benefits, it cannot match the speed and file transfer abilities that a wired connection affords. Currently, the Communication Technologies Building and the newly constructed Millennium Hall contain several completely wired classrooms with Internet ports and electrical outlets at every seat. Wired public ports have also been installed in the Library Learning Center and the Memorial Student Center. Although our university has already made a solid investment in wiring the campus, we will continue to hardwire additional classrooms and upgrade equipment to allow students, faculty and staff to communicate electronically.

The demand for e-mail capacity will substantially increase with the influx of laptops. We plan to provide e-mail users with more storage options. To keep the files safe, we run an automated backup process every day.

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## Faculty and staff training

■ **Web focus** UW-Stout faculty and staff who want to build Web pages, develop an online course or enhance an existing course with Web technology can receive training from our Web-based Instructional Development team. As part of their services, WEB ID sponsors WebCamp, a weeklong camp that helps teaching faculty and staff create a Web site for one or more of their classes.

WebCamp takes place during semester breaks when instructors are typically free from classroom responsibilities. Campers are introduced to Frontpage, university identity standards, Internet searches, copyright and accessibility issues, and how to find and use university templates, graphics and images. They also learn how to upload, revise and maintain their new sites. Several of our campus Web experts act as camp counselors, offering one-to-one support.

Web ID has organized six WebCamps, training 143 instructional faculty and staff to date. The weeklong camps are popular with instructors who are eager for the time and resources to pursue such

training. Those who attend the camp often add several more courses to their central main page.

This year our campus introduced two new Web training programs. In February, 16 nonteaching staff members participated in four half-days of instruction at WebCamp Too. Each camper uploaded department-related projects. In July, Chancellor Sorensen and his Administrative Leadership Team received two half days of training. Each of the participants developed their own Web page.

In addition to the camps, teaching faculty and staff also receive individual training and assistance with their online courses and their Web sites for both traditional and distance education courses. Throughout the year, Web ID also offers group and departmental Web training.

For instructors who wish to create online and Web enhanced courses, WEB ID team members produced step-by-step visual and text flow charts that detail the creation processes. The team also created templates for more common tasks, like putting a syllabus online.

■ **Promoting teaching innovations** Since it was established in 1993, The Nakatani Center for Learning Technologies has provided programs that fulfill its mission to improve education through technology and research. As a result, UW-Stout students, faculty and staff, and other members of the teaching community, have received training in the latest teaching innovations and Microsoft software.

The Nakatani Media Lab provides workstations for faculty and staff training in multimedia technologies, including presentation software, CD-ROM, Internet and distance learning applications. The center's multimedia professionals help instructors assemble complex programs that may include text, graphic and photographic images, video and sound. They also provide training to operate digital cameras and imaging software.

The Nakatani Center recently re-established the Nakatani Associates program, which supports faculty and staff who want to share their expertise with their colleagues. Associates from each of the three colleges were appointed to serve two-year terms beginning July 2001. With the help of a grant, each associate develops and implements a plan to share their knowledge through group activities, presentations, workshops and individual training sessions. Associates serve as an advisory group to the Nakatani Center, as well.

In addition, the Nakatani Center has provided more than \$150,000 in grants over the past few years to enable faculty and staff to apply learning technologies in the classroom, and sponsors videoconferences on their use in higher education.

■ **Software training** During 2000–01, Information and Operating Systems conducted approximately 70 Microsoft classes, training more than 1,200 students, faculty and staff. These classes provide intermediate to advanced training in Word, Outlook, FrontPage, PowerPoint, Excel and Access programs.

In addition, faculty members requested more than 25 separate Microsoft classes, mostly to train their classes in FrontPage and PowerPoint. IOS also supports faculty and staff on a project basis, and provides design and application consulting.

On IOS's "Learn Online" site, students, faculty and staff learn how to use Microsoft Outlook, Microsoft Office 2000 and Datatel systems through online tutorials. They can access the short Web presentations to improve their competencies 24 hours a day, seven days a week. Students can also learn how to register for classes online through the Stout Access tutorial.

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# Capital plans meet educational needs

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## Millennium Hall

A grand opening ceremony in May marked the completion of Millennium Hall, our new \$8.6 million information technology facility. Our extensive telecommunications and distance education needs drove this project. With this building, we are able to meet those needs and much more.

Millennium Hall offers us the capacity to train our students, faculty and staff in the most current technologies and to provide quality distance education opportunities to adult students. In addition to housing our campus's technical and support staff, it contains advanced technology for Web-based instructional development, multimedia production, and audio and video support.

Millennium Hall is also an available resource for regional businesses, industries and educational institutions. They may choose to use the facility to conduct training or give presentations, to both local and distant sites. All four distance education classrooms in the building contain teleconferencing equipment, a video player and recorder, and a DVD player. The rooms are also equipped with a personal computer with an Internet connection, CD-ROM player and basic software.

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## Open spaces

The demand for conveniently located parking spots at UW-Stout has grown continuously over the past 10 years. In addition, loss of parking spaces connected to recent building projects has intensified the need for more space.

Our new telecommunications center, Millennium Hall, was built on what was once the most desirable parking lot on campus, causing a temporary loss of 228 staff spaces. Development of our new recreation and athletic complex has also magnified the campus parking predicament. Construction of the Don and Nona Williams Stadium on the site of a former gravel student lot replaced many residence hall spaces. Even after a new lot was built over the location of the old Communications Center and a paved student lot was expanded, our university's parking inventory was reduced by 365 spaces.

In an effort to adapt to these major changes, Parking Services held

numerous public forums and attended the meetings of various campus governance groups, presenting ideas to students, faculty and staff, and encouraging discussion and comment. As a result of this dialogue, Parking Services developed a plan that would address our campus's need for more parking.

First, Parking Services developed a more efficient system that provided many additional spaces. They also began to restore the number of spots lost to new construction by creating three gravel lots on newly purchased land close to campus. One of these lots is now paved, and the other two will be within the next year.

To meet the immediate demand from commuting students and campus residents for parking areas, an off-campus parking lot was constructed. During the 2000–01 school year, the off-campus lot held more than 200 vehicles each day. Although the lot is close enough to the campus for students to walk, a shuttle transports them back and forth to the lot at night to ensure personal safety.

Most recently, on-campus parking for residents and commuters improved and expanded. The lots behind Jarvis Hall, Micheels Hall and the Applied Arts Building are being reconstructed. The new upper and lower lots will be separated by a 20-foot high retaining wall. These two lots will increase the total number of spaces from 275 to 525. Students living in the residence halls will fill the upper lot. The lower lot will be used to increase the number of commuter and metered spaces.

Another goal of this project is to improve safety through environmental design. The areas will have much better lighting, open landscaping and convenient walkways.

Because the upper lot will offer new direct access to 13th Avenue, it will also be attractive for people who attend events at our new recreation and athletic complex. A small lot was also constructed next to the complex's new tennis courts on 18th Avenue.

As a result of Parking Service's strong customer emphasis and the support of our faculty, staff and students, our campus has responded in a proactive manner to major changes. During the past school year, Parking Services reported that several commuter spaces were available each day. In addition, there are no current restrictions on available parking for students and staff.

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## Recreation/Athletic Complex

Name your game! Our new recreation and athletic complex will accommodate it. The \$8.9 million complex, scheduled to open this fall, will enhance leisure opportunities for the campus community, and bring camps and conferences that benefit the Menomonie community.

The project involved redeveloping 30 acres for recreation, adding 17,800 square feet to our Physical Education Building, and building a new 4,500-seat stadium. The field within the stadium features artificial turf, which offers a more flexible, multiple-use field. One sport can be played right after another, regardless of weather conditions, with no maintenance time in between. The stadium has been named the "Don and Nona Williams Stadium," in recognition of the Menomonie couple who donated \$1 million toward the project.

As a place for lifetime fitness, the new complex meets a wide variety of physical education, recreation and athletic needs for everyone in the surrounding community. Besides the stadium and Astroturf field, the new complex includes:

- **an adventure challenge course** This ropes course fosters teamwork, trust, communication and cooperation among participating groups.
- **a group fitness facility** This indoor facility provides a place for recreational aerobic classes and club sports practices.
- **a health and fitness center** This indoor center offers specialized machines, cardiovascular equipment and free weights for beginners on up to advanced lifters.
- **natural grass multiuse fields** These on-campus outdoor fields accommodate softball, soccer, rugby, flag football, ultimate Frisbee and other special events. The areas will be available to the general public when events are not scheduled.
- **a climbing wall and adventure trip planning area** This indoor area offers quality climbing experiences to students, staff and members of the community with the assistance of trained facilitators. The area also includes an outdoor equipment rental and resource center for planning outdoor trips and activities.
- **six outdoor tennis courts** Well-lit NCAA competition courts are available for UW-Stout and community use.
- **four outdoor sand volleyball courts** Official-sized sand courts are available for UW-Stout and community use.
- **an outdoor soccer field** Well-lit field for competition and recreational use.
- **an outdoor softball field** Versatile NCAA field with breakaway fence for ease of set up and tear down.
- **well-lit multiuse sidewalks** These sidewalks are designed for university and community members to inline skate or jog.

In addition to student fees and donor gifts, the City of Menomonie, Dunn County and the Menomonie Area School District have all contributed to financing the project. An exclusive pouring rights contract between the university and Pepsi also generates funds.





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# Grants and Research

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## Continued growth

Applied research conducted at UW-Stout continues to increase, enhancing our degree programs and the services offered on our campus. During the 2000–2001 school year, the dollar amount of grant and contract submissions at UW-Stout increased more than 173 percent, from \$8,127,385 in 1999–2000 to \$22,265,353 by June 2001. The 220 grants and contracts submitted in 2000–01 involved 595 students, graduate assistants, faculty, staff and limited-term employees. One hundred and sixty one of the grants and contracts were awarded during the 2000–01 fiscal year, totaling \$5,946,627.

During 2000–01, UW-Stout experienced significant growth in the number of grant proposals our faculty have submitted to the National Science Foundation. Just since January 2001, seven NSF grants were proposed, including three that aspire to support the education of women in nontraditional roles. In 2000, three NSF grants were submitted, one of which was funded. To further develop their relationships with NSF, Research Services and the College of Arts and Sciences sent four faculty members to Arlington, Va., in the spring of 2001 to visit the National Science Foundation.

Recent UW-Stout research projects include:

### ■ Grant to study Wisconsin peat bogs

A \$532,000 five-year undergraduate research grant from the National Science Foundation's Faculty Early Career Development (*CAREER*) Program to support the study of bacteria that consume methane, a greenhouse gas. The process offers a new method to study these organisms in microbiology. The study is conducted in methane-producing peat bogs located in the Trout Lake Station, a Long-Term Ecological Research site in Northern Wisconsin.

The College of Arts and Sciences supported this grant-writing effort by providing a summer grant-writing stipend in 2000.

### ■ HIV's growing presence among older adults

AIDS cases occurring in the over-50 population are rising twice as fast as those among younger adults, and now make up more than 10 percent of the cases in the United States. Nearly 80,000 people over 50 have AIDS. Yet, not one national prevention program targets this population.

After conducting archival studies, a UW-Stout faculty member's findings indicated that many older adults do not know the risk factors for HIV and do not believe they are at risk. The faculty member plans to support a proactive education program for older adults in conjunction with the Department of Aging and local health care providers.

### ■ Improving retention

The U.S. Department of Education recently awarded UW-Stout two grants totaling more than \$2 million to improve the retention and graduation rate of our students. The TRIO program provides a \$1.3 million five-year award to continue and expand the program to retain and graduate first generation and low-income college students. The new funding allows the program to serve even more students, especially those receiving Pell grants from the federal government. Through the program, eligible students can access academic monitoring and counseling, writing assistance, supplementary instruction, peer mentoring and help to develop good study habits. In addition to the grant, the Secretary of Education named our Student Support Services-ASPIRE program a national model.

UW-Stout is also one of 133 institutions to receive a four-year Student Support Services grant to help retain and graduate students with disabilities. The \$795,000 grant helps support students who have attention deficit disorder or physical, learning or emotional disabilities.

### ■ Heart study

An \$80,000 grant from the American Heart Association supports a two-year research period through June 2003 to conduct research to determine how certain stressors, such as exercise, aging and cardiac arrest, reshape the heart. The research will concentrate on what happens after a heart attack to both the damaged area of the heart and the part that still contracts and moves blood through the body. Researchers will pay particular attention to the signaling molecule, Tumor Necrosis Factor-alpha, that directs immune system cells to remove areas of the heart damaged by a heart attack and replace them with connective proteins to create a scar.

Students involved in the study will gain problem solving and teamwork skills. The effort will also help them exercise their presentation skills as they disseminate what they have discovered in the lab.

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# Committed to Diversity

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## Plan 2008

UW-Stout has made a commitment to encourage a healthy, respectful community by adopting Plan 2008, a strategic plan for diversity. Over the past year, we have implemented and continued many positive diversity programs across campus and in our community.

More than half of the 67 programs included in our plan have met their expected outcomes. These initiatives include building diversity goals into our strategic plan, hiring a new multicultural recruiter, developing a strong program to recruit students of color and conducting a campus climate survey. We have also significantly increased access to diversity training and multicultural programs for students, faculty and staff.

Several of the initiatives in our diversity plan exceeded our expectations. For example, the UW-Stout Pre-college Program has more than doubled in size. Multicultural Student Services staff members have begun to more intensely seek students in Bayfield, Milwaukee, Wausau, Wisconsin Rapids, Lac du Flambeau, Lac Court Oreilles and Bad River. Brochures for the Pre-college Program have also been published in Spanish and Hmong to more clearly communicate with parents.

To further enhance communication with the Hmong community, we have begun to offer Hmong language courses. The courses help people who work within the Hmong community learn more about the Hmong language and culture. The courses enable Hmong students to retain the written form of the Hmong language as well. Our newly established Center for the Preservation of Hmong Language and Culture has also encouraged ties with many individuals in the Hmong community, including non-student adults.

Although they were not initiatives included in our plan, recent opportunities to partner with other groups enhanced diversity on our campus. As a participant in the Career Ladder grant from the Center for Cultural Diversity at UW-La Crosse, we are able to assist our Hmong students who are majoring in education with financial aid, academic support and summer professional development activities. Moreover, students involved in Career Ladder are reaching out to other members of our community. For example, they offered a "day camp" that focused on Hmong history and culture for students in the Menomonie School District during the summer of 2001.

Our participation in the Career Ladder grant also positioned us to get involved in a Refugee Teacher Improvement grant through the Wisconsin Department of Instruction. This grant assists Hmong seniors in education and graduate students in education-related fields.

Another positive development is our renewed relationship with Home/School Coordinators in Wisconsin's Native American communities. To date, we have held three conferences with this group, offering them professional development opportunities while enhancing our relationship with tribal communities. We will hold another Home/School Coordinator's conference in October 2001, using partial funding from the Institute of Race and Ethnicity.

We have also initiated several efforts to support and retain students of color on our campus. Staff members in our Multicultural Student Services Office began orientation sessions and peer mentoring programs for students of color. This office also provides targeted tutoring services and a multicultural resource room.

In addition, Multicultural Student Services staff members encourage students and graduate students to participate in professional development activities and leadership experiences.

To further enhance leadership opportunities for students of color, UW-Stout also began a 10-person multicultural student advisory board. The role of this board is to provide input on services and programs, publicize those services and programs and help assess the value of the offerings. Students have shown a high-level of interest in participating in this board. Those involved recognize that they are stakeholders in improving multicultural opportunities for the entire campus.

Although we have experienced many accomplishments, some of our initiatives in Plan 2008 were partially accomplished or did not fulfill expectations. Many of these goals have been met in alternative ways or are in the planning process. Some of the initiatives have had to be reassessed. Still, last year's successes are encouraging. As a campus, we are focused on improving outcomes during our next phase.

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## Equality for Women Initiative

Following UW System's one-year evaluation of university life for women, their Committee on the Status of Women identified four key progress areas. In August 2000, UW-Stout launched an Equality for Women Initiative by establishing a steering committee and four subcommittees to address each of the four areas. Forty-nine students, faculty and staff from across our campus worked on the development of this initiative. After meeting many times and examining data, the subcommittee and steering committee members made 15 recommendations.

The Hiring, Promotion and Retention of Women Employees subcommittee discussed expanding women faculty recruitment and mentoring, and improving professional development activities and career ladders for women who are academic or classified staff. They also looked into developing administrative leadership opportunities for women.

This subcommittee suggested that we hire a coordinator for Women's Issues to serve as an advocate for women's issues, and to coordinate the various offices and programs on campus that serve women. The coordinator was hired in July 2001.

The Hiring, Promotion and Retention subcommittee also proposed that our campus:

- provide funding for women faculty and staff to attend leadership development seminars each year.
- create separate women's mentoring programs for faculty, academic staff and classified staff.
- support a chapter of Wisconsin Women in Higher Education Leadership and host the WHHEL conference in 2001.

The Educational Opportunities for Women Students subcommittee was charged with discovering ways to attract more women students to math, science, engineering and technology fields. They also examined initiatives that help women profit from technology and globalization, the level of equity in athletic programs and access to higher education for disadvantaged women.

The Educational Opportunities for Women Students subcommittee recommended:

- offering an orientation session that introduces adolescent girls and middle school teachers, administrators and guidance counselors to our majors in which women are underrepresented.
- designing a questionnaire that identifies why women students leave traditionally male majors before they complete their degrees.
- initiating a formal mentoring program for women students in traditionally male programs.

The Learning and Work Environment subcommittee assessed the system of reporting and reviewing complaints of discrimination, harassment and sexual violence, and worked to establish a wider system of supports across our campus.

The Learning and Work Environment subcommittee put forward the following initiatives:

- strengthen the role of Women's Studies on campus by expanding what is offered, enhancing existing courses and examining how the courses are integrated into curriculums at other universities.
- create a campus climate that is supportive of women by holding a series of forums for students, faculty and staff.

- review, strengthen and widely disseminate reporting and response procedures for discrimination, harassment and sexual violence complaints.
- support an event or publication that recognizes the accomplishments of women on campus.

The Balancing Work and Personal Life subcommittee was charged with expanding and improving access to childcare, developing a more flexible workplace through flextime, job-sharing, and equitable implementation of family leave policies; and providing domestic partner benefits such as health insurance and sick leave.

This committee recommended that the campus:

- conduct a survey of childcare needs.
- establish an ad-hoc committee on family friendly policies.
- offer a series of workshops that focus on problems related to work and family balance.

Our campus began to carry out the recommendations made by our four subcommittees during the spring semester of 2001. The implementation process will continue, with new initiatives scheduled to begin during each new semester and summer session.

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## Purchases from minority vendors increase

For the past several years, the State of Wisconsin's Department of Administration has encouraged state agencies and UW System institutions to increase their purchasing activity with Wisconsin certified minority vendors. The state's goal is to ensure that 5 percent of the total amount expended is paid to minority businesses. For UW-Stout, 5 percent of expenditures is equal to approximately \$500,000 annually.

Because there are few minority businesses in the west-central part of the state, this goal is difficult to meet in our area. Still, we have nearly tripled our purchases from minority vendors since the start of the state initiative—growing from \$153,000 in 1994–95 to \$426,000 in 1999–2000. In addition, we surpassed the previous year's purchases by more than \$100,000. Among UW System campuses, UW-Stout ranks third in the amount of purchases from minority businesses. Only UW-Madison and UW-Milwaukee purchased more.

Along with Purchasing Services, other areas on the campus contributed to this substantial increase, including University Dining Services, Housing and Residence Life, Physical Plant and University Publications.

In order to become a certified minority vendor, minority-owned businesses must apply for registration with the state's Minority Business Enterprises Program. The program increases opportunities for certified vendors to sell their products and professional services.

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99.6%  
employed  
or continuing education

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# Improved Enrollment and Employment

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## **Enrollment profile is enhanced**

Our official enrollment at UW-Stout continues to be strong as our average freshman profile gets better. During the past year, applications from new freshmen increased more than 11 percent. Applications submitted by students who wished to transfer to UW-Stout also rose more than 11 percent. Enrollment rose from 7,517 students in 1999–2000 to 7,702 students in 2000–2001.

Moreover, we are accepting better students. The average ACT scores, class rankings and cumulative grade point averages of incoming freshmen in 2000–2001 rose significantly. For example, 78 percent of new freshmen in 2000 graduated in the top half of their high school senior class. In 2001, more than 82 percent ranked in the top half. As our average freshman profile improves, our freshman to sophomore student retention rate also increases. The retention rate for 1999–2000 rose 3.3 percent.

Application denials increased by 391 during the 2000–2001 academic year, as several of our high-demand degree programs closed very early for 2001 admission. Closed programs include all the art concentrations; the interior decorating concentration in retail, merchandising and management; and the early childhood major.

The past year's positive enrollment results reflect follow-up efforts with hundreds of students by phone.

Recruiters will expedite their follow-up process with interested students they visit at high schools and college fairs by taking laptops on the road. Using laptops at high schools and college fairs will also help our recruiters effectively illustrate the technology students will use if they decide to attend our university.

During the coming school year, our admissions recruiters will expand their high school and college fair visits to Iowa, upper Michigan and Illinois. They will also begin to provide each program director with a list of prospective students to facilitate personal contact between the student and the program they wish to attend.

## **Employment rate reaches all-time high**

Within six months of graduating, a record 99.6 percent of UW-Stout's 1999–2000 graduates are working or continuing their education. Of those employed, 92.5 percent secured jobs in or related to their major.

Graduates from 20 of our 24 degree programs reported 100 percent employment. The median yearly salary reported by all working graduates was \$30,000.

Our 1999–2000 employment statistics were positively influenced by the highest survey response rate the university has ever experienced. Using funds generated by the new access fees initiated by our students, Placement and Co-op Services expanded their services to include evening hours and installed new software that allows students, employers and alumni to access their office through the Internet at any time. Due to these new services, 92 percent of 1999–2000 graduates responded to the employment survey, compared to 84.9 percent last year.

Several other factors contribute to our high employment rate. Each year more than 450 students participate in co-op programs, which makes them more appealing to prospective employers. The practical work experience gives our students an edge in the job market.

In addition, Placement and Co-op Services builds strong relationships with a variety of employers, from smaller "mom and pop" operations to Fortune 500 corporations. As a result, more than 500 employers come to our campus to interview students each year. Just during the three-day career conference in 2000, 315 employers recruited students, and more than 2,550 students participated. Employers are also hosting information sessions, sponsoring evening dinners, and presenting to classes and student clubs and organizations.



# Highlights of Progress Toward Goals

## Introduction

We use many indicators to evaluate how well we are realizing our mission, values and strategic plan. We use relevant comparisons to peer universities, universities with similar programs, competitors, national averages, leading organizations and groups of like universities to judge our performance results.

<b>Peers 1-3</b>	represent peer universities
<b>Peer Groups</b>	represent groups of like universities that are identified by the survey developers, and
<b>Comp.</b>	represents the University of Wisconsin comprehensive campuses.

Listed below is a subset of these indicators as they relate to our five-year goals.

**Note:** This section presents excerpts of UW-Stout's 2001 application for the Malcolm Baldrige National Quality Award, prepared by the Provost's Office in cooperation with the Office of Budget, Planning and Analysis. This information documents our progress toward our five-year goals, part of our strategic planning process.

To read the Strategic Plan and the entire set of goals, go to:

<http://www.uwstout.edu/geninfo/stratplan.html>

or request a printed copy from:

**Office of University Relations, 715/232-2381.**

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

Student academic outcomes, student placement and employer satisfaction provide measures of progress toward challenging academic programs.

### Assessment of Student Academic Outcomes

■ First to second year retention rates and six-year graduation rates provide measures of student performance and student academic outcomes. As shown in Figure 1, our retention rate continues to increase at a rate faster than University of Wisconsin campuses and peer groups. Our retention rate is approaching that of four-year colleges and universities in Connecticut, identified as best-in-class by *Measuring Up 2000*, a state-by-state report card of higher education. Our graduation rate shown in Figure 2 is comparable to other Division III campuses.

**Figure 1** Retention

Freshman Cohort	95-96	96-97	97-98	98-99	99-00	Change 95-00
<b>UW-Stout</b>	69%	74%	74%	74%	77%	+8
<b>Best in Class</b>						84%
<b>Peer Group</b>						73%
<b>UW System</b>	78%	78%	79%	79%	79%	+1
<b>Best UW Comprehensive</b>	79%	80%	82%	82%	82%	+3
Peer 1			61%	60%	59%	-2
Peer 2	86%	86%	87%	89%		+3

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

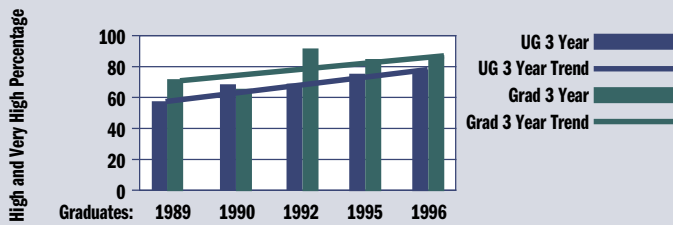
**Figure 2** Six Year Graduation Rate

Freshman Cohort	91-92	92-93	93-94	94-95
<b>UW-Stout</b>	47%	50%	55%	45%
<b>Peer group</b>	44%			
<b>UW Comp. Average</b>	50%	53%	54%	52%
<b>Division III Aggregate</b>	47%			

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

■ A critical question asked of our graduates three years after graduation elicits information on the effectiveness of our programs. As shown in Figure 3, our students report a positive trend in evaluating the effectiveness of bachelor's degree and master's degree programs.

**Figure 3 Overall Effectiveness of Program**

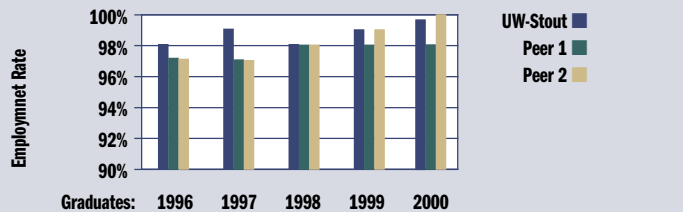


Source: BPA Alumni Follow-Up Studies, 1992, 1993, 1995, 1998, 2000

### Graduate Employment

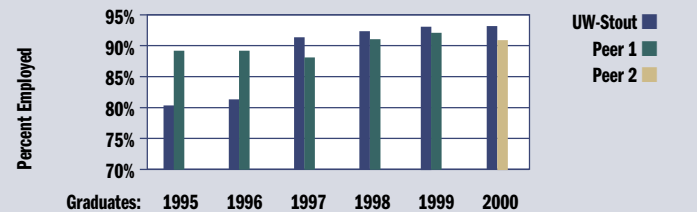
■ Not only do we continue to have a high employment rate overall and in comparison to our peers, but an increasing number of graduates are finding employment in or related to their major. As shown below, 99.6% of our graduates in 2000 reported being employed (Figure 4) and 93% reported being employed in or related to their major (Figure 5).

**Figure 4 Graduate Employment Success**



Source: Annual Employment Report, 1997-01; Peer 1; Peer 2.

**Figure 5 Graduates Employed in Field**



Source: Annual Employment Report, 1997-01; Peer 1; Peer 2.

### Alumni and Employer Satisfaction

■ Both our alumni and employers report that they are prepared for employment post-graduation:

#### Alumni Rating of Satisfaction

■ Studies indicate that graduates need to be flexible and adaptable, with a mix of broad education and specific decision-making skills such as communication, problem solving and teamwork. As shown in Figure 6, our students report high levels of these skills that are comparable to peer and national standards. In Figure 7, graduates report being prepared for employment.

#### Employer Rating of Satisfaction

■ Employers continue to give high skill competency ratings to our graduates that they employ, and these ratings compare favorably to a best-in-class comparison (Figure 8). *Measuring Up 2000*, a state-by-state report card for higher education, recently surveyed employers for satisfaction with how colleges and universities in their state are preparing students for work. Graduates in Rhode Island were identified as best-in-class on this measure, with 83% of employers indicating satisfaction. Employers rate our students as more prepared than this comparative best-in-class group, demonstrating that our programs respond to the needs of business and industry.

**Figure 6 Student Competencies Developed, 2000**

	UW-Stout	Peer Group	Nat'l Avg.
Develop Leadership Skill	5.39	5.36	5.33
Solve Problems	5.60	5.59	5.61
Resolve Conflicts	5.41	5.39	5.39
Improve Communication	5.66	5.60	5.60

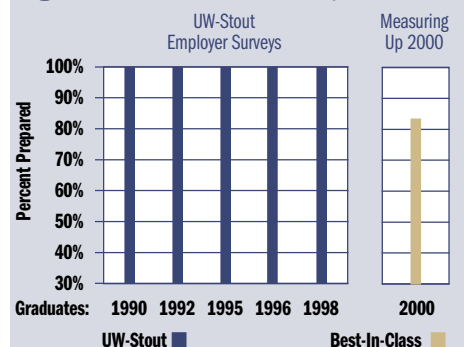
Source: ACHHO-I/Educational Benchmarking Survey, Spring 2000; rated on a 1-7 scale

**Figure 7 Alumni Preparation for Employment**

	95 grads	96 grads	98 grads
Overall preparation	4.27	4.20	4.16
Equipment familiarity	4.16	4.19	4.22
Job skills knowledge	4.17	4.17	4.13

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

**Figure 8 Graduates are Prepared**



Source: BPA Alumni Follow-Up Studies

# Goal: Preserve and enhance our educational processes through the application of active learning principles

Active learning competencies, distance learning and study abroad data provide measures of progress toward enhancing our educational processes.

## Active Learning Competencies

■ We assess active learning throughout a student's academic career through external benchmarking surveys and by evaluating computer competency. Shown in Figure 9 are the results of one of our benchmarking surveys in which our seniors report higher competency levels than the national average. Additionally, computer competency results, an area of high interest in our active learning paradigm, show skill levels ranging from 73-99% in 2001 (Figure 10).

**Figure 9** Active Learning Competencies

	Class	UW-Stout	Master I & II	Nat'l Avg.
<b>Active and Collaborative Learning:</b>	Freshman	36.0	40.5	40.9
	Senior	56.2	49.9	49.6
<b>Student Interactions With Faculty Members:</b>	Freshman	27.0	30.8	31.2
	Senior	41.6	38.4	39.7
<b>Enriching Educational Experience:</b>	Freshman	39.8	46.4	49.3
	Senior	41.7	41.8	44.1

Source: NSSE Survey, 2000; statements rated on a 100-point scale

**Figure 10** Computer Competency

	1994	1999	2001
<b>Use Electronic Mail</b>	47%	99%	99%
<b>Use Windows</b>	78%	97%	98%
<b>Use Internet</b>	35%	95%	97%
<b>Enter Data in Spreadsheet</b>	55%	85%	84%
<b>Create Spreadsheet Charts</b>	38%	65%	84%
<b>Create Complex Publications</b>	31%	51%	73%

Source: Student Computer Competency Surveys

## Distance Learning

■ Identified as a campus priority four years ago, we are the UW comprehensive leader in distance learning delivery (Figure 11).

**Figure 11** Number of Distance Education Courses

	96-97	97-98	98-99	99-00
<b>UW-Stout</b>	39	48	46	61
<b>UW-Comprehensive Average</b>	15	20	24	30
<b>Highest UW Campus</b>	39	57	57	61

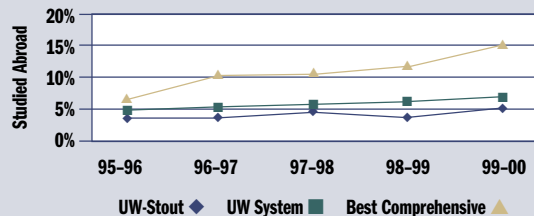
Source: Achieving Excellence, 2000-01

## Study Abroad

■ We offer 17 different study abroad programs throughout Europe, Australia and Mexico.

■ The percentage of our bachelor's degree recipients who studied abroad (Figure 12) and the number of students who have studied abroad has increased over the past five years (Figure 13).

**Figure 12** Bachelor's Degree Recipients Who Studied Abroad



Source: Achieving Excellence, 2000-01

**Figure 13** Students Studying Abroad Unduplicated Annual Headcount

	95-96	96-97	97-98	98-99	99-00
<b>UW-Stout</b>	66	65	63	72	72
<b>UW Comprehensive Total</b>	892	969	1,084	1,492	1,952
<b>Best Comprehensive</b>	257	318	314	411	672

Source: Achieving Excellence, 2000-01

# Goal: Recruit and Retain a Diverse University Population

Diversity appreciation and enrollments provide measures of progress toward promoting a diverse university.

## Appreciation of Diversity

■ As shown below, both current students (*Figure 14*) and alumni (*Figure 15*) self-assess their diversity awareness and appreciation at levels comparable to peer and national standards.

**Figure 14** Diversity Related Competencies, 2000

	UW-Stout	Peer Group	Nat'l Ave.
<b>RA appreciates ethnic diversity</b>	6.01	5.91	6.01
<b>Appreciate other cultures</b>	5.43	5.35	5.53
<b>Opportunities to participate in cultural activities</b>	5.07	5.05	5.10
<b>Satisfaction with others respect for different cultures</b>	5.39	5.36	5.48
<b>RA promotes tolerance of others</b>	5.89	5.66	5.81

Source: ACHHO-I/Educational Benchmarking Survey, Spring 2000; statements rated on a 1-7 scale.

**Figure 15** Diversity Related Competencies, 2000 (Alumni)

	UW-Stout	UW System	Nat'l Avg.
<b>Getting along with people from different cultures, races and backgrounds</b>	3.08	2.99	2.95
<b>Thinking objectively about beliefs, attitudes and values</b>	3.07	3.08	3.09
<b>Getting along with people with different attitudes and opinions</b>	3.02	2.94	2.95

Source: ACT Alumni Outcomes Survey, 2000; statements rated on a 1-4 scale.

## Enrollments

■ Our student applications and enrollments continue to be carefully monitored for diversity in gender, race/ethnicity and age segments. As shown below, in 2000 52% of our applications were women, 7.9% were racial/ethnic minorities and 22% were non-traditional students (*aged 25 and older*)(*Figure 16*). Similarly, 50% of our enrollments were women, 5.4% were racial/ethnic minorities and 16% were non-traditional (*Figure 17*).

**Figure 16** Applications: Undergraduate and Graduate

	1998	1999	2000
<b>Women</b>	50%	53%	52%
<b>Racial/Ethnic Background</b>			
American Indian	.6%	.5%	.6%
African American	1.5%	1.3%	1.3%
Asian American	2.1%	1.9%	2.3%
Hispanic American	1.0%	.9%	1.0%
International	3.1%	2.8%	2.7%
<i>Total Racial/Ethnic</i>	8.3%	7.4%	7.9%
<b>25 Years and Older</b>	20%	25%	22%

Source: Admissions Office

**Figure 17** Enrollments: Undergraduate and Graduate

	1998	1999	2000
<b>Women</b>	49%	50%	50%
<b>Racial/Ethnic Background</b>			
American Indian	.5%	.4%	.5%
African American	1.0%	1.0%	.9%
Asian American	1.7%	1.9%	1.6%
Hispanic American	.6%	.7%	.8%
International	1.7%	1.9%	1.6%
<i>Total Racial/Ethnic</i>	5.5%	5.9%	5.4%
<b>25 Years and Older</b>	18%	17%	16%

Source: Common Data Set