Assurance Argument
University of Wisconsin-Stout - WI
2/15/2016

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1 - Mission

The institution’s mission is clear and articulated publicly; it guides the institution’s operations.

1.A - Core Component 1.A

The institution’s mission is broadly understood within the institution and guides its operations.

1. The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.
2. The institution’s academic programs, student support services, and enrollment profile are consistent with its stated mission.
3. The institution’s planning and budgeting priorities align with and support the mission.
   (This sub-component may be addressed by reference to the response to Criterion 5.C.1.)

Argument

1A.1. Development of the Mission Statement

UW-Stout's mission, vision, and values statements represent the philosophy on which the University was founded in 1891 and which guides us still. They are reviewed every 5 to 7 years through an inclusive process that occurs during the year before the initiation of a new 5-year strategic plan.

The current mission, vision and values statement was approved in 2009 through a campus-wide process that began at the 2008 Stakeholder Visioning Session. A committee reviewed feedback received from the 2008 Stakeholder Visioning Session and campus-wide listening sessions; it then proposed a revision to the mission, vision and values statements. The committee solicited feedback from the campus through two open forums and through meetings with the Senates and colleges. There also was an opportunity to submit comments via email. The proposed revision was approved by the Faculty Senate, Senate of Academic Staff and Stout Student Association. Following this campus-wide input and review, the committee held a hearing that was chaired by a Board of Regents member. The purpose of the hearing was to review the requested mission change, seek feedback from the campus, and make a recommendation to either approve or deny the request. The Board of Regents subsequently approved the revision to the mission in 2009.

The current mission statement is:

*University of Wisconsin-Stout is a career-focused, comprehensive polytechnic university where diverse students, faculty and staff integrate applied learning, scientific theory, humanistic understanding, creativity and research to solve real-world problems, grow the economy and serve a global society.*
The vision and values were also reviewed during this time and revised. The current statements are as follows:

Vision:

*University of Wisconsin-Stout will build on its position as a distinguished polytechnic institution and as an international leader in higher education. We 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.*

Values:

*The University of Wisconsin-Stout values: 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; and, the commitment to education as a means to illuminate the lives of all.*

The mission, vision and values may also be updated as needed outside the standard cycle. For example, in early 2014, UW-Stout went through a process to add an addendum to the mission statement. The addendum was required because the 2008-09 revision of the statement was not in compliance with state law, requiring mission statements to list the “specific program responsibilities and types of degrees to be granted.”

The addendum reads:

*The University offers undergraduate and graduate programs leading to professional careers in industry, commerce, education and human services through the study of applied mathematics and science, art and design, business and management, social and behavioral sciences, education, family and consumer sciences, select engineering programs, applied technologies, select health studies, and technical communication.*

UW-Stout’s primary mission statement was not altered. The addendum was reviewed by the chairs of the Senates and the Chancellor's Cabinet before being submitted for approval to the UW System administration. Our mission aligns closely with the [UW System](#) mission based on approval by the Board of Regents.

The mission statement was revised in 1993, for the purpose of adding manufacturing engineering, and again in 2000, for the purpose of removing the word "undergraduate" before manufacturing engineering, and adding under the section on "professional careers," the words "mathematics, business, family and consumer sciences, and manufacturing-related engineering and technologies."

**1A.2. Alignment of Academic Programs, Student Support Services and Enrollment Profile with the Mission**
The mission statement addendum outlines the types of degree programs to be offered and is in alignment with the current program array. In keeping with its mission, UW-Stout offers a distinctive array of 47 undergraduate programs and 24 graduate programs, with undergraduate and graduate enrollment at 88% and 12% of the total enrollment, respectively.

There are 9,535 students enrolled, including 8,388 undergraduate students and 1,147 graduate students. Enrollments have continually increased in alignment with our enrollment model, which has yearly targets through 2025 and takes into account projections on numbers of high school graduates. The enrollment targets for 2020 and beyond are currently being revisited due to being several years ahead of current targets. These enrollment, retention, and graduation rate targets are reviewed annually by the Enrollment Management Committee, the Chancellor's Advisory Council, and the Chancellor's Cabinet before being updated for the next 3 years. Through this process, targets are established for new freshmen, transfer students, and graduate students, as appropriate. In addition, UW-Stout has established targets for some demographic groups, including international students and underrepresented minority students. These diversity targets are research-based and consistent with the mission and institutional priorities.

UW-Stout's demographic enrollment profile aligns closely with the mission, vision and values and with the enrollment targets. The highest proportions of our students come from our immediate geographic area. In fall 2015, 64% of enrolled students were Wisconsin residents, and this percentage has been consistent over the past 10 years. Of these Wisconsin residents in fall 2015, 22% were from our home county (Dunn) and the surrounding seven counties. Approximately one-third of students are from outside of Wisconsin, which attests to our accessibility for individuals outside our immediate geographic area. There were 91 incoming international students for the fall 2015 semester, with a total international student population of 364 students representing 42 different countries.

In Wisconsin and nationally, the number of high school graduates peaked in 2008 and is expected to remain below previous levels until approximately 2019. In response, there are institutional priorities, identified through the planning process, to grow graduate student enrollment and transfer student enrollment, as well as customized instruction enrollment, which is targeted at nontraditional students. Growing graduate and transfer enrollment numbers is compensatory to offset the research-based expectation of a decline in the high-school graduate population. Strategies to grow graduate enrollment include, but are not limited to:

- purchasing leads,
- calling former students to re-enroll,
- targeting specific states and colleges,
- targeting current UW-Stout undergraduates,
- promoting dual enrollment,
- going to career fairs, and
- using customer relationship management software.

We believe these efforts have been successful in that UW-Stout's graduate enrollment reached record levels in fall 2014 and again in fall 2015.
To identify strategies for growing transfer student enrollment, UW-Stout formed a Transfer Student Experience committee in 2013. The committee:

- identified a transfer student program manager,
- reassigned time for one staff member to process transfer credit reports in a more timely manner,
- provided training for admissions counselors on transfer admissions,
- established “transfer-freshmen” as recruitment type for tracking and processing,
- began exploring possible purchase of “Intelligent Capture”

Tracking retention is also important in assessing progress toward UW-Stout's enduring goals and FOCUS 2020 initiatives. UW-Stout's retention rate exceeds the retention rate of institutions with similar admissions profiles. For example, ACT reports that institutions with "traditional selectivity" have a retention rate average of 69%.

As identified in the mission statement, UW-Stout is a career-focused institution. Career outcome rates have consistently exceeded 95% and job placement in the major exceeds 80%. These measures exceed peer comparisons.

UW-Stout's student support services are consistent with its stated mission. Student support services help students achieve academic, career and personal growth and success in line with the university vision of preparing students to be life-long learners and responsible citizens. When personal challenges, family issues or academic problems interfere with students’ ability to grow and succeed on campus, UW-Stout staff, services, and programs work with students to overcome or remove barriers to success.

To help ensure that the University achieves its mission, vision, and values, each year 2,600 new students are registered, oriented, and advised through the comprehensive Advisement Center. Over 1,000 students participate in the Cooperative Education Program each year, applying their skills and knowledge with more than 600 employers, and UW-Stout graduates have benefited from a 97% career-outcome rate for the past 10 years. The office of Disability Services ensures that approximately 700 students with disabilities (second largest of UW System comprehensives) have equal access to all programs and services on campus. Each year, the Counseling Center provides counseling and crisis intervention to more than 600 students and delivers more than 150 presentations and workshops to over 5,000 students, faculty, and staff.

Over 500 students seek support and assistance from the Dean of Students office in the areas of attendance matters, complaints, risk and threat assessment, academic difficulties, and other matters interfering with their success. Multicultural Students Services provides programs and services in the areas cultural development, financial literacy, and leadership development and academic success to empower students of color in reaching their personal, academic and career goals. UW-Stout has been successful in securing funding for four federal TRIO programs that serve first-generation students, low income students and/or students having a disability in enrolling in college, persisting to graduation and preparing for graduate program. Student Services offices, programs and services, in collaboration with the campus community, support UW-Stout’s mission and strategic plan by advancing academic excellence, fostering respect and
inclusion for all, promoting recruitment and retention of a diverse university population and providing responsible, efficient, and cost-effective educational support programs and services.

1A.3. Alignment of Planning and Budgeting with the Mission

All major units are required to submit an annual strategic plan that outlines their major initiatives for the year and reflects alignment with the mission statement and planning process. An example is the CEHHS Strategic Plan. These strategic plans are presented annually to the Chancellor’s Advisory Council and are also reviewed through the Educational Support Unit Review Committee (ESURC) process to identify opportunities for improvement. In 2015, a process change was made to instead present these reports to the Strategic Planning Group.

The ESURC process ensures that all educational support units are reviewed on a 7-year cycle. The process includes a self-study and a survey to internal and external stakeholders. Using this information, the committee writes a report that addresses strengths and opportunities for improvement for the unit. The unit's supervisor writes a response to the report, indicating how the unit will use the results. The supervisor issues a follow-up report one year later, explaining the actions taken based on the report.

See CC 5C for additional information on how the planning and budgeting priorities align with and support the mission.

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1.B - Core Component 1.B

The mission is articulated publicly.

1. The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.
2. The mission document or documents are current and explain the extent of the institution’s emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose.
3. The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.

Argument

1B.1. Public Articulation of Mission, Vision, Values, Goals and Priorities

UW-Stout's mission, vision and values statement highlights our emphasis on career-focused education, applied learning, providing skills to solve real-world problems, and serving a global society. This mission, vision and values statement serves as the foundation for the strategic planning process and the development of institutional priorities. At UW-Stout, institutional priorities are defined as university priorities and university action plans. Institutional priorities are identified through the planning process. See CC 5C for more information about the planning process and for links to the university action plans.

The mission, vision, values and institutional priority statements are clearly articulated in multiple places, including, but not limited to, the UW-Stout website, strategic planning publications (for example, FOCUS 2015 accomplishments), institution Accountability Report, Accountability dashboard, You Said...We Did presentation, selected announcements in the daily email, and Chancellor's memos and presentations, such as the 2015 inauguration address.

1B.2. Currency of Mission, Vision, Values, Goals and Priorities and Mission Alignment

The mission, vision and values statement is reviewed through the strategic planning process once every 5 to 7 years during the year prior to the initiation of a new strategic plan to ensure it is current. The institutional priorities (i.e. university priorities and action plans) are updated annually through the same process.

The mission, vision and values statement was revised in 2009, and it went through a modified review process in 2013-14 (see CC 1A for more information). The purpose of the revisions in 2009 were to align with a change in 2007 that designated UW-Stout as a polytechnic institution by the Board of Regents. In addition, the vision and values were updated to reflect an intention to become an international leader in education and to emphasize continuous improvement and innovation.
The purpose of the 2013-14 review was to ensure that the academic program areas were current. As part of the **FOCUS 2015 strategic plan**, an initiative was established to substantially increase our **program array**. During the FOCUS 2015 strategic plan, 18 new degree programs were added, including the first EdD, MFA, PSM and competency-based degrees to be offered at UW-Stout. As a result, the mission addendum was created that articulates our program array:

*The University offers undergraduate and graduate programs leading to professional careers in industry, commerce, education and human services through the study of applied mathematics and science, art and design, business and management, social and behavioral sciences, education, family and consumer sciences, select engineering programs, applied technologies, select health studies, and technical communication.*

The mission, vision, and values statement were again reviewed in 2014-15, during the year prior to the development of the FOCUS 2020 strategic plan. No changes were made to the mission statement; however, a change was made to the enduring goals. Specifically, enduring goal number six was updated to include environmental sustainability. It now reads:

*Provide an environmentally sustainable campus that includes safe, accessible, effective, efficient and inviting physical facilities.*

UW-Stout's integrated, comprehensive, and participatory strategic planning process ensures that goals, plans and priorities are in alignment with its mission and priorities. Each strategic plan has 5-year goals with annual initiatives (called university priorities and action plans) to achieve the strategic planning goals. The most recently completed strategic plan is **FOCUS 2015**. See CC 5C for more information about the goals, plans and institutional priorities.

The mission includes the following five components:

"**Career-focused**": UW-Stout offers degrees that lead to jobs. UW-Stout has a **career outcome rate** that consistently exceeds 95%, which is equal to or better than peer comparisons. Job placement in the major field of study is consistently over 80%. **Starting salaries of our graduates** by college range from $24,000 to $64,000, with a median starting salary of $41,000. UW-Stout makes use of **Program Advisory Committees (PAC)** to ensure the curriculum in individual programs remains current. Each major has a PAC that includes members from business, industry and education. For example, the **PAC for the construction major** includes local and regional employers, current students, faculty, and alumni.

A second component of the mission is centered on UW-Stout's designation as Wisconsin's "**Polytechnic University**:" In 2007, UW-Stout was designation Wisconsin's Polytechnic University by the UW System Board of Regents, strengthening our commitment to promoting understanding of technology through applied learning. Consistently, **at least 85% of UW-Stout students graduate with an applied-learning experience**. It is expected that this will increase over time because the percentage of UW-Stout programs that require a co-op, internship, student teaching, or field experience prior to graduation has increased. Additionally, our campus facilities include nearly three times as many labs (236) as classrooms (88). Finally, we offer our students annual access to the largest career conference in the Midwest. We have
held a Fall Career Conference event for the past 35 years. In 2015, the 2-day event drew nearly 400 employers. We recently introduced a new Spring Career Conference due to increased employer demand with notable results. In our first spring event in 2014 we hosted 239 companies, and in spring 2015, employer engagement jumped to 305 companies, nearly a 30% increase. In 2013-2014, we hosted 560 employers at our career conferences, and for 2014-2015 we have achieved over 621.

Another critical component of the mission supports "Diverse students, faculty, and staff:" Approximately 8% of UW-Stout's faculty and staff are persons of color, which exceeds local, regional and statewide comparisons. A total of 3.7% of students are international students and 7.1% are students with disabilities. The University remains committed to maintain and expand the diversity of our faculty and students.

To "Integrate applied learning, scientific theory, humanistic understanding, creativity, and research" is a mission component that is translated into several key action items in the organization’s strategic plan. Evidence of our commitment to these areas includes the fact that 91% of UW-Stout programs require a co-op, internship, practicum, student teaching, or field experience prior to graduation, and student participation in these activities exceeds national and peer comparisons. One of the FOCUS 2020 goals is to Increase student participation in applied research, increase student experiences that develop intercultural competence, and require an applied learning experience from all students. In the area of student research, over 100 students participate in Research Day annually, there is a Journal of Student Research, and students can apply for research grants. Further, there is a current initiative to expand on-campus employment, with a particular emphasis on providing opportunities for students to conduct research with faculty and staff. In the area of faculty/staff research, there are Research Fellows and Research Scholars programs, which are competitive programs that provide reassigned time during the semester and/or summer contracts to pursue research. We also reassigned time and redistribute workloads for faculty who receive large grants. In addition, our Teaching and Learning Center offers a Community of Practice with the goal to further infuse research into the curriculum (see CC 2D for more information about the Teaching and Learning Center).

Finally, our mission commits UW-Stout to "Solve real-world problems, grow the economy and serve a global society:" In pursuit of this, 11% of UW-Stout graduates participate in a study abroad program and intercultural competence is a key component in the above mentioned FOCUS 2020 goal. As mentioned above, UW-Stout has a large and growing population of international students on campus which further demonstrates our commitment to serving a global society.

1B.3. Nature, Scope and Intended Constituents of Programs and Services

As is clearly reflected in the mission, vision and values, UW-Stout has branded itself as Wisconsin's Polytechnic University. In support of this, UW-Stout has three polytechnic tenets: 1) career focus, 2) applied learning, and 3) collaboration. The above narrative describes how UW-Stout's programs, services and outcomes align well with these tenets.
See CC 5C for information about how our planning process and university initiatives are guided by the mission, vision, values and goals and incorporate feedback from key constituents. UW-Stout has numerous transfer articulation agreements to support students considering transferring to UW-Stout, including students from career-focused technical colleges and with two-year degrees. Further, all programs are required to have a program advisory committee to ensure alignment with university mission and industry needs.

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1.C - Core Component 1.C

The institution understands the relationship between its mission and the diversity of society.

1. The institution addresses its role in a multicultural society.
2. The institution’s processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

Argument

UW-Stout is unwavering in its commitment to diversity and demonstrates its role in a multicultural society in the following ways: the prominence of diversity in the mission, vision, values, and goals; its institutional priorities; curricular requirements associated with diversity; the significant documentable diversity outcomes; its numerous committees, offices, and initiatives devoted to diversity; and its diversity awards.

1C.1. Institution Addresses Role in Multicultural Society

UW-Stout's mission, values, and performance indicators explicitly state the University's support of diversity. For example, the following are components from these documents:

Mission statement:
- *University of Wisconsin-Stout is a...university where diverse students, faculty and staff...serve a global society.*

Value statement:
- *UW-Stout values the nobility of spirit, a diversity of people, respect and inclusion for all.*

Enduring goal:
- *Recruit and retain a diverse university population*

FOCUS 2015 goal:
- *Develop knowledge, respect and validation of differing values, cultures and beliefs in students, faculty and staff*

FOCUS 2020 goal:
- *Increase... student experiences that develop intercultural competence.*

Performance indicators:
1. Faculty and staff of color
2. Enrollments, retention rates and graduation rates by race/ethnicity
3. Intercultural competence

1C.2. Processes and Activities Devoted to Human Diversity

Institutional Priorities and Initiatives Devoted to Diversity

UW-Stout has a number of institutional priorities and action plans supporting diversity, in alignment with FOCUS 2020 goals. For example, our strategic plan for diversity, called Inclusive Excellence, is updated annually and has included the following:

- The creation of a position and center to provide support for lesbian, gay, bisexual, transgender, questioning, Intersex, and Asexual (LGBTQIA+) students. The Qube is a dedicated space for LGBTQIA+ students and their allies to answer questions, provide assistance, and direct guests to services.
- The implementation of a 2014 campus climate study, and the identification of action items in order to address the study findings.
- Hiring a consultant to help implement the Intercultural Development framework across campus.
- The creation of a program to infuse diversity into the curriculum. This program received system-wide recognition, winning the UW System's 2012 Ann Lydecker Educational Diversity Award.

The University has also implemented several priorities as part of the FOCUS 2015 strategic plan in support of diversity, such as developing a multicultural recruitment proposal and developing an action plan from the 2011 campus climate survey and the 2014 campus climate survey.

To increase enrollment from under-represented groups, UW-Stout has added an International recruiter, a multicultural recruiter, a specialist focused on the recruitment of diverse students in teacher education, and a multicultural student ambassador program. An Americorps Vista position was created in 2011 to provide assistance with recruiting racial/ethnic minority students, first generation students and low income students. UW-Stout also has an English as a Second Language (ESL) Institute as described in CC 3B.

The Military and Veteran Resource Center was established in January 2015. The center provides a space for military and veteran students to connect, seek support services, and build a peer support network.

Multi-cultural and international student scholarships are also offered. Each year, eight students receive a four-year multi-cultural scholarship valued at $10,000. This scholarship supports the recruitment, retention and graduation of students of color. In addition, there are four scholarships offered per year for study abroad and three per year offered to international students. For more information about scholarships and about UW-Stout's programs to encourage diverse students to enroll and persist to graduations, refer to CC 3B.
Curricular Requirements

In both the general education and required program courses, students are exposed to learning that prepares them to work with persons from different races, ethnicity, gender, socio-economic status, and individuals with disabilities. As part of the general education requirements, students take courses in Social and Behavioral Sciences, Contemporary Issues, and Social Responsibility and Ethical Reasoning. A majority of the courses offered in these categories cover topics related to diversity and multiculturalism. Students must also satisfy six credits in both the Racial and Ethnic Studies and Global Perspectives categories. See CC 3B for additional information.

Diversity Outcomes

As a result of these initiatives, the following results have been obtained from the most recently ended strategic planning process, FOCUS 2015, which began in 2008 and ended in 2015:

- Enrollment of racial/ethnic minority students has grown from 517 to 821.
- Employment of racial/ethnic minority faculty/staff has grown from 100 to 115.
- Enrollment of international students has grown from 159 to 295.
- Two new positions have been created: an LGBTQIA+ coordinator and an AmeriCorps VISTA position.
- The achievement gap for racial/ethnic minorities is closing. In 1998, our retention rate gap between URM and non-URM students was 13%. For the fall 2012 cohort, 72% of URM students were retained compared to 73% of non-URM students. In addition, the retention rates of the Stoutward Bound participants and minority scholarship recipients exceed the average.

In fall 2014, over 9% of UW-Stout's students were racial or ethnic minorities. This compares favorably with the regional diversity. For example, 5.1% of the population of Dunn County are racial or ethnic minorities and 8.1% of the population of Menomonie are racial or ethnic minorities. Although progress has been made in increasing racial/ethnic minority students and faculty and staff, there is still more work to be done.

UW-Stout has also received external recognition for diversity efforts. We have consistently been designated as a military-friendly school, which places UW-Stout in the top 20% of schools nationwide. UW-Stout has also been designated a military advanced education top school for 2015 for its best practices in military and veteran education. We also received the 2012 Ann Lydecker award for our diversity efforts. In 2015, Student Services Coordinator Dang Yang won both the Lydecker award and a state Friend of Education award for helping underrepresented students succeed in high school and college. Multicultural Student Services was recognized for its efforts to improve outcomes for underrepresented minority students with the 2016 UW-System Regents Diversity Award. In addition, a staff member won the UW System award for excellence in service on behalf of the LGBTQIA+ communities.

Results from recent surveys support the fact that the environment is welcoming to diverse groups. In a 2014 campus climate survey, ratings on levels of comfort with the climate in classes and at the institution were statistically the same for white students and racial/ethnic minority
students. On the National Survey of Student Engagement (NSSE), senior students reported higher ratings than comparison groups on "understanding people of other backgrounds."

Committees, Offices, and Organizations Devoted to Diversity

UW-Stout has a number of university-wide and governance committees dedicated to diversity issues, including:

- Diversity Leadership Team,
- Pride Alliance,
- Minority Faculty and Staff Network,
- Americans for Disabilities Act committee, and
- Racial and Ethnic Studies committee and
- Global Perspective Curriculum Advisory committee.

UW-Stout also has a number of offices devoted to diversity. For example, the Multicultural Student Services (MSS) office is committed to enhancing equity, diversity and inclusivity by creating precollege programs and supporting the retention and graduation of African American, American Indian, Asian and Latino students. The number of student contacts per year in the MSS office has increased from 5154 in 2010-11 to 11914 in 2014-15. In a qualitative study, graduating multicultural students indicated they would recommend the MSS office to other racial/ethnic minority students.

The international programs office provides service to the campus in all areas of international education. This office offers assistance or advice associated with recruitment, immigration travel, orientation, involvement, host-family arrangements, and numerous practical and social activities to aid in adjustment to university life and to celebrate the diversity of our students. Additionally, the unit offers an ESL program, Study Abroad Programs and faculty resources.

University Housing also offers ongoing initiatives devoted to diversity, including:

- Here I Stand Campaign – A campaign included in first year student orientation to teach students tolerance and respect for difference.
- Instead of - A campaign implemented throughout all residence halls to offer activities and promotional materials encourage students to choose values and actions that are inclusive.
- Qube and LGBTQIA+ Initiatives – Initiatives that are financially and programmatically supported by University Housing, including staff participation in ally training.

The university recognizes disability as an aspect of diversity and accommodates disabled students and employees. See CC 3B for more information.

Each year, the university honors contributions to equity with the Outstanding Woman of Color Award and with the Sheri Nero Award for the best project addressing women and gender issues.

We also provide services for students who have been in the foster care system. Fostering Success is a grant-funded program that helps these students succeed in college. We offer other
academic, financial, and emotional support, as well as donated towels, bedding, and dishes. We recruit host families from the community, and we assist students in finding employment and summer housing. We also hold events for middle and high school students who are in foster care or have been in the past. Plus, we partner with the Marriage and Family Therapy counseling lab to provide free counseling for students.

We also provide services for first-generation students. At our “I’m First” sessions, which are held at campus previews and Stout Saturday events, we provide a handout of common higher-education terms, talk about support systems on campus, and discuss financial aid. We also provide students with buttons that say “I’m First” and ask staff who are first-generation graduates to wear them to normalize the term. In addition, we participate in a service learning project where our students provide video stories. We also ask visiting students if they are a first-generation college student so we can spend additional time answering questions for them.

UW-Stout also has a number of student organizations committed to diversity, including:

- Black Student Union
- Chinese Student Association
- Delta Psi Alpha Co-ed Fraternity
- Engineers Without Borders
- Gender and Sexuality Alliance
- Hmong Stout Student Organization
- International Relations Club
- Latinos Unidos
- Native American Student Organization
- Saudis Student Organization
- Veterans Club

These organizations are involved both on and off campus. For example, UW-Stout's Engineers Without Borders organization has partnered with a Nicaraguan community to provide a source of clean drinking water.

**Awards**

UW-Stout or the UW System also offer the following awards that support diversity and foster equity:

- Sheri Nero Award
- Outstanding Woman of Color Award
- PB Poorman Award
- OSER Diversity Award
- BOR Diversity Award

**Sources**
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- Provost.Services.MSS goals.7.7.2014
- Provost.Student Services.ADA committee.7.2.2014
- Senate Office.Racial and Ethnic Studies Advisory Committee.11.16.15
- SLS.LGBTQIA goals.11.09.15
- SLS.LGBTQIA+ outcomes.10.12.2015
- SLS.Pride Alliance Committee.3.20.2014
1.D - Core Component 1.D

The institution’s mission demonstrates commitment to the public good.

1. Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.
2. The institution’s educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
3. The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

Argument

Since its founding in 1891, UW-Stout has been dedicated to serving the citizens of Wisconsin, the nation, and the global society. The University remains committed to that role.

1D.1. Actions reflect an understanding of educational role for the public

Commitment to the public good is integrated into the mission statement, strategic planning goals, and institutional priorities and action plans. For example:

- FOCUS 2015 goal on environmental sustainability
- Value statement: The commitment to education as a means to illuminate the lives of all.
- Enduring goal: Offer high quality, challenging academic programs that influence and respond to a changing society.
- Enduring goal: Provide an environmentally sustainable campus that includes safe, accessible, effective, efficient and inviting physical facilities.

1D.2. Focus on Education

The purpose of these relationships with the community, businesses, and educational leaders is to increase the quality of UW-Stout's academic programs and student opportunities. For example, the rain gardens and social action initiatives (explained below) are undertaken as part of class projects. Classes also participate in the Discovery Center Fabrication Lab. Some of these relationships lead to internship and co-op opportunities for students. These relationships further the primary mission of the University.

1D.3. Methods of Engaging with External Constituencies and Communities of Interest

We submit several key examples for your consideration.

Stout Vocational Rehabilitation Institute (SVRI): SVRI is known nationally and internationally for its disability and rehabilitation research and publications, as well as clinical services and
work in the areas of Assistive Technology, Benefits Counseling, Employment, Vocational Evaluation, and Individual Placement and Support (IPS). Its collaborators at the international, national, state, and local levels are diverse, ranging from educational institutions to federal organizations and from corporations to non-profits. These partnerships have generated multi-million dollars in contracts and grants, and numerous student learning hours via practicums, internships, and guest lectures.

**UW-Stout Discovery Center (DC):** The DC is a key regional economic-development outreach center, providing technology and knowledge transfer to a broad range of UW-Stout stakeholders. A primary resource within the DC is the Stout Manufacturing Outreach Center (SMOC), a National Institute of Standards and Technology-Manufacturing Extension Partnership (NIST-MEP) center. The SMOC assists hundreds of small and mid-sized manufacturers in leveraging process improvement and growth initiatives to improve their global competitive position. The DC works with SMOC’s project engineers to infuse student and faculty project-based experiences into its work with these manufacturers. Evidence of the effectiveness of these efforts is the DC’s successful funding model that leverages federal, state, and client funds to assist in furthering its mission to advance knowledge, enhance learner outcomes, solve industry challenges, and foster economic development. Economic development results in FY2015 include client-reported increased/retained sales, investments, and/or cost savings of $15.8 million and 50 jobs created or retained. Furthermore, during the Discovery Center’s first five years, it facilitated collaborative projects involving more than 2,000 students and faculty, helped industry partners create and save more than 1,200 jobs, and resulted in $33 million in investment, $85 million in new or retained sales, and $21 million in savings.

**Stout Technology and Business Park:** From community meetings spearheaded by the University in 1988, a plan to create a University-affiliated research park was conceived. Three partners, UW-Stout, the City of Menomonie and Northern States Power (now Xcel Energy) formed the Stout Technology Park Development Corporation, a 501(c)4 not-for-profit entity with a board comprised of the chancellor of UW-Stout, the mayor of the City of Menomonie, the president of Xcel Energy, and other representatives. The initial 113-acre park has expanded twice and now encompasses 403 acres. There are 28 privately owned buildings assessed at over $70 million dollars in the park, providing facilities for 63 entities employing approximately 1,150 highly skilled workers. Park-sited companies are involved in high-tech manufacturing, medical device assembly, and a wide variety of educational and business enterprises. Collectively, they provide payroll in excess of $50 million dollars, leading to a regional economic impact of nearly $240 million dollars.

**Dunn County Economic Development Corporation:** Following the departure of a long-tenured executive director in July of 2008, the Dunn County Economic Development Corporation Board (Board or DCEDC) turned to UW-Stout’s chancellor for assistance. Chancellor Emeritus Sorensen requested and received support from DC staff reassigned to assist the Board, thereby actively injecting University expertise into the community. Specifically, the board asked for assistance working with the area’s business community while they sought a replacement executive. When the task of replacing the executive opened divisions among stakeholders, the Board turned to the chancellor to play a greater role in rebuilding the community’s economic development support entity. His response was to request that the Discovery Center increase its
commitment to supporting the board and led to a 50% FTE, multi-year staff assignment. By January of 2013, the DCEDC enterprise had rebuilt its image, mitigated past problems, built rapport with stakeholders, and positioned the organization for future success and hired a full-time director. University support during the transitional period (concurrent with the recession) led to the creation of 188 documented full-time jobs; helped 290 aspiring entrepreneurs and existing businesses seek local, regional and state assistance; brought $1,184,763 in regional loan fund fiscal resources to county businesses; and established a program of educational seminars for businesses with topics ranging from human resources to marketing to social media. The collaboration prompted the board president to say, “The partnership between UW-Stout's DC and DCEDC has been an invaluable resource for us.”

Social Action Initiatives: Another way that UW-Stout engages in community outreach is through social action initiatives with the city. For example, Dr. Susan Wolfgram, associate professor in the department of Human Development and Family Studies, organizes a number of activities with the community. Examples include a benefit to raise more than $1,000 for a homeless shelter, organizing a concert to benefit a local shelter, and dedicating six domestic violence awareness projects in the spring semester and 10 projects in the fall semester. UW-Stout also participates in the Americorps VISTA program. These projects promote civic engagement in students and help them realize that they can make a difference in their communities.

Ally Initiatives for Civil Rights and Civic Responsibility: Ally Initiatives for Civil Rights and Civic Responsibility is part of the Involvement Center operations at the Memorial Student Center. The efforts from this area emphasize “seeking common ground and moving social action”. Most activities involve partnerships with student organizations, academic departments and/or local agencies. Last year Ally Initiatives partnered with 84 different groups in providing an array of programs for the campus and community.

The Stout Student Association (SSA) ran a voter registration campaign from Sept. 8 – Oct. 15, 2014, registering approximately 800 voters. During the presidential race of 2012, the SSA registered more than 1,500 voters.

Six recognized student organizations focus their efforts on service to others (Gamma Sigma Sigma, Alpha Phi Omega, Colleges Against Cancer, Habitat for Humanity, Big Brothers Big Sisters at Stout, Stout Optimists); another 30 or more student organizations include service to others in their purpose statements or annual agenda.

(See CC 1C for examples of precollege programs.)

Partnerships with the city of Menomonie: The University is committed to the Menomonie Community. The vibrancy of the City of Menomonie has a direct impact on the recruitment and retention of our faculty, staff and students. Our faculty and staff are involved in the community through participation and involvement in many community boards and volunteering. Our faculty and staff regularly share their expertise with local business owners on a variety of topics such as window displays, social media, and strategic planning. Our University has demonstrated our commitment to the community through donation of funds to support community events, organizations and initiatives. An example of this is partnering with the Main Street of
Menomonie organization to implement an electric art box program. The program engaged local artists to decorate utility boxes with artwork enhancing the image of Downtown Menomonie. UW-Stout was the leader in engaging a consultant study to revitalize downtown Menomonie. As a result of the study, the city is well informed about the opportunities and challenges that present itself with downtown Menomonie. Since the study has been completed, the city has been able to implement free parking during the summer and attracted several new developments in downtown Menomonie.

Service-learning efforts with the community have focused on water quality testing in Galloway Creek, community garden development, and buckthorn removal projects. In additional, a faculty member and her pre-health students conducted mini-clinics at a local food pantry and the social science department has hosted constitution day efforts. Athletic teams also conduct clinics for local children.

The LAKES REU (Linking Applied Knowledge in Environmental Sustainability Research Experience for Undergraduates) is a National Science Foundation sponsored project focused on reducing water pollution in the Red Cedar River Watershed. While training undergraduates in research, a team of UW-Stout professors, including faculty from anthropology, biology, economics, geology, and sociology disciplines, is engaged in applied research to improve water quality and the local community. We are working with Wisconsin DNR, UW-Extension, Dunn County and Barron County Land Conservation Divisions, Tainter Menomin Lake Improvement Association, the Menomonie City Council, and the Dunn County Board of Supervisors (among others) on a coordinated plan for an EPA-sanctioned Total Maximum Daily Limit (TMDL) implementation plan to reduce phosphorus pollution (and the resultant cyanobacteria blooms) by 41% over the next 10 years.

UW-Stout also has voting membership on the Workforce Development Board and its service-providing entity, Workforce Resource, as well as the United Way Board.

K-12 Partnerships: In fall 2011, UW-Stout initiated a Data-Driven PK-16 Consortia Project. The project was initiated to enhance communication and promote better curricular alignment. The initiative was also intended to ensure that high school students were prepared for their freshmen year and to create a longitudinal data system for continuous improvement at both the PK-12 and postsecondary levels.

Initially, the project involved four regional PK-12 districts that articulated the most students to UW-Stout and three additional smaller districts within the same county. The project was expanded to include one more district and additional metrics in 2012 and 2013 to address requests from the districts. It is anticipated that we will continue to expand our data-sharing efforts to include Wisconsin educators from additional school districts and develop a longitudinal student performance data system to develop a data-rich and district-specific "Annual Scorecard" in which feedback will be shared yearly.

UW-Stout also participates in a Book Fair conducted by the Student Wisconsin Educator Association to raise money for school libraries. In addition, UW-Stout hosts many PK-12
competitions including High Mileage Vehicle, Distributive Clubs of America (DECA), Rube Goldberg, and FCCLA.

**Community Garden:** UW-Stout led an effort with the City of Menomonie, Americorps, Dunn County Extension, and local Master Gardeners to create the Menomonie Community Garden. Since then, the community garden has become a space for many different people and organizations. It is used by UW-Stout students for research and learning, by community members wishing to grow food, and by the local food pantry to offer fresh vegetables to their patrons. The community garden has become a significant part of the Menomonie community and is a perfect example of UW-Stout serving and building relationships with the community.

**Service Learning Sustainability initiatives:** Faculty in the UW-Stout Department of Biology have created opportunities for students to serve and learn, such as researching potential solutions for local water-quality issues. They have also created opportunities to participate in learning experiences that are tied to a societal need or environmental problems including rain gardens, community gardens, water quality assessment, invasive plant species removal, and much more.

**StoutRoute Bus:** UW-Stout has worked with the community and Dunn County Transit to fund bus services for students, faculty, and staff that also offer services to the community. These bus services offer transportation around campus and Menomonie. Through this partnership, UW-Stout has become a large stakeholder in providing alternative transportation options not only for our campus, but also for the community.

Additional examples of partnerships can also be found in the [Accountability Report](#).

**Science Olympiad:** In May, 2016, UW-Stout will host the Science Olympiad National Tournament. This tournament will involve 120 state champion middle- and high-school teams, including 2,500 students, from all 50 states. The foundation is a collaboration with the national non-profit Science Olympiad. The tournament will determine the individual national champions in 46 STEM-related competitive events and crown the national champion teams for the 2015-2016 academic year. The national champion teams will be invited to the White House. The multi-day tournament includes competitive events, along with a two-day EXPO that will engage the campus with local businesses, service organizations, regional K-12 schools, and regional institutions of higher education. The tournament will rely on the expertise and effort of 500 volunteers. Specific collaborations have been developed with the Chamber of Commerce, Mainstreet Menomonie, Lion’s Club, Rotary Club, Menomonie School District, Boyceville High School, 3M, and Xcel Energy. Volunteer expertise in the STEM disciplines will involve expertise from UW-Madison, UW-Milwaukee, UW-River Falls, and UW-Stevens Point. The tournament provides an opportunity for the UW-Stout academic community and its many collaborators from businesses and other academic institutions to impact the educational and career pathways of these talented students who have potential for finding solutions to challenges we face in the United States and elsewhere.

**Sources**
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1.S - Criterion 1 - Summary

The institution’s mission is clear and articulated publicly; it guides the institution’s operations.

Summary

UW-Stout works to ensure that its mission, vision and values statements are clearly articulated, transparent, intentional, and incorporated into every facet of University life:

- The relevancy of the mission, vision and values statement is ensured through regularly scheduled reviews by the campus community, internal/external stakeholders, and Board of Regents;
- The mission statement provides the foundation for strategic planning and is key to the delivery of quality education to students;
- Five-year goals with annual initiatives (University priorities and action plans) work collectively to ensure that goals, plans and priorities align with the mission and priorities. All units submit an annual strategic plan to demonstrate their initiatives in alignment with the mission statement and planning process;
- The mission, vision and values statements cite the University commitment to career focus, polytechnic tenets, diversity, and support for applied learning, economic growth and service to a global society.

Sources

There are no sources.
2 - Integrity: Ethical and Responsible Conduct

The institution acts with integrity; its conduct is ethical and responsible.

2.A - Core Component 2.A

The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows policies and processes for fair and ethical behavior on the part of its governing board, administration, faculty, and staff.

Argument

The University remains committed to serving students, faculty, staff, and stakeholders in a fair and ethical manner. UW-Stout values transparency, inclusive and participatory processes, and accountability. These values are infused into our policies and procedures for ensuring integrity and fair and ethical behavior.

2A.1. Ensuring Integrity in Personnel Matters

UW-Stout Human Resources serves the University by providing professional guidance, strong leadership, and effective counseling in the ethical management of human resources. UW-Stout is an Equal Employment Opportunity employer.

Throughout the year, UW-Stout offers development opportunities, such as new-employee orientation (see CC 5A for more information about the New@Stout program) and supervisor training, that directly and/or indirectly address matters of integrity. The university-wide training and development plan identifies three to five critical areas, some of which reinforce integrity, for professional development on an annual basis (see CC 5B for more information about this plan).

Matters of integrity are also addressed through our grievance procedure, code of ethics (faculty, staff, administrators), Center for Applied Ethics, positive action procedures, and more.

2A.2. Ensuring Integrity in Financial Matters, Accounting and Internal Controls

Policies and processes designed to ensure integrity in all financial matters begins with our governing body, the Board of Regents (BOR). The BOR has two standing committees with responsibility for financial matters:

- The Business and Finance Committee has primary responsibility for consideration of all matters related to operating budget, finances, trust funds, business operations, and non-academic personnel. Authority is delegated to this committee to hire investment counsel, subject to Board approval, and to give discretionary authority to investment council in the purchase and sale of securities within guidelines determined by the committee.
- The Capital Planning and Budget committee has primary responsibility for consideration of all matters related to the physical environment of the UW System institutions, including establishing policies for the appropriate use of internal and external sources of funds for capital needs.

UW-Stout follows the UW System Administration’s Accounting and Budget Control Policy as well the System’s Policy on Fiscal Integrity.

All incidents involving UW-Stout employees that affect the fiscal integrity of the University, including suspected theft, embezzlement, or falsification of documents are to be reported immediately to the chief business officer. The chief business officer will work with the appropriate campus offices to initiate an investigation, and will notify the Chancellor and the UW System Vice President and Trust Officer of the incident and preliminary findings. We report incidents involving campus security, personal safety and theft of personal items directly to the University Police. In addition, we have an Internal Control Plan that is prepared in accordance with the delegation agreement signed between the State Controller and the UW System Administration. For the most part, the processing of financial transactions takes place at UW-Stout and most of the relevant controls are exercised at that level. Therefore, UW System Administration has a delegation agreement with UW-Stout that is similar in content and format to the delegation agreement it has signed with the State Controller.

Our internal controls are a coordinated set of policies and procedures for achieving management objectives. UW-Stout developed its Internal Control Plan effectively balancing risks and controls. Well-balanced risks and controls provide for “reasonable assurance” of attainment of financial and compliance goals. UW-Stout’s Internal Control Plan is addressed in five sections:

- **Control Environment:** This section describes the mission, governance structure and strategic planning process followed by UW-Stout as well as the organizational structure for UW-Stout. System-wide codes of conduct are referenced and information is provided relative to the preparation of financial statements and the conduct of financial and management audits.
- **Risk Assessment:** This section lists the eight major transaction cycles that have been identified by the UW institutions and UW-Stout. The UW institutions have adopted a common approach to assessing risks that is described in this section.
- **Control Activities:** In this section, internal control objectives have been defined for the revenue, disbursement, and financial reporting cycles and control activities identified that are designed to meet each internal control objective and evaluate their effectiveness.
- **Information and Communication:** This section describes the major means by which information about the internal control environment is communicated.
- **Monitoring:** This section describes the process for monitoring the functioning of internal control systems.

A hotline has also been established at the UW System level for individuals to report anonymously instances of fraud, abuse, and waste. UW-Stout has a person that serves as the main point of contact for reviewing and responding to any reports related to UW-Stout.
2A.3. Ensuring Integrity in Auxiliary Functions

Multiple approaches are also in place to ensure integrity in auxiliary functions, including a values statement, culture statement, policies and procedures, training programs, and audits.

From a financial standpoint, the units within Student Life Services (SLS) operate according to all of the policies, procedures and guidelines established by the campus, the UW System, the State, and the Federal Government.

An area that is vital to operating with integrity is the student discipline/conduct system. University Housing has established a Code of Conduct. Additionally, the UW System Conduct Officers meet regularly to discuss changes in laws and policies, best practices, and pending legislation. Staff also annually attend a national conference sponsored by the Association for Student Conduct Administrators to stay current with national legislation, trends and procedures.

SLS employs over 80 professional employees and more than 800 students. Each department has an extensive set of training programs and manuals in place to ensure that all employees are adequately oriented to their positions before beginning work. We use a combination of theoretical foundations coupled with practical/applied training. Some departments also create learning objectives and assessment tools to ensure that training programs meet the intended purpose, as described in Criterion 4.

Finally, SLS departments regularly engage in audits to verify that we do what we are supposed to do, we are doing what we say we are doing, and we are implementing policies and procedures fairly across the board. For example, a cash-handling audit was done at our request, and the campus auditor spent about 3 months reviewing our processes to ensure they are appropriate and meet standard business practices.

2A.4. Expectations for Fair and Ethical Behavior for Faculty, Staff, and Administrators

All faculty and staff are expected to exhibit professional conduct at all times. To reinforce this focus, UW-Stout has established a Center for Applied Ethics, an ethics statement, ethical codes of conduct and policies addressing ethics in the workplace.

UW-Stout is committed to and abides by this ethics statement:

*The vision of the University of Wisconsin-Stout is to educate students to be lifelong learners and responsible citizens and, thus, is committed to a high degree of ethical standards by embracing the principles of honesty, accountability, respect and trust. Establishing and maintaining an ethical culture is essential to the health, humanity, vitality, and mission of this institution; and, to that end, it is the expectation of the university that members of the university community will exemplify these principles.*

There are codes of conduct for University staff, unclassified staff, and high level administrators
Key policies addressing ethics in the workplace include: the Equal Employment Opportunity/Affirmative Action (EO/AA) Policy, Disability Accommodation Policy, Non-Discrimination Policy (one for students and one for faculty/staff), Sexual Harassment Policy and Mandatory Reporting of Child Abuse policy. All of these items are discussed during the New@Stout Orientation program which is given 4-5 times a year (see CC 5A). A review of FERPA requirements is also included in the sessions.

UW-Stout also provides additional training on FERPA. The Dean of Students does FERPA training for new instructors/faculty at the New Instructor Workshop. The Registration and Records office conducts a FERPA Edge Session each year. The security request process requires users of student records to acknowledge that they understand the application of FERPA.

Training is also offered when needed. For example, in 2014, all employees were highly recommended to attend training on Sexual Harassment/Title IX. An in-depth training was also provided in 2014 to individuals who deal with sexual assault and sexual harassment complaints as a significant job component. There is an online training video on mandatory reporting of child abuse that all employees are required to watch. In addition, these policies are reviewed annually as part of the new supervisory development program. The policies on mandatory reporting of child abuse and Title IX are also included in an annual compliance email that goes to all employees from the Chancellor. All individuals who serve on hiring committees are also required to participate in training at least once per year. The training covers a number of topics, including the EO/AA policy, and ethical guidelines. In addition, a compliance training schedule is currently in progress.

UW-Stout also provides IT Security and Compliance training for all faculty and staff. For employees whose duties require access to Personal Identifiable Information (PII) or protected data, a more robust level of assurance is required. Self-paced, online IT training is provided on a yearly basis. Each training module is concluded with a brief quiz. Those who successfully complete all assigned modules are presented with a certificate of completion. IT Security Awareness and Compliance modules include:

- Email & Messaging
- Internet Browsing & Social Networking
- Mobile Devices
- Passwords
- Data Protection
- Working Remotely
- FERPA
- HIPAA
- PII
- Social Security Numbers

The Information Technology Acceptable Use policy outlines acceptable use of information technology at UW-Stout.
The grievance procedures for faculty, academic staff, and University staff outline the process by which an employee can file a grievance. A pre-file step encourages resolution of claims or concerns between the employee and supervisor, or other individual, prior to filing a grievance. If the concern is unable to be resolved during the pre-file step, a grievance may be filed with the Human Resources office. The process followed is dependent on an employee’s classification and the procedures adopted by their senate. Each grievance procedure provides the opportunity for an appeal.

The Chancellor's Cabinet meets weekly to discuss key institutional issues, including any requested updates to policies. All policy revisions are also reviewed by the Senates (see CC5B for more information about the role of the Senates in the policy revision process).

All faculty and staff have the opportunity to be elected or appointed to University committees or governance committees (see CC 5B). Transparency and inclusivity are also highly valued in the integrated planning process (see CC 5C).

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2.B - Core Component 2.B

The institution presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.

Argument

UW-Stout recognizes its responsibility to plan and communicate directly and effectively with all its constituents. Mechanisms to ensure that information is presented clearly and completely to students and the public include the catalog, website, and printed materials:

2B.1. Catalog

The Undergraduate and Graduate Bulletin Online contains the most current information available about undergraduate and graduate programs. Individual sections are updated after administrative action and the revision date is noted. Information regarding fees, admission, academic policies, student services, graduation requirements, contacts, course offerings, and financial information is subject to change. The Bulletin Online is a living document that is updated continually as changes are approved. Degree programs are updated after official approval from the Academic Affairs Administrative Team and the Chancellor. Course descriptions are updated weekly from our integrated student information system. Policies are updated by individual offices though coordination between the faculty senate secretary and designated web author. Financial information is updated yearly after Board of Regents approval. New catalog software (Acalog and Curriculog) was implemented to replace the aging catalog system. The new software will streamline the update process, simplify publishing, and enhance the accuracy and timeliness of the Bulletin Online.

2B.2. Website

The UW-Stout website is published by University Marketing, which provides the design, structure, navigation and editorial conventions and oversees official University content. Official content includes all websites that communicate or conduct business on behalf of the University or its departments, offices or units.

Technical services on the site are provided by Enterprise Information Systems, which is part of Learning and Information Technology.

University Marketing publishes the following content and provides overall coordination of design and content, site management, advice and consultation to departments and units:

- Home page and top-level index pages
- General information about the University
- Guide and maps
• College and academic department sites
• Sites for special topics
• Directories, site index, topical lists and basic contact information

University Communications, working with the Provost’s Office and other units, publishes printed and electronic information about the curriculum and academic programs, as well as institutional reports and initiatives:

• Graduate and Undergraduate Bulletins
• Degree programs
• Admissions office
• Facts about UW-Stout
• UW System-mandated reports
• Mission and Strategic Plan
• Events (Master Calendar)

Student achievement data, including persistence and completion data, employer ratings and starting salaries and student learning outcomes are also available on the website. Names, contact information and vitae for all faculty and instructional academic staff are also found online. Tuition costs and other fees are also found online in the student handbook and net price calculator.

2B.3. Alumni Magazine

The Outlook Magazine is published yearly to 58,787 alumni and friends of the institution and encourages input of story ideas and feedback on content. Two additional electronic versions of eOutlook are sent to over 32,000 alumni and friends in late November and April. The Magazine solicits stories of alumni, current students and University employees to highlight the many years that UW-Stout has lived the polytechnic ideals of combining applied learning with a liberal arts education. The Magazine development process starts six months out from publishing following a process of story brainstorming and stakeholder input, interviews, writing, editing, layout and design, photo shoots and final product development. The Magazine is shared widely across campus and with prospective students.

2B.4. Information Portal

UW-Stout also has an information portal that is hosted on an intranet site and accessible to all faculty, staff and students. The portal includes survey reports, student achievement data, committee information, and assessment and strategic planning reports.

2B.5. Accountability

UW-Stout also participates in the following accountability initiatives: 1) UW System Accountability Report and legislated accountability report, 2) Institution-specific accountability report, and 3) Student Achievement Measure. The institution-specific accountability report has now transitioned to become part of the UW System Accountability Dashboard. These online
reports provide important information on progress associated with metrics that are tracked as part of the strategic planning process, metrics that are legislatively required, and evidence of institutional commitment to measurement of student outcomes and institutional improvement. The website includes a net price calculator where students can calculate the approximate cost of attendance at Stout.

2B.6. Institutional Research

The institutional research website contains a wide array of institutional data and information, including the Fact Book, data on the performance indicators, strategic planning information, as well as links to some of the documents mentioned above, such as the information portal and accountability reports. The institutional research office also publishes printed materials, such as the FOCUS 2015 accomplishments.

2B.7. Social Media

The purpose of UW-Stout's social media is to raise public awareness of the University's initiatives, services, community, and student and alumni success.

University Communications leads the institution's social media efforts, ensuring that UW-Stout’s official social media platforms are engaging, timely and useful for the institution’s stakeholders, providing video coverage of campus news and events for UW-Stout's online audience, compiling web analytics and providing social media training and consultation to other campus groups.

UW-Stout maintains a presence on the following social media platforms and continues to evaluate opportunities in emerging media.

- Facebook.com
- Twitter.com
- Youtube.com
- Instagram.com
- LinkedIn.com
- Wordpress.com

Approximately 900 Facebook posts were produced in 2014, as well as more than 2,000 tweets and 82 YouTube videos. We reach over 40,000 Facebook users on a weekly basis.

Chancellor Bob Meyer also publishes a weekly bob, Bob’s Blog, in which he provides his personal perspective on a wide range of topics, mostly centered on the university.

2B.8. Accreditation

Refer to CC 4A(5) for information on accreditation.

2B.9. Identity Policy
All publications and marketing materials, including the website, must conform to the UW-Stout Identity Standards policy. The policy ensures appropriate and consistent use of the university's official name and other identity elements.

2B.10 Marketing

The majority of efforts to market UW-Stout’s academic programs are the result of collaboration among several offices. University Communications and University Marketing assist the Admissions Office (undergraduate students), the Graduate College (graduate students), and the Office of International Education (international students) in marketing to their prospective student audiences. The aim of these marketing efforts is to accurately reflect the rigor of each academic program (major, minor, specialization, certificate) and to accurately portray the culture, mission and values of UW-Stout. The University gauges the impact of these marketing efforts in multiple ways, including:

- Tracking the time users spend on the site and on specific pages.
- Tracking the number of new and return visitors to the site.
- Tracking conversions (e.g. information requests, applications, and matriculations) through monitoring form submission and via our Customer Relationship Management (CRM) system.

University Communications works with these offices to help author, copy-edit and fact-check content used in print and online. Fact-checking is done against most recent institutional data published by UW-Stout’s Planning, Assessment, Research and Quality office and Provost's office. Data from other university sources is also fact-checked. University Marketing oversees design of print materials and contributes valuable market research to help direct project-specific messaging as well as overall institutional message. A recently revised identity/brand standards guide includes 'Points of Pride' and boilerplate institutional descriptions to assist units as they undertake their own promotional efforts.

University Communications and University Marketing assist non-academic offices with their marketing efforts as well.

Through factual data, University documents, publications, our website and social media, the University makes itself open and accessible to all we serve.

Sources

- Chancellor.LIT.UW-Stout website.6.23.15
- Chancellor.University Communications.Social Media Platforms.5.14.15
- PARQ.2012-13 Institution Accountability Report.3.20.2014
- PARQ.AuthorizedMajorsList.08.26.15
- PARQ.Graduate Bulletin.02.08.16
- PARQ.Graduate salaries and employer ratings.02.08.2016
- PARQ.Indicator #3 Retention and Graduation.02.09.16
- PARQ.Indicator Learning Outcomes ETS scores.10.28.15
- PARQ.Information Portal.6.10.15
- PARQ.PARQ IR website.02.10.16
- PARQ.Student Achievement Measure.02.08.16
- PARQ.Undergraduate Bulletin.02.11.16
- PARQ.UW Accountability Dashboard.8.18.2015
- PARQ.VSA.8.26.15
- Provost.Services.One Stop.11.09.15
- University Advancement.Identity-and-Publications_Standards.1.12.2015
2.C - Core Component 2.C

The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity.

1. The governing board’s deliberations reflect priorities to preserve and enhance the institution.
2. The governing board reviews and considers the reasonable and relevant interests of the institution’s internal and external constituencies during its decision-making deliberations.
3. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties when such influence would not be in the best interest of the institution.
4. The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.

Argument

The Board of Regents serves as the governing board for UW-Stout and for all institutions that are in the University of Wisconsin System.

2C.1 Priorities to Preserve and Enhance the Institution

Chapter 36 of the Wisconsin State statute sets forth the mission and purpose of the University of Wisconsin System and ensures a focus on priorities to preserve and enhance the institution. It states: The primary responsibility for governance of the system shall be vested in the board which shall enact policies and promulgate rules for governing the system, plan for the future needs of the state for university education, ensure the diversity of quality undergraduate programs while preserving the strength of the state's graduate training and research centers and promote the widest degree of institutional autonomy...

2C.2 Board of Regents Decision-Making Process

The Board is responsible for establishing policies and rules for governing the System, planning to meet future state needs for collegiate education, setting admission standards and policies, reviewing and approving University budgets, and establishing the regulatory framework within which the individual units are allowed to operate with as great a degree of autonomy as possible. The Board appoints, sets the salaries of, and oversees the actions of the president of the University system and the chancellors of the 13 universities and UW-Extension and UW Colleges. The Board grants tenure appointments (see CC3C) to faculty members.

The Board’s regular meetings are held eight times per year; special meetings are scheduled as needed. The appointed Regents serve without pay. The Board president, vice president, and a full-time executive director and corporate secretary are elected each June during the Board’s
annual meeting. The Board president designates Board committee membership and other appointments.

The Board of Regents maintains seven standing committees:

- **Executive Committee**: This Committee has the powers of the Board, when the Board is not in session, and provides for the execution of orders and resolutions not otherwise specially committed or provided for.
- **Education Committee**: This Committee has charge of consideration of all matters of an educational nature related to the instruction, research, and public service functions of the University System; the academic personnel; and student services and welfare.
- **Business and Finance Committee**: This Committee has charge of consideration of all matters related to operating budget, finances, trust funds, business operations, and non-academic personnel.
- **Capital Planning and Budget Committee**: This Committee has charge of consideration of all matters related to the physical environment of the University of Wisconsin System institutions.
- **Personnel Matters Review Committee**: The president of the Board may refer faculty and staff personnel matters involving requests for hearing, petitions for review, and appeals to the Board to this Committee.
- **Research, Economic Development and Innovation Committee**: This Committee has charge of adopting policies and strategies to strengthen the UW System's contribution to economic development, as well as ensuring accountability for these activities.
- **Audit Committee**: This Committee has charge of the oversight of all audit-related matters, internal and external; compliance with laws and regulations; internal controls; enterprise risk management; and ethics.

2C.3 Preserving Independence from Undue Influence

The process for selecting members of the Board of Regents and Chapter 36 ensure independence from outside parties. The Board of Regents consists of 18 members, 16 of whom are appointed by the Governor, subject to confirmation by the Senate. Of these 16 members, 14 serve staggered, seven-year terms and two are ex officio members. The two ex officio members are the state superintendent of public instruction and the president or a designee of the Wisconsin Technical College System Board. Two UW System students are appointed to the Board for two-year terms; one of the two is a non-traditional student.

2C.4 Delegation of Day-to-Day Management and Academic Matters

Chapter 36 of the Wisconsin State statute delegates day-to-day management of the institution to the University administration and expects the faculty to oversee academic matters. It describes:

- the responsibilities and powers of the Board of Regents in governing the System,
- faculty and student roles in shared governance,
- faculty appointment rights,
- academic staff appointments, and
other aspects involved in the administration of the University of Wisconsin System.

For example, these statutes establish authority of the chancellors. The statutes state that chancellors are the executive heads of their respective faculties and institutions and shall be vested with the responsibility of administering board policies under the coordinating direction of the president and be accountable and report to the president and the board on the operation and administration of their institutions...designing curricula and setting degree requirements; determining academic standards and establishing grading systems; defining and administering institutional standards for faculty peer evaluation and screening candidates for appointment, promotion and tenure; recommending individual merit increases; administering associated auxiliary services; and administering all funds, from whatever source, allocated, generated or intended for use of their institutions.

These statutes also state that the faculty shall have the primary responsibility for advising the chancellor regarding academic and educational activities and faculty personnel matters.

Sources

- Chancellor.Wisconsin Statutes Chapter 36 – UW System.11.16.15
- Human Resources.HR 14 Labor Relations.10.8.2015
2.D - Core Component 2.D

The institution is committed to freedom of expression and the pursuit of truth in teaching and learning.

Argument

Academic freedom is a respected and protected value of the institution. Chapter IV of the Faculty, Academic Staff and Limited Appointees handbook outlines expectations regarding academic freedom. The handbook indicates that teachers are entitled to full freedom in research and the publication of results, and freedom in the classroom when discussing his/her subject. It also indicates that when a faculty member speaks or writes as a citizen, he/she should be free from institutional censorship or discipline.

2D.1. Student Code of Conduct

UW-Stout is committed to the University’s teaching, learning, research and services activities that occur in living and learning environments that are safe and free from violence, harassment, fraud, theft, disruption and intimidation. In promoting such environments, the university has a responsibility to address misconduct under the procedures identified in Chapter 17 of the UW System Administrative Code that defines misconduct, provides procedures for effectively addressing misconduct and provides due process. In alignment with our vision and values (see CC1), UW-Stout is committed to respecting students’ constitutional rights, including the rights of freedom of speech or to peaceably assemble.

Faculty scholarship critical to academic growth, expression and renewal is encouraged through numerous programs and communications, including the Nakatani Teaching and Learning Center (NTLC) and Research Services.

2D.2. Nakatani Teaching and Learning Center

The NTLC is devoted to promoting and supporting the art and science of teaching. Our Center values teaching and learning by the UW-Stout community, through collaboration, creating programs for faculty development, and facilitating the use of education-based technology. Since 2008, NTLC has worked with instructors to help them build confidence in their knowledge and application of effective teaching practices, engage in thought-provoking classroom scholarship by designing, implementing and assessing classroom projects, and collaborate with colleagues across disciplines. NTLC also assists instructors in sharing their classroom and research practices through workshops and events.

2D.3. Research Services

Research Services is the central research office. The goal is to assist faculty, staff and students in the pursuit of research, scholarly and creative activities by identifying funding sources.
developing grants and contracts, promoting student research and ensuring responsible conduct of research. New faculty are additionally supported through seed money grants for initiating the faculty research agenda, a special fund supporting faculty research start-up costs, and set-aside dollars for new faculty professional development. University-wide professional development funds and “just-in-time” funding for conference presentations and other professional development activities are also in place. The department offers an array of services to support faculty and staff research/scholarly activity including guidance and consultation throughout the preparation process, forms completion, proposal editing, budget development, and submission completion. (See information on the Institutional Review Board in CC2E.)

2D.4. Stoutonia

The student newspaper, The Stoutonia, provides a venue for student free expression. The Stoutonia is written, edited, designed and produced by students of UW-Stout, and they are solely responsible for its editorial policy and content. The Stoutonia is published biweekly in its print version during the academic year, except for vacations and holidays.

2D.5. Committees

Faculty and staff may file complaints if they have concerns related to freedom of expression or other issues. Those complaints are handled by the Positive action committee. There is also a First Amendment Protocol Committee that is responsible for developing protocols for addressing issues of expressing and developing educational materials to help the campus community understand what is, and is not, protected speech. Recently, a collaborative effort led to a change in university policy that found favor with the Foundation for Individual Rights in Education (FIRE).

Refer to CC 2A for information about our grievance process.

Sources

- Human Resources.Staff Grievance Procedure.02.05.2016
- Provost.Discovery.Research Services.Funding Opportunities for Students.7.23.15
- Provost.Discovery.Research_Services.Funding_Opportunities_for_Faculty_and_Staff.5.4 .15
- Provost.FirstAmendmentProtocolCommitteeEstablishment.02.08.2016
- Provost.Nakatani truth and free expression.8.25.2015
- Provost.Research Services – methods – ethics - compliance.10.28.15
- Provost.Student Services.Student Nonacademic Disciplinary Procedures.10.8.2015
- SLS.Stoutonia.10.8.2015
- Special Assistant to the Chancellor.PAECR committee.3.24.2014
2.E - Core Component 2.E

The institution’s policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, students and staff.

1. The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.
2. Students are offered guidance in the ethical use of information resources.
3. The institution has and enforces policies on academic honesty and integrity.

Argument

UW-Stout believes that a university campus must not only provide an environment where teaching, learning and research can thrive but also ensure that honesty and integrity are practiced and protected.

2E.1. Oversight of Research and Scholarly Practice

UW-Stout’s Research Services is the office that oversees research and scholarly practice through its Institutional Review Board (IRB), Institutional Animal Care and Use Committee (IACUC), and Research Integrity Services.

UW-Stout follows the regulations set forth by the Department of Health and Human Services (DHHS) on the Protection of Human Subjects (45 CFR 46). UW-Stout has established and maintains a review board competent to review projects and activities that involve human subjects. For each research project involving human subjects, the IRB determines whether subjects will be placed at risk and, if risk is involved, whether:

- The risks to the subject are so outweighed by the sum of the benefit to the subject and the importance of the knowledge to be gained as to warrant a decision to allow the subject to accept these risks;
- The rights and welfare of any such subjects will be adequately protected; and
- Legally effective informed consent will be obtained by adequate and appropriate methods in accordance with the provision of the regulations.

IRB review of projects are conducted at appropriate timely intervals. Whenever possible, expedited review occurs within 10 days of receipt of protocol. Full board review takes place at the monthly IRB meetings. To ensure impartiality, reviewers cannot be directly connected to the project under consideration.

The objectives of the IRB are:

1. To protect the welfare of any human subjects involved in UW-Stout projects.
2. To ensure compliance with DHHS human subjects guidelines.
3. To minimize liability of individual principal investigators at UW-Stout and project-sponsoring agencies.
4. To assist principal investigators in developing and implementing effective human subjects procedures for their projects.
5. To educate researchers on the rights of human subjects and the responsibilities of the researcher.

The IRB Leadership Director, in conjunction with the IRB Chair, serves as an additional contact for faculty and staff education. As required by the America COMPETES Act, the IRB Leadership Director trains faculty, staff, and students on the responsible conduct of research and also facilitates other training and consultations on human subjects research.

Research Services also supports undergraduate research, overseeing the publication of student research, student conferences, and the McNair Program.

UW-Stout also has an IACUC committee, which ensures that all live animals used at UW-Stout for instruction or research are provided for as required by regulations. The committee monitors and regulates the use of animals in order to prevent abuses.

Together, these services provide the campus with legal, regulatory, and ethical guidance on research oversight and scholarly practice.

2E.2. Guidance in the Ethical Use of Information Resources

The University Library website provides extensive online guides dealing with the topics of copyright, plagiarism and proper citation of resources. These topics are also taught in library instruction sessions when appropriate. Instruction on proper citations is also given twice per year at the international student orientation. It is also given in collaboration with the Writing Center and in one-on-one sessions at the reference desk.

The Writing Center employs trained peer tutors who provide face-to-face and online tutoring services to students on a variety of writing projects and topics, including research-supported writing and integration of sources; citation ethics and conventions; strategies for avoiding plagiarism; and documentation systems like APA, MLA, and Chicago Style. Additionally, the Writing Center guides students in the ethical use of information via handouts and other resources, as well as workshops for students and faculty. The Writing Center also collaborates with the University Library in developing materials and programming to support information literacy and academic integrity. Writing instructors and others also provide in-class guidance on the ethical use of information resources.

The library director/campus copyright officer gives presentations on copyright to the campus and to specific classes, as requested. The director also provides guidance on specific copyright questions upon request.

To help ensure the originality of student scholarship, faculty also have access to TurnItIn software.
2E.3. Policies on Academic Honesty and Integrity and Enforcement

Academic honesty and integrity are fundamental to the mission of UW-Stout, as reflected in the following policies:

- **Financial Conflict of Interest policy**: Consistent with federal regulations, all faculty and academic staff at UW-Stout who participate in research funded by the U.S. Public Health Service (PHS) must fully disclose potential financial conflicts of interest and successfully complete financial conflict of interest training.
- **Information Technology Acceptable Use policy**: see CC 2A.
- **Copyrightable Instructional Materials Ownership, Use and Control Administrative Procedure**: This procedure provides guidance related to the ownership, use and control of instructional materials developed by UW-Stout personnel. It establishes the manner in which UW System policy on Copyrightable Instructional Materials (G27) will be implemented at UW-Stout.
- **Administrative Code Chapter 17**: Provides student non-academic disciplinary procedures

Each of the above policies includes information about enforcement. In addition, UW-Stout also promotes and enforces academic honesty and integrity through educational efforts led by the Center of Applied Ethics through procedures to effectively address instances of academic dishonesty as outlined in the UW System Administrative Code Ch. 14 Student Academic Disciplinary Procedures. Faculty and staff receive guidance and support in addressing these issues through the Dean of Students Office.

The Center for Applied Ethics supports students, faculty and staff to promote standards of excellence in academia through professional development, resources, and networking. The Center endorses a culture of academic integrity and rigor across all campus activities and encourages the highest standards of professional integrity. The Center provides customized academic integrity training for:

- New faculty and instructional staff
- Continuing faculty and instructional staff
- First year seminar students
- International students
- Students working on grants who are required to partake in federally required Responsible Conduct of Research (RCR) training
- Any interested stakeholders during Plagiarism Awareness Week

The Center for Applied Ethics staff meets regularly with the Dean of Students staff on policies and procedures related to academic integrity. The Center coordinates the University’s membership in the International Center for Academic Integrity, which provides resources, research, and peer support in the areas of academic integrity.

See CC 2A for information about grievance procedures and CC 2D for information about our Positive Action committee.
Sources

- Center for Applied Ethics.Ethics Center website.3.24.2014
- Chancellor.LIT. Information Technology Acceptable Use Policy.11.09.15
- Human Resources.Staff Grievance Procedure.02.05.2016
- Provost.CAHSS.Writing Center.8.21.2015
- Provost.Copyrightable Material Control.03.13.13
- Provost.Protection of Human Subjects Policy.10.8.2015
- Provost.Research Misconduct Policy and IRB.10.28.15
- Provost.Research Services – Animal Care and Use.11.12.15
- Provost.Services.Student Academic Discipline.05.01.2007
- Provost.Student Services.Student Nonacademic Disciplinary Procedures.10.8.2015
- Special Assistant to the Chancellor.PAECR committee.3.24.2014
2.S - Criterion 2 - Summary

The institution acts with integrity; its conduct is ethical and responsible.

Summary

This Criterion addresses the following practices and processes that will continue into the future:

- Providing professional development for all employees through the New@Stout program, university-wide training and development action plan, and mandated training.
- Ensuring integrity in all financial matters through Board of Regent's standing committees, System policies, and an internal control plan.
- Reinforcing professional conduct through a Center for Applied Ethics, an ethics statement, ethical codes of conduct and policies addressing ethics in the workplace.
- Utilizing the Undergraduate and Graduate Bulletins, website, publications, Alumni magazine, and Information Portal to communicate effectively.
- Participating in accountability initiatives, including: Student Achievement Measure, UW System Accountability Report and legislated accountability report, and Institution-specific accountability report. UW-Stout is accredited regionally by the Higher Learning Commission, and 17 state and national agencies accredit UW-Stout's undergraduate and graduate programs.
- The Faculty, Academic Staff and Limited Appointees handbook outlines expectations regarding academic freedom. The student code of conduct, Nakatani Teaching and Learning Center and the Office of Research Services also contribute to academic freedom.
- Overseeing research and scholarly practice through an Institutional Review Board (IRB), Research Integrity Services and Research Services office.
- Providing extensive online guides on the library website dealing with copyright, plagiarism and proper citation of resources. The Writing Center employs trained peer tutors and guides students in the ethical use of information via handouts and workshops.
- Promoting academic honesty though the Center of Applied Ethics and through procedures to effectively address instances of academic dishonesty as outlined in the UW System Administrative Code.

Sources

There are no sources.
3 - Teaching and Learning: Quality, Resources, and Support

The institution provides high quality education, wherever and however its offerings are delivered.

3.A - Core Component 3.A

The institution’s degree programs are appropriate to higher education.

1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.
2. The institution articulates and differentiates learning goals for undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.
3. The institution’s program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

Argument

3A.1. Current Courses and Programs- Appropriate Levels of Performance

UW-Stout courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded. We accomplish this by evaluating programs for currency and relevancy through a variety of methods, as follows:

Annual Assessment in the Major (AIM) Report

The AIM Report (report template; example report) is an outline of the undergraduate and graduate degree program’s objectives and an explanation of the primary methods used to assess student learning and their progress toward developing competencies. The report is reviewed initially by the PARQ office to identify strengths and opportunities for improvement and then it is shared with the Provost's office and Deans. Methods used to assess student learning outcomes align with or directly measure student attainment of program objectives and may include direct or indirect measures of student learning and performance. The assessment results are from the previous fall and/or spring semesters and include specific information on how well the students, as a group, performed on each assessment, and an interpretation of how the results demonstrate progress on program objectives. The plans for improvement include proposed modifications in course content, course sequencing, changes in teaching methods or other proposed changes designed to improve student learning.
Planning and Review Committee (PRC) Report

The PRC is one of the standing committees reporting to the Faculty Senate. The PRC reviews new programs five years after the program is initiated, and on a seven-year cycle thereafter. PRC program review results are submitted externally to the University of Wisconsin (UW) System Joint Review Committee.

The PRC program review process/timeline is accomplished in three major steps.

1. SURVEYS - sent to junior and senior-level students in the program, faculty and adjunct faculty inside the department, and faculty outside of the department, as well as the program's advisory committee members.

2. REVIEW - includes the Program Director Self Study (template, example)

3. ACTION - includes the Consultant Report, Dean's Response, and the Program Director Status Report, and includes program actions taken, in response to previous PRC recommendations.

Discipline-Specific Accreditation Reporting

To ensure our commitment to the advancement of academic excellence, UW-Stout is accredited with 23 state and national agencies for both undergraduate and graduate degree programs, specific to their field and profession. A listing of programs with third party accreditation can be found in the Curriculum, under University Accreditation and PARQ Fact Book. Additionally, UW-Stout received the Quality Standards Certification for excellence from the United States Distance Learning Association (USDLA) on March 1, 2014 and has taken actions to address the recommendations. We are the only university in the UW System to receive this distance learning certification.

Curriculum Development and Review

UW-Stout works diligently to ensure program curricula require students to perform at the college level. The Curriculum Handbook was initiated in 1977. It is the official university record of curriculum policies and procedures and is updated periodically. The handbook describes key processes involved in curriculum approval. It contains formats, procedures, and approval sequences for new courses, majors, concentrations, minors, specializations, and for the revision of each. The handbook also contains policy statements, definitions, and documents of historical significance regarding programs and curriculum development at the UW-Stout.

The Curriculum Instruction Committee (CIC) is a standing committee of the Faculty Senate whose purpose is to review, develop, and recommend policy and guidelines regarding curriculum to the Faculty Senate and approve or disapprove requests for new courses, course revisions, new programs, program revisions, major and sub-major academic programs, minors, concentrations, and specializations. In 2015, the CIC created a process for a seven-year cycle review for course currency, and a plan is under development by the CIC to ensure courses are up-to-date.
Additionally, UW-Stout follows requirements established by the University of Wisconsin System Academic Information Series (ACIS) 1.0, for program planning, delivery, review and reporting.

**Program and Sub-major Development**

The [Program Development](#) website provides guidance for the development of new degree, minors, concentrations, specializations and professional development certificates. Programs being developed are reviewed by the Program Advisory Committees, Department, College, the General Educational Committee (GEC), Graduate Education Committee (GrEC), Academic Affairs Administrative Team (AAAT), Provost and Chancellor, and the UW System Board of Regents. If changes are necessary after a course review, the Curriculum and Instruction Committee reviews the change request proposal from an instructional standpoint relative to quality, relationship to other offerings, and desirability of the revision.

Further evidence of students successfully performing at the college level include pass rates on normed tests, such as the PRAXIS I & II and the level 1 Constructor Qualification Exam developed by the American Institute of Constructors (AIC). Graduates of UW-Stout’s employers are asked to participate in employer satisfaction surveys to help gauge students learning and performance. UW-Stout also has [transfer equivalency/articulations agreements](#) between technical colleges and specific degree programs in Wisconsin, Minnesota, Illinois, Iowa, and Michigan under the Transfer Guides.

**3A.2. Differentiated Learning Goals**

UW-Stout is committed to the belief that, in order to ensure the quality of its instruction and to further ensure that we provide the best possible service to our students, the learning goals must be grounded in sound educational theory, appropriate to the degree program and clearly communicated to our students. To that end, the institution articulates and differentiates learning goals for undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.

UW-Stout offers undergraduate education at the Bachelor's of Fine Art and Bachelor's of Science level, and graduate education at the Master's of Science, Master of Fine Arts in Design, Professional Science Masters, Educational Specialist and Educational Doctoral degree levels. In addition, professional development certificates are offered at both the undergraduate and graduate level.

The University has learning goals for [baccalaureate-level](#), [master-level](#), [doctoral-level](#), and [professional development certificate](#) work. The specific requirements for completion of each degree and certificate are articulated on the individual program pages of the University website. These pages provide general descriptions and credit-hour requirements for each degree and certificate. Each degree-granting program has developed and stated learning outcomes for the program. These outcomes are an integral part of the aforementioned program review process.

UW-Stout's [transfer credit policy](#) addresses the award of transfer credit for college-level course work completed at other institutions. Credit is generally awarded for college-level work completed at institutions accredited by a regional or national accrediting organization recognized
by the Council for Higher Education Accreditation (CHEA). Foreign institutions must be recognized by the Ministry of Education in that country. Courses must be similar in nature, level, and content to a course in our undergraduate curriculum and applicable to one of our academic programs; this includes courses that are technical or vocational in nature. Graduate credit earned at another graduate school may be considered toward the fulfillment of program requirements provided that the institution is accredited at the graduate level, the course is acceptable for graduate credit toward a graduate degree at the offering institution, the credit appears as a graduate course on the student’s graduate transcript from the offering institution, and the grade received was “B” (3.0) or higher. Continuing education courses (refer to 4A.2 for more information) and courses that are remedial or doctrinal in nature are not transferable. UW-Stout works with enrolled students to assess skills, knowledge, and competencies acquired through work experience, employer training programs, military service, community service, and independent study and to award credit for prior learning where applicable.

UW-Stout's program articulation agreements are for students who enroll in a community college or Wisconsin Technical College System associate's degree program and later decide to transfer to a related program at UW-Stout. In such cases, students may be able to transfer certain occupational and technical credits in addition to general education credits within the degree program. The number of transfer credits varies with each agreement.

3A.3. Consistent Quality and Learning Goals Across all Modes of Delivery

Today’s reality for higher education demands that instruction be delivered via face-to-face, online, technology assisted, and distance learning methods. UW-Stout works diligently to ensure that program quality and learning goals are consistent across all modes of delivery by standardizing all curriculum approval processes and the assessment processes, including the Assessment in the Major Report, the Planning and Review Committee program-review process and the general education assessment processes. For example, the Assessment in the Major process affords the opportunity to compare student learning outcomes for online or off-campus programs to traditional on campus programs. The University offers both undergraduate and graduate degree programs that can be completed online or on-campus and through the review process, assures that consistent learning outcomes are met.

No matter the discipline, course syllabi provide students with clearly defined course objectives. The following sample syllabi include clearly defined expectations, instructions, rubrics, and information for students across varying modes of delivery.

Speech Communications (SPCOM) 100 Online
Speech Communications (SPCOM) 100 On-campus
Chemistry (CHEM) 115
Mathematics (MATH) 153
B.S. in Human Development and Family Studies – HDFS 450
M.S. in Career and Technical Education Sample Course Outline – CTE 922

Ed.D. in Career and Technical Education Hybrid Course Outline – CTE 901

To foster consistent quality and adherence to standards in program delivery and learning outcomes, the Nakatani Teaching & Learning Center, UW-Stout Online, and Learning Technology Services support faculty and staff. Additional online support is provided to online lecturers through Online Instructor Support Home and Instructor Resources.

As noted previously, UW-Stout is the only university within the UW system awarded USDLA Distance Learning Quality Standard certification, which verifies that the institution adheres to recognized standards of quality and performance and is responsive to constituencies.

undergrad bulletin via the link in 2B.1

Sources

- Associate Vice Chancellor. Program Advisory Committee.6.23.15
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- Associate Vice Chancellor.Curriculum Handbook.12.16.15
- Associate Vice Chancellor.Curriculum.ACIS Program Planning.12.23.15
- Associate Vice Chancellor.Curriculum.Curriculum Instruction Committee.12.23.2015
- Associate Vice Chancellor.Curriculum.GE AIM.11.17.2015
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The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.

1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.
2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
3. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.
4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.
5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution’s mission.

Argument

UW-Stout recognizes the critical importance of ensuring intellectual inquiry and the acquisition, application, and integration of broad learning and skills.

3B.1. Appropriate General Education Program

The General Education (GE) Program at UW-Stout provides the 40-credit core of what it means to be a well-educated university graduate. The goal is to promote excellence through a broad foundation of skills and knowledge required to realize a meaningful personal, professional, and civic life. The GE Program is intended to enable students to contribute to and live responsibly in a diverse, interconnected, and technologically sophisticated global community.

The GE Program aligns with the mission of the UW-Stout which is a career-focused, comprehensive polytechnic university where diverse students, faculty and staff integrate applied learning, scientific theory, humanistic understanding, creativity and research to solve real-world problems, grow the economy, and serve a global society.

UW-Stout offers undergraduate programs leading to professional careers in industry, commerce, education, and human services through the study of applied mathematics and science, art and design, business and management, social and behavioral sciences, education, family and consumer sciences, select engineering programs, applied technologies, select health studies, and technical communication.
In accordance with the GE Program, GE courses are accessible to a broad audience and further the goal of providing a well-rounded education regardless of career aspirations or program of study. Competencies include communication, analytic reasoning, natural science, arts and humanities, social and behavioral sciences, contemporary issues, and social responsibility and ethical reasoning. Delivery of GE courses is provided both online and on campus.

3B.2. General Education Program and Its Learning Outcomes

The purpose, content, and intended learning outcomes of the undergraduate general education requirements for students admitted are clearly stated in the GE Program and the GE Category Definitions. Additionally, the curriculum approval process assures that courses seeking the GE designation are reviewed for alignment with the approved objectives. This review is conducted by the General Education Committee (GEC), a Faculty Senate Governance Standing Committee.

Assessment of the GE Program occurs through a multi-pronged approach and is done in collaboration with the GEC, the Provost's Office and with the University of Wisconsin-Stout Applied Research Center (ARC). The GE Assessment includes the GE Course Assessment, GE Longitudinal Course Assessment, GE Category-Level Course Evaluation, GE Senior-Level Assessment, and ETS. The GE Assessment reports and recommendations are shared with the GEC and Academic Colleges via the Information Portal and used to identify improvements.

GE Course Assessment/Longitudinal Course Assessment

All faculty who teach general education courses are asked to participate in either the general education course assessment process or the longitudinal course assessment process.

The general education course assessment process is required for all GE courses that are taught in the spring. One report is submitted per course via a template available on Qualtrics, our online survey system. The report asks faculty to identify one general education objective they are assessing in their course, to describe how they do the assessment, and to provide the assessment tool. A team from the ARC reviews the reports and provides feedback on the quality of the assessment and offers recommendations for improving assessment.

Three disciplines are currently participating in the longitudinal assessment: writing, math, and speech. The goal of this process is to identify common assessment tools or rubrics that can be used across multiple courses within the same discipline to assess student learning. These tools are administered throughout the students’ careers at UW-Stout to assess student learning over time.

The goal is to migrate all of these assessments to the longitudinal assessment process. Timelines and criteria for this migration are being developed in coordination with the GEC.

3B.3. Student Engagement, Mastering Modes of Inquiry and Skill Development

At Wisconsin's Polytechnic University, students, faculty and staff use applied learning, scientific theory, and research to solve real-world problems, grow the state’s economy, and serve society.
To master modes of inquiry and skill development, 91% of the programs at UW-Stout currently require a co-op, internship, practicum, student teaching, or field experience prior to graduation. Approximately 86% percent of UW-Stout graduates participated in experiential learning before graduation in 2014-15, an increase from 84.6% in 2013-14. Also, 50% of UW-Stout seniors self-report participating in a practicum, internship, field experience, co-op experience, or clinical assignment, which is 2-4 percentage points higher than comparison groups. These measures indicate positive movement toward our target goal of providing all students with an experiential learning experience.

In support of UW-Stout's tenets, every program is required to have a Program Advisory Committee (PAC). Its membership includes: faculty and academic staff from across colleges, students, alumni, employers, ex-officio representatives from Student Services, Enrollment Services, and other administrative support, as needed. The function of the PAC includes recommending curricular changes to the college and division, advising and assisting on matters such as curriculum, program assessment and review, student needs projections, placement prediction and job market outlook. PACs meet once each semester, or more frequently as needed. The composition of the PAC fosters curriculum consistency for the graduates adaptable to changing environments.

3B.4. Human and Cultural Diversity

UW-Stout is committed to diversity among faculty, staff, and students. Enhancing diversity is a component of the system planning process and is central to Inclusive Excellence, which aims to achieve an integrated set of goals surrounding our commitment to human and cultural diversity. Additionally, our Enduring Goal 4 is to "Recruit and retain a diverse university population," as exemplified by our Fostering Success program.

**Required Curriculum**

Faculty intentionally integrate diversity efforts and topics into our programs in support of Inclusive Excellence. This is documented through the program review process, and discussed in 3.A.1. In both the general education and required program courses, students are exposed to learning that prepares them to work with persons from different races, ethnicity, gender, socio-economic status, and individuals with disabilities. As part of the undergraduate general education requirements, students take courses in Social and Behavioral Sciences, Contemporary Issues, and Social Responsibility and Ethical Reasoning. A majority of the courses offered in these categories cover topics related to diversity and multiculturalism. Students must also satisfy six credits in both the Racial and Ethnic Studies and Global Perspectives categories.

**Racial and Ethnic Studies (RES) Requirement**

The Racial and Ethnic Studies requirement is six credits with a minimum of three credits from RES-A. Each student must satisfy the racial and ethnic studies requirement as preparation for being an engaged citizen in a highly diverse society. Through approved courses, graduates should come to appreciate and respond respectfully to cultural diversity. Through the study of U.S. cultures other than those of European origin, we strive to discourage racism and reduce its
effects. Courses examine the experiences of historically underrepresented U.S. racial/ethnic
groups: African American, Hispanic/Latino, Asian American, and American Indian. An
important emphasis is critical reflection and application of acquired learning to professional and
personal contexts.

**Global Perspectives (GLP) Requirement**

Globalization and the career education that is part of UW-Stout's mission make it desirable that
students appreciate cultural, economic, political, environmental and social
differences. Developing an understanding of another culture provides students with skills they
will be able to use in international situations. To earn a bachelor's degree, students must fulfill a
global perspective requirement by completing a program of university-approved work, study
abroad, or complete six credits of courses approved as fulfilling the global perspective
requirement. For a course to fulfill the global perspective requirement, it must infuse global
content throughout the course, emphasize understanding global issues while focusing on other
subject matter, or include a global perspective component while teaching professional skills or
theories.

The **Racial, Ethnic Studies and Global Perspectives Curriculum (RES/GLP) Advisory
Committee** reviews UW System standards, to develop and recommend UW-Stout policy and standards
regarding the Racial and Ethnic studies (RES) and the Global Perspectives (GLP) requirement to
the Curriculum and Instruction Committee (CIC), and to recommend acceptance or rejection of
courses to be included in the list of RES and/or GLP courses.

UW-Stout supports diversity and global perspective in a variety of ways to provide outreach and
support as needed. Programs include ASPIRE – Student Support Services (part of the
TRIO programs); Disability Services; Stout Vocational Rehabilitation Institute (SVRI); Young
African Leaders Institute; Multicultural Student Services (MSS), including MSS Pre-college
Programs and Scholarships; Stoutward Bound; the Ally Initiatives; LGBTQIA+ Office; McNair
Scholars Program; English as a Second Language Institute; and the requirement of Racial and
Ethnic Studies (RES) and Global Perspectives (GLP) within the undergraduate curriculum.

**Disability Services**

UW-Stout recognizes disability as an aspect of diversity and is committed to creating equal
access and opportunity to all campus programs and services for persons with disabilities. The
Disability Services office works with students, faculty and staff to create an inclusive campus
environment. The number of students connected with Disability Services has grown from 396 in
2008-2009 to 737 in 2014-2015. The coordination of individual means of access is an interactive
and collaborative process in which students, instructors, staff and community members strive to
create usable, equitable, inclusive, and sustainable learning environments.

**Stout Vocational Rehabilitation Institute**
Students who qualify for disability services are provided assistive technology support through Stout Vocational Rehabilitation Institute (SVRI). Assistive technology support may include evaluation, design, customization, modification, maintenance, repair, training, technical assistance, and identification of funding options for individuals with disabilities. Collectively, SVRI strive to provide solutions that will positively enhance the future of individuals with disabilities through services, training, and research. In addition to providing assistive technology, SVRI also provide benefits analysis, employment services and evaluation services for individuals with disabilities.

**Multicultural Student Services**

Refer to the following section and to CC 1C.

**Pre-College Programs and Living and Learning Communities**

UW-Stout offers pre-college programs and living and learning communities to encourage diverse students to enroll in higher education and persist to graduation. Examples include the STEPS for Girls program, TEACH, and a program for high school students from economically disadvantaged backgrounds coordinated by Multicultural Student Services (MSS).

**Multicultural Student Services (MSS) Pre-College Program**

In summer 2014, MSS served 102 high school students in three week-long residential programs to prepare high school students from economically disadvantaged environments for post-secondary education. Each program focused on a different theme, related to Art and Design and Hospitality and Tourism. The students spent three hours per day on their chosen area of interest. All participants completed an innovative math class to increase confidence and skills and attended the Career Exploration course as well as a writing class. Students were given information and tools to help organize their college preparation in workshops related to university admissions, financial aid and personal development. Student leadership development occurred through numerous experiential and collaborative activities.

The primary objective of the pre-college program is to provide an opportunity for students to experience UW-Stout’s Polytechnic philosophy and prepare students for career focused university programs.

Outcomes: In 2014, 94% of the participants reported that the precollege program was a "good" experience, and 88% of students reported that their participation increased their desire to attend college.

**Stoutward Bound**

Stoutward Bound is a living and learning community where approximately one-third of new underrepresented minority students self-select to begin their first semester two weeks early. They settle into their residence hall, begin two GE classes, and receive a laptop and books. To accelerate a successful transition to college, students also receive individual advising and peer
mentoring, and they participate in experiential leadership development and activities to enhance financial, academic, career, personal and cultural development. MSS coordinates this program and collaborates with faculty, university housing, academic advisement, the Dean of Students Office and many other departments. The primary objective of Stoutward Bound is to eliminate the achievement gap and ensure that participants meet or exceed the new freshmen first-to-second year retention rate. Stoutward Bound produced higher retention rates of all new freshmen minorities, with significant impact for the university’s overall diversity achievements. The long-term target is for the retention rate for minorities to be the same as the retention for rest of the population, and this target was exceeded the first two years of the program.

**Multicultural Student Scholarships**

Each year since the fall of 2009, we have awarded eight students with a four-year scholarship valued at $10,000. Students are eligible to be considered for a scholarship if they are African American, American Indian/Alaska Native, Southeast Asian, or Hispanic American; are a citizen, national or legal permanent resident of the United States; have attained a cumulative high school grade point average of 3.0 on a 4.0 scale (unweighted); will be enrolling for the first time at UW-Stout as a full-time, degree-seeking, first-year student; and have demonstrated leadership abilities through participation in community service, extracurricular, or other activities. Award winners are selected on the basis of the applicant's ranking within the competitive pool and financial need. Students must complete 30 credits by the end of their freshman year with a 3.0 cumulative GPA.

The scholarship supports the recruitment, retention and graduation of students of color by making college an affordable option, to achieve FOCUS 2020 goals.

Outcomes: The recipients of this scholarship are consistently retained at a higher rate than all students as indicated in the data below.

Retention for Multicultural Scholarship Recipients:

Fall 2009 = 87.5% (7/8), Fall 2010 = 100% (8/8), Fall 2011 = 100% (8/8), Fall 2012 = 87.5% (7/8), Fall 2013 = 87.5% (7/8), Fall 2014 = 87.5% (7/8)

**Lawton Undergraduate Multicultural Retention Grant (LUMRG)/Advanced Opportunity Program (AOP)**

UW-Stout offers two grants targeted to minority students, the Lawton Grant (LUMRG) with a maximum award of $3,000 and the Advanced Opportunity Grant (AOP) to provide financial support to designated minority students (African American, American Indian, Latino/a and Southeast Asian) to help foster opportunities for student retention, graduation and lessen the burden of student debt.

Undergraduates who are Wisconsin residents, are enrolled full-time, and have earned a minimum of 24 credits are eligible to apply for the Lawton Grant (LUMRG). Students must also be able
to demonstrate financial need and have a cumulative GPA of at least 2.5. The grant can be received for a maximum of 8 semesters; a separate application is required each year.

Minority graduate students or non-minority disadvantaged graduate students are also eligible to apply for the Advanced Opportunity Grant (AOP). The maximum award for full-time student is $7,200 for the academic year (9 or more graduate credits/semester) and $4,600 for academic year (6-8 graduate credits/semester) for a part-time student. A minimum of 5 credits per semester is required with a maximum award of $1,700 per semester. Graduate students must maintain a 3.0 semester GPA for continued funding with a maximum time to receive this award for 6 semesters. Priority is given to graduate students pursuing their first graduate degree.

**Ally Initiatives**

With focus on the intersectionality and on serving others through volunteering, Ally Initiatives staffers coordinate events that address inclusivity, sustainability, socioeconomic status, and the on-going need for community engagement. Americorps staff members work on Farm to School efforts and capacity building in local not-for-profit agencies; Intersections Film and Dialogue Series help students address social issues; local Stoutreach efforts help the homebound, families in need and the environment. (See also CC 3.B.3.)

Student staffers coordinate projects that enhance awareness of humanity, from the spring color festival to discussions of body image. The theme “Together We Can Make a Difference” applies to Ally efforts.

**LGBTQIA+ Program Office**

Refer to CC 1C.

**McNair Scholars Program**

The Ronald E. McNair Postbaccalaureate Achievement Program, also known as the McNair Scholars Program, is a federally funded Department of Education program. It is part of the federal TRIO program whose purpose is to address the lack of representation of disadvantaged groups in higher education.

The program was created as an amendment in 1986 to the Higher Education Act with the first programs beginning in 1989.

UW-Stout McNair Program provides a two year experience designed to:

- Encourage students from groups often underrepresented in graduate programs to pursue master's and doctoral degrees
- Promote outstanding, specific activities, resources and support to encourage students to pursue graduate studies
- Develop skills critical to success at the graduate level including definition of goals, undergraduate research opportunities, and student/faculty mentor relationships
Services provided without cost by the McNair Scholar Grant include:

- A paid summer research experience or internship
- McNair related materials
- GRE preparation
- Registration and travel costs for at least one conference
- Travel costs for at least one graduate school visit

**English as a Second Language (ESL) Institute**

UW-Stout also houses the ESL Institute. Established in 2011, the ESL program is designed to offer non-native English speakers, year-round English immersion courses at beginning, intermediate and advanced levels for students who want to communicate more effectively and improve their performance in their professional, academic and personal lives.

**3B. 5. Contribution to Scholarship, Creative Work, and Knowledge Discovery**

UW-Stout is committed to applied research on its campus and believes in the tripartite purpose of teaching method. Faculty members are responsible for professional contributions to the areas of teaching, service, and research and scholarly activities that contribute to new knowledge, and the utilization of new works of literature, music, and the fine arts that will lead to new ideas, technologies, and business models into successful solutions for business, industry and society.

The [Journal of Student Research](#) and [StoutQuest](#) highlight UW-Stout’s innovative projects. The Journal of Student Research features leading-edge, faculty-reviewed research projects conducted by Stout students. Emerging research, where meaningful research is incorporated into the curriculum, is a highly valued experience for students. Additionally, UW-Stout holds an annual Research Day for students, faculty, and staff to showcase their research, scholarly findings, and creative activities in poster or oral presentation form in the Memorial Student Center. Additionally, undergraduate students can apply and present their research at regional and national conferences, such as Posters in the Rotunda Great Hall in Madison, WI and the National Conference on Undergraduate Research (NCUR).

At UW-Stout, faculty, undergraduate, and graduate students often partner in scholarship and creative work, as indicated by the number of co-authored publications, presentations, exhibitions, and awards. Specific programs in which students collaborate with faculty to engage in research include the [Discovery Center](#) and [McNair Scholars Program](#).

UW-Stout also hosts an annual spring [STEM Expo](#) to highlight student achievement, including collaboration with local businesses and an awards ceremony for outstanding student research.

For 31 years, the STEM College has hosted an annual [SkillsUSA Competition](#) for high school students and their advisors. Students compete in categories such as precision machining, welding, carpentry, architectural drafting, photography, screen printing, solid modeling, and team problem solving. This event offers students an opportunity to showcase their leadership
abilities, technical knowledge, and problem-solving skills prior to state and national competitions.

**Teaching**

Faculty participate in the teaching-learning process in these ways: instruction, evaluation, student academic advisement, and curriculum development. Instruction is the imparting of knowledge, developing of skills and attitudes, and meeting of objectives in various ways ranging from structured to individualized activities, including instructional and technology-based support activities that aid and enrich the teaching-learning process.

Evaluation is vital to the instruction process, and the outcomes provide a basis for academic program planning and student advising. Academic advising is the sharing of information between faculty and student regarding the student's academic progress or professional goals, and assists the student in maximizing the benefits of the educational experience.

Curriculum development may be directed towards either course or program development and may involve credit or non-credit activities. This is facilitated by individual involvement and collaboration with colleagues, and recommendations to the appropriate committees where necessary.

**Research and Scholarship**

Faculty participate in applied and theoretical research and scholarship through activities that lead to the application or utilization of knowledge and invention, and to creative activities that produce new works of literature, music, and the fine arts. The results of scholarly, creative or applied research may be shared by performance, exhibitions, oral presentations, publications, or application of innovations on or off campus.

Research and scholarship play a vital role in faculty, program and course development contributing to both individual professional fulfillment and teaching excellence. As the faculty engages in research and scholarly activities, the University provides support whenever possible. The departments identify the roles of research and scholarship for their respective disciplines and define the relationship that these activities play in personnel matters such as promotion, tenure, retention, and merit.

Each academic department establishes its own definition of research that will guide faculty through promotion and the pre- and post-tenure processes. The departmental definition of research is in accordance with the established definition of research found in the faculty and unclassified staff handbook under Definition of Teaching, Research and Services, subsection Research and Scholarship.

**Service**

Faculty participate in professional and public service that contributes to the institution through utilization of professional expertise in the resolution of problems or in application to specific
needs. Professional service may include memberships and/or leadership in professional organizations; attendance, participation and presentations at professional meetings, conferences, workshops and in-service sessions.

Public service is the application of professional expertise by active involvement as an advisor or consultant to business, government, and non-campus groups. Consulting may be contractual or non-contractual, paid or unpaid. Contribution to the institution includes governance activities as a member or resource to appointive/elective groups or committees at the system, university, college/school/division, department or discipline levels. It also includes serving as an advisor to on-campus groups or individuals.

UW-Stout is dedicated to teaching excellence. Recently, under Chancellor Meyer, Stout established the [Chancellor’s Fund for Teaching Excellence](#) to recruit, attract, and retain the brightest and best faculty for the University. The fund helps ensure that UW-Stout programs remain innovative and competitive, so graduates continue to be sought after.

**Awards and Recognition**

The Office of Research Services [funding opportunities](#) for faculty and staff, to foster scholarship, creative work, and the discovery of knowledge. Additionally, UW-Stout awards and recognizes outstanding tenured faculty members through several competitive professorship—the [Dahlgren](#), [Holtby](#), [Landry](#), [Price](#), [Schneider](#), [Taft](#), and [Timper](#) Professorships--to allow tenured faculty members to engage in scholarly activities, public service and instruction in ways that contribute to the University’s mission.

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The institution has the faculty and staff needed for effective, high-quality programs and student services.

1. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.
2. All instructors are appropriately qualified, including those in dual credit, contractual, and consortial programs.
3. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
4. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.
5. Instructors are accessible for student inquiry.
6. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.

Argument

3C.1. Sufficient Numbers and Continuity of Faculty

UW-Stout places a high priority on having sufficient numbers of faculty to accomplish our work. As evidence of this, budget cuts have always focused on protecting instruction. For example, in the most recent budget cuts, administrative and support units took much larger cuts than instructional units.

At UW-Stout, faculty and academic staff teach more than 99.9\% of the course sections and teaching assistants teach fewer than 0.1\% of sections, which aligns with comparable UW-System campuses. At Stout, the ratio of faculty to students is 17.65:1, which is slightly better than the average at comparable UW-System campuses, where the ratio is 18.85:1. The student:faculty ratio and the percentage of courses taught by faculty and staff at UW-Stout also compare favorably with peers nationally. For example, at California State Polytechnic University-Pomona, the student to faculty ratio is 28:1, and more sections are taught by teaching assistants. To foster efficient registration for students, students may wait list once the course has reached capacity/closed. Wait listing is on a first-come, first-serve basis. When classroom seats become available, students are moved into the course and notified via Stout email in the order in which their names appear on the wait list.

The faculty of the institution are collectively responsible for professional contributions to the areas of teaching, service, research and scholarly activities. Faculty and academic staff members
must also devote sufficient time to classroom instruction. Faculty participate in the teaching-learning process in these ways: instruction, evaluation, student academic advisement, and curriculum development.

Instruction is the imparting of knowledge, developing of skills and attitudes, and meeting of objectives in various ways ranging from structured to individualized activities, including instructional and technology-based support activities that aid and enrich the teaching-learning process.

Evaluation is vital to the instruction process and is a basis for academic program planning and student advising.

Academic advising is the sharing of information between faculty and student regarding the student's academic progress and professional goals, and assists the student in maximizing the benefits from the educational experience.

Curriculum development may be directed toward either course or program development and may involve credit or non-credit activities. Curriculum development is facilitated by individual involvement and collaboration with colleagues, and recommendations to the appropriate committees when necessary.

The following guidelines are used in determining rank for new faculty and instructional academic staff according to the Faculty and Instructional Academic Staff handbook (FASLAH).

FASLAH also provides guidelines regarding promotion/tenure/merit and outlines expectations in the tripartite of teaching, research, and service.

3C.2. Instructor Qualifications

All instructional staff are required to meet UW-Stout’s minimum criteria for initial hire as stated in 3C.1. Posted job descriptions and candidate qualifications are reviewed at the department, college and institutional level to ensure that instructors have relevant expertise in their discipline.

UW-Stout uses the Talent Acquisition Manager (TAM), an online applicant tracking system to transform the application process for unclassified openings to modernize employee recruitment and hiring processes by enabling electronic routing and approvals, saving time, and reducing the use of paper.

Moreover, the University collaborates with CUPA HR, which is the association for HR professionals in higher education. Employees are assigned a CUPA code by their hiring supervisor, in alignment with their job duties. This CUPA information allows for establishing metrics regarding compensation across the University.
FASLAH outlines the process for hiring faculty or instructional academic staff who do not have sufficient academic credentials for teaching at a given level, but where equivalent experience is established.

3C.3. Regular Instructor Evaluation

UW-Stout employs performance evaluations for personnel decisions such as merit, promotion, reappointment, and tenure. A key purpose of performance evaluation is also to provide actionable feedback and direction to aid the faculty and/or instructional staff in improving his/her performance.

The responsibility for assessing performance rests with the immediate supervisor with input from the person’s peers, colleagues, students, publics served, and other supervisory/administrative personnel. All units are in compliance with the institutional policies outlined in the Faculty and Academic Staff Limited Appointee Handbook. Each dean is charged with organizing faculty members under his/her supervision to develop a system, which will provide appropriate data for evaluating the performance of each person. The system(s) may be different for the various sub-units. Each division administrator is charged with organizing faculty members under his/her direct supervision to develop a system, which will provide appropriate data for evaluating the performance of the persons who report to him/her.

Peer group evaluation of a faculty member for retention, promotion, or tenure is necessarily based on multiple criteria which include effectiveness in teaching as well as high quality in scholarly activity and public service. Final consensus prior to a recommendation requires a judicious weighing of responses to such criteria, both singly and in relation to one another, relative to the current mission and developmental needs of a department and institution.

Performance objectives for probationary faculty will give appropriate weight to the importance of teaching within the tripartite faculty members’ responsibilities of teaching, research, and service. In addition, performance objectives for faculty members in the area of academic advising, when assigned, are specified and measured.

Between May 1 and September 1, the immediate supervisor and his/her supervisor will review the performance objectives of faculty members within the department/unit. If the immediate supervisor or his/her supervisor finds the performance objectives of any faculty member inadequate, then between September 1 and October 15, the immediate supervisor will review the performance objectives with that faculty member and apprise him/her of the weaknesses of those objectives.

At least one interim meeting to discuss progress and to possibly revise objectives, if necessary, occurs between the immediate supervisor and the faculty member.

Per each evaluation cycle, the faculty member’s immediate supervisor will be responsible for assigning the faculty member a performance rating, using these levels:
- Meritorious Performance (above): Performance is judged to be above expectations acceptable to the position.
- Adequate Performance (within): Performance is judged within expectations acceptable for this position.
- Inadequate Performance (below): Performance is judged below expectations acceptable for this position. The faculty member's immediate supervisor will explain to the faculty member that his/her performance rating.

Records of performance objectives are kept for seven years and faculty members receive copies.

As part of the post-tenure review process, tenured faculty members are required to have a professional development plan on file with their supervisors. It is expected that there will be an evaluation of tenured faculty member at least every five years. All input specified by the system planned will be considered and a rating assigned by the faculty member’s immediate supervisor. Evaluations should be characterized as professional judgments based on appropriate data. Where a split assignment gives a person two immediate supervisors, each will make an evaluation.

3C.4. Instructors Current in Their Disciplines and Adept in Teaching

UW-Stout views professional development opportunities as essential to maintaining the expertise and intellectual vitality of its faculty and staff. Maintaining competence in an environment of rapid change requires commitment from the university as well as the individual.

To foster currency of curriculum, department chairs collect and review faculty/staff syllabi each term. Beginning spring 2016, the Curriculum Instruction Committee (CIC) will be coordinating a seven-year review cycle with Department Chairs, for curriculum across all departments. Additionally, Program Advisory Committees, as described in CC 1.B.2 and 3B.3, play a role in review of curriculum. The AIM process includes direct and indirect assessment measures that can highlight areas of concern regarding curriculum currency and student learning outcomes.

To assess the instructor's teaching effectiveness, each department conducts peer observations and student evaluations as described in 3C.3. This data informs the instructor's performance evaluation rating.

Professional development funded by the University includes a variety of programs and activities, many of which are sponsored by department or school budgets. Typical examples include travel to professional meetings and registration for conferences or workshops.

Opportunities for additional funding are coordinated by Research Services and the University Foundation, in conjunction with the office of the Provost, the faculty senate and senate of academic staff. The Research Services office assists in identifying funding sources that match the individual's development objective with the program that funds it.

Examples of professional development opportunities include, but are not limited to, Faculty Research Initiative Grants, Stout University Foundation Grants, Undergraduate Teaching Improvement Council, Wisconsin Teaching Fellows, Professional Development Grants for
faculty and Academic Staff, Professional Development Grants for Faculty and Academic Staff, Chancellor’s Administrative Fellowship Program, Chancellor's Fund for Teaching Excellence, Named Professorships, and Tuition/Fee Reimbursement for Authorized Job-Related Coursework. Professional development opportunities also include Foundation-supported activities, other fellowships, exchange programs, or programs for specific disciplines or groups such as race and ethnicity; minority and disadvantaged; minority faculty research; minority doctoral support; women and the economy; or math and sciences.

Additionally, the Nakatani Teaching & Learning Center (NTLC) engages and sponsors programs to support faculty development through the advancement of teaching and learning. The NTLC hosts and facilitates programs throughout the year that are designed to provide instructors access to speakers, workshops, and opportunities to gather with colleagues to improve teaching practices and enhance student learning. UW-Stout supports new instructors through NTLC and the Distance Education Training and Workshops through UW-Stout Online.

In response to campus-specific online instructor and student needs, the UW-Stout Online instructional designer (ID) is building seven online professional-development courses to enhance online instruction. The first course is a new online instructor orientation; the remaining six focus on instructional strategies. Topics covered include standards, recommended practices, adult learner engagement, online faculty mentorship, and online teacher scholarship.

UW-Stout engages in a Program Directors and Department Chairs model to provide program and curriculum oversight and expectations to facilitate student learning. Program Directors are responsible for the overall curriculum of their programs and are accountable for supporting students in meeting all program requirements. When a revision is considered for a program, the program director collaborates with the chair of a department that houses any required courses that may be added to or deleted from the curriculum.

To ensure that programs are relevant and meet student needs, UW-Stout applies several assessment methods, including end-of-course evaluations by which students provide feedback on curriculum and instruction. The University also holds programs accountable by requiring Assessments in the Major and reports to the Planning and Review Committee.

3C.5. Instructors Accessible for Student Inquiry

As noted in the Faculty Handbook, UW-Stout requires faculty and staff to hold regularly scheduled office hours. Full-time teaching faculty members are expected to be available a minimum of 20 designated hours per week in activities resulting in direct contact with students. (This would include the assigned credits of instruction. Example: 12 credits of instruction plus 8 office-hours per week. Faculty who teach on-line courses as part of regular load would designate/include direct contact hours and online response rate as well.)

Department chairs coordinate department schedules each term. Faculty members post their schedules on their office doors. Office hours are also listed in the course syllabus and on the instructor’s website, if applicable. Students may also contact instructors via email or voice messaging.
3C.6. Qualified Student Support Services Staff

UW-Stout provides developmental advising for all incoming first-year students though a centralized advising model. The Advisement Center staff are full-time professionals with master’s degrees (at minimum), experience in post-secondary student affairs, and experience presenting to large groups. The staff specialize in developmental advising to aid students in the transition to college and are well versed in all academic majors to support students as they determine their academic path. They develop relationships with program directors and academic units to ensure consistency and accuracy of information. Advisors are offered ongoing professional development opportunities, such as the National Academic Advising Association conference. Additionally, staff are certified to administer Myers-Briggs Type Indicator and Strong Interest Inventory and have training in the StrengthsQuest inventory to assist in career exploration services. As students prepare for their sophomore year, they transition to faculty advisors who are experts in their chosen field and assist students in course selection, securing co-ops and internships, and in developing industry connections for future research and employment opportunities.

The Student Services professional staff hold master’s degrees (at minimum) in a related field (e.g. education, student affairs, leadership in higher education, counseling) and have related experience, typically 3 to 5 years, which may include graduate assistantships or other practicum experience. Holding advanced degrees provides staff with additional insight into the needs of both undergraduate and graduate students, as well as additional academic training and experience.

The minimum qualification for a financial aid (FA) counselor is a bachelor’s degree. With the frequent rate of change in financial aid regulations, the FA counselors continually take advantage of professional development opportunities to enhance individual and team skills in service to students. The office embraces change and strives to keep a customer focus on all decisions made. The FA counselors receive continuing education in regulations/compliance and best practices through a variety of methods. The counselors are responsible to keep abreast of updates from the National Association of Student Financial Aid Administrators (NASFAA) and the highlights are discussed at bi-monthly counselor meetings. They also take advantage of webinars offered through the Department of Education, NASFAA, Great Lakes Higher Education Corporation, and Oracle.

FA counselors attend the Wisconsin Association of Student Financial Aid Administrators (WASFAA) conference twice per year to attend the Federal update sessions (presented by the Department of Education), as well as several other interest sessions centering on daily responsibilities. UW-Stout sends representatives to the annual national conference provided the Department of Education where regulatory topics are addressed, new legislation is clarified, potential legislative changes regarding financial aid are discussed. The assistant director attends regional Student Employment conferences to get up-to-date information regarding changes in student employment in the region and prevalent issues on campuses.

UW-Stout provides tutoring assistance through each academic department and/or college. Tutoring through departments ensures that tutors selected and trained by faculty are qualified
relative to the subject matters. UW-Stout also provides tutoring in the Writing Center and Math Lab housed in the College of Arts, Humanities and Social Sciences and College of Science, Technology, Engineering and Mathematics, respectively. UW-Stout has a two federal TRIO grants that provide tutoring and academic support to students from first generation, low income backgrounds and/or having a disability. The staff in these programs are all certified teachers and/or have advanced degrees in education specific to the discipline they are tutoring. In addition, Customized Instruction students can obtain live assistance through Brainfuse online tutoring service.

Student Life Services staff work in tandem with academic departments to provide services and involvement opportunities that support student growth and learning. The full-time professional staff that work in the Memorial Student Center, University Housing, Involvement Center, Recreation, Health Services, and other areas all have degrees specific to their operation as well as relevant work experience. Regular attendance at state, regional and national association conferences allows them to learn about new approaches and methods, and stay current in their positions. Using student development theory, industry standards, and assessment data, staff craft programs and services that meet the needs of our students and create a vibrant campus life, evaluating program results, including analyzing Skyfactor Mapworks and retention data.

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3.D - Core Component 3.D

The institution provides support for student learning and effective teaching.

1. The institution provides student support services suited to the needs of its student populations.
2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.
3. The institution provides academic advising suited to its programs and the needs of its students.
4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the institution’s offerings).
5. The institution provides to students guidance in the effective use of research and information resources.

Argument

3D.1. Appropriate Student Support Services

Various offices provide targeted support services to address student needs, including those of specific populations. See CC 3B.4. for detailed information for a number of the offices.

The Counseling Center provides prevention and intervention services to address the identified needs of students in the areas of mental health, relationship, alcohol/drug, and other lifestyle issues that impact student success.

Multicultural Student Services strives to increase retention and graduation of African American, Asian, Latino, and American Indian students through direct student contact, living-learning communities, activities, and events related to cultural development, financial literacy, academic success, and leadership development.

The Office of Disability Services works with students with disabilities to ensure that they can fully and equally access the campus community. Additionally, students having disability or are from first generation, underrepresented, and/or low income backgrounds, are also served by federal TRIO Student Support Services programs providing tutoring, academic monitoring, career exploration, study skills, financial literacy, and other services known to impact retention.

The McNair Scholars program is a federally-funded TRIO grant that assists UW-Stout students from first-generation, limited-income and underrepresented populations to prepare for, apply to, and attend competitive graduate schools.
All first-year students, both freshmen and transfer, are served by the Advisement Center. This office provides academic advising, registration assistance, early alert intervention, academic probation programming, career exploration, and other transition and retention services. The Advisement Center also manages the change of major/minor process for the university, including application submission, faculty approval, and data entry.

Career Services provides access to all students to assist with career and professional development. Each year, career counselors conduct 1,500+ individual appointments, deliver workshops to prepare students for recruitment, partner with faculty to present 100+ classroom presentations, and host two career conferences showcasing 350+ companies. Counselors also organize 1500+ job interviews, provide networking opportunities, and promote an array of online job searching tools. Career Services also manages a Cooperative Education program in collaboration with 500+ employers and 70+ faculty members to ensure 1,000+ students obtain practical experience in their area of study annually. Over the past four years, Career Services has enabled 23 students to participate in international co-ops, such as a manufacturing engineer in Switzerland and packaging co-op in China, contributing to the global perspective fostered on campus.

3D.2. Learning Support and Preparatory Instruction

First-year students are advised by professional academic advisors from the Advisement Center staff team during a First Year Registration and Orientation program. This program includes opportunities to meet other new students, learn about degree requirements and campus services, meet with first-year advisors and college faculty, and register for classes.

The advising that students receive from their assigned advisor is based on the following evidence: UW-System English and math placement test scores, ACT scores, previous college credit received, and the appropriate courses for meaningful progress towards their chosen degree. Advising is tailored to the student's status as either new first-year, transfer students, re-entry students, and special students.

The Advisement Center staff is also trained to assist students in overall career exploration as needed, in the selection of any appropriate academic program for which the student is adequately prepared.

For our distance education students, Stout Online provides additional student learning support by providing a learner readiness assessment that helps students identify their strengths and opportunities in technology-rich environments, as well as an online tutoring service and online writing lab for those who need additional assistance.

Students that need developmental and preparatory course offerings are placed in smaller-sized class sections of remedial English or Math (20 students or fewer) to foster individual support. Additional assistance is also provided via the Math Teaching and Learning Center (Math TLC), which received the 2011 Program Achievement Award from the State of Wisconsin Council on affirmative action and the 2008 University of Wisconsin System Regents Award for Teaching Excellence. The Math TLC program is staffed by faculty of the Mathematics, Statistics, and
Computer Science department and has served nearly 5000 students since the fall of 2004, and has cut the minority student achievement gap by more than 80%.

The UW-Stout Writing Center is directed by two faculty of the English Department and employs trained undergraduate peer tutors from a variety of disciplines and majors. The Writing Center offers free help to UW-Stout students from diverse backgrounds and skill levels with writing assignments for any class and at any stage of the writing process. Each visit to the Center is confidential and addresses students’ individual concerns or needs. Writing Center services have a theoretical and practical foundation in collaborative learning: individual students or writing groups meet with a tutor and work together to set the agenda for the tutorial, to identify areas of strength or improvement in the writing, and to apply learning and revision strategies. Tutors serve as expert communicators and responders, posing questions, offering suggestions, and cooperating with the writer(s) to facilitate improvement in skills and knowledge. Tutors do not edit or proofread student papers; instead, tutors work with students to develop skills, strategies, and confidence to improve their writing. In addition to tutorials, the UW-Stout Writing Center offers several resources on writing, reading, grammar, research, and documentation that may be of interest to students and faculty.

The Writing Center provides guidance on a wide range of writing topics and styles via tutorials, resources, and workshops. With regard to research-supported writing, the Center supports clients in formulating research questions and methods; finding and evaluating evidence and other source material; integrating and citing sources according to professional style conventions; using sources ethically and avoiding plagiarism. The Center also assists students with academic success skills like time management via planning and outlining activities, as well as scheduling of appointments to best fit the client’s writing process and deadlines. Logic, reasoning, and critical thinking are common features of tutorials as students work with tutors to construct arguments, support and defend claims, develop organizational frameworks, and analyze ideas and texts. The ultimate goal of the tutorial is that the writer leaves the session showing improvement and the ability to apply the skills and strategies on his/her own.

3D.3. Appropriate Academic Advising

The academic advising model at UW-Stout accommodates student needs regarding their academic careers. First-year students are supported by full-time, professional academic advising staff in the Advisement Center. The advisors specialize in developmental advising to aid students in their transition to college. Academic advising for graduate students is provided by graduate faculty and program directors.

Advising begins during First-Year Registration and Orientation in the summer prior to students starting at UW-Stout. Advisement Center staff meet with their assigned advisees again during Week One Orientation, providing appropriate and timely academic guidance and support. Additionally, Advisement Center staff meets with every assigned advisee in an individual meeting to discuss the student’s transition to college and course recommendations for spring semester, from late October through December. Each semester, Advisement Day is an academic calendar day in which students meet with advisors for important program information, before registration for the following term begins.
In January, Advisement Center staff meet with assigned advisees who are on academic probation following their first semester to discuss a success plan for spring.

The Advisement Center staff advise all undeclared students until they declare and are accepted into an academic major. This staff team is well versed in all academic majors offered at the institution to support new and undeclared students as they determine their preferred academic path.

As they prepare to register for their second year at UW-Stout, students transition to faculty advisors who are experts in their chosen major field. Faculty advisors assist students in developing industry connections for future research and employment opportunities. Faculty and Instructional Academic Staff advisement responsibilities are outlined within the definition of teaching within the Faculty and Academic Staff Handbook.

In addition, academic advising is available through Stout Online for those students in online and distance programs and courses. Stout Online adult student services advisors and program managers are assigned to students in specific programs to ensure all students are captured. Advisers are available in person and via phone, email, chat, or video technology (e.g. Skype) to assist students with program advisement from matriculation through graduation and beyond.

3D.4 Support for Effective Teaching and Learning

Technological Infrastructure

Learning and Information Technology (LIT) provides services that support the technology infrastructure for the university. LIT utilizes a strategic planning process to align services with the needs of the campus including campus priorities. In addition, several IT and campus councils provide recommendations and feedback for continuous improvement of services to the LIT management team.

LIT supports, maintains, and is responsive to the programming needs of the Student Information System, known as Access Stout. LIT also supports, maintains, and provides technical development for the University website. LIT, in support of the entire learning and campus experience for students, instructors and staff, is committed to limit disruptions and downtime of technology related tools and resources. Except for emergency situations, the campus is notified well in advance of mission-critical system outages. The events are part of the annual planning of the LIT Management team. Upgrades and maintenance are scheduled and announced via a number of methods including direct email, daily electronic campus newsletter, calendaring on website, and website news and announcements.

Regular maintenance for the LMS is scheduled weekly from 5 to 7 a.m. on Thursdays, a lower usage period. LMS announcements are prominent on the log in page for students and instructors to view. In addition, LEARN@UWHost Utility – Knowledge base includes documentation of LMS outages and issues. Specific campus disruption/ouage statistics are available upon request.
The Chief Information Officer and Security officer are responsible for leading and managing the data stewardship for our campus. They work across campus with a variety of units including the Registrar and Business Office and Stout Online to ensure appropriate security measures are in place to protect and monitor the availability, integrity, and validity of information and data.

**LIT Units**

**Client Technology Services** (CTS) is home to the campus’ Technology Help Desk, the first level of contact for most LIT services. CTS serves many helpdesk functions via telephone, web, email, onsite, and walk-in support of campus systems, software, and hardware. In addition, CTS provides technical and logistical support for the eStout laptop program. CTS is proud to include many of the students of the Student Technological Assistance and Resources organization (STAR), a self-managed student organization that performs numerous invaluable services in support of campus technology. The LIT STAR program exemplifies UW-Stout’s polytechnic approach to applied student learning. The students, mentored by full-time staff, contribute to many functions and provide services to LIT clients including the Technology Help Desk service.

**Enterprise Information Systems** (EIS) provides enterprise resource planning (ERP) and administrative data, including PeopleSoft Campus Solutions student information system application development, support, and maintenance; data warehouse and reporting development and support, including data backup; campus website technical development, support, and maintenance, as well as support for our mobile presence.

**Learning Technology Services** (LTS) is an instructional technology center focusing on teaching and learning for instructors of the UW-Stout teaching community. Offering a range of services, LTS provides expertise, training and support to assist instructors with incorporating effective instructional technology into their teaching practice and creating technology-enhanced instructional materials. LTS administers and supports the learning management system for the campus, referred to as Learn@UW.

The Telecommunications and Networking (T&N) department serves UW-Stout's academic community by providing desktop management of campus computers and computer labs, network file storage, email, management and deployment of campus and lab specific desktop software, server management services for departments, and authentication services. In addition, T&N provides the campus voice and data network.

The **Information Security Office** coordinates the development and maintenance of campus information security policies, procedures and standards maintaining compliance with state and federal laws. They develop and coordinate security awareness programs, investigate, and coordinate departmental response to computer security incidents and educate the campus community regarding information security through varied communication and workshop opportunities. They also provide consulting services for information security and assist Data Custodians in assessing their data for classification and advise them of available controls.
LIT is committed to providing a secure network and system to support the learning environment and process for UW-Stout. The following outlines our policies and processes.

- **Information Technology Acceptable Use Policy**
- **Comprehensive Security Policy for Information Technology**

**Stout Online**

Stout Online provides instructional design service to faculty who teach online. The program framework is based on the Quality Matters rubric, and the service supports effective online teaching and learning best practices by providing whole course design, transfer of traditional courses to the online learning environment, and more. The instructional design process enhances student learning, increasing student engagement and retention.

**Applied Research Laboratories**

As Wisconsin’s Polytechnic University, UW-Stout has 245 laboratories within 25 major academic and administrative buildings--twice as many laboratories as classrooms. The majority of undergraduate and graduate degree programs have dedicated laboratories to enhance student learning experiences through hands-on activities. Each laboratory is evaluated every other year, by the Planning, Assessment, Research, and Quality office. Students who use the labs are surveyed to determine how often the labs are utilized, the lab's accessibility, and the students’ satisfaction with the labs. Results from these evaluations are provided to the lab director and the college dean for continuous lab improvement.

The **School of Art and Design** facilities include design and fine art studios, a student gallery, a process and computer lab as well as a print lab. The colleges have laboratories that provide opportunities for students to practice a wide array of professional skills including: food science product development, analysis and quality assurance; sensory taste testing; health analysis; cognitive assessments; and micro teaching. Experiential sites and laboratory facilities are reviewed on a regular basis.

**Health and safety policies** and information are managed by Safety & Risk Management Office.

**UW-Stout Library**

The **Library and Learning Center** is located centrally and open 7 days a week, for an average of 94 hours per week, during the fall and spring semesters. Reference service is provided via phone, email, text, chat, and in-person. The service is scheduled 52 hours per week during the fall and spring semesters. The building has 10 private group study rooms, plus other areas on five floors for group and individual study. A Gaming and Digital Innovation Lab provides gaming systems and high-end PCs for the study and creation of video games.

The library offers a variety of print, audiovisual and online materials including books, eBooks, DVDs, streaming videos, magazines, newspapers, academic journals, and over 200 online databases. The library also has computers for on-campus use of online resources. Off-campus
access is available to all current students, faculty, and staff. Library materials are selected with the University’s curriculum in mind, and faculty input is encouraged. Students, faculty and staff also have access to the physical collections of all UW System campuses through a consortial borrowing arrangement. Materials are delivered 4 days per week. Materials not owned by any of the UW libraries can be requested through a free interlibrary loan service. The Library is also part of a consortium whereby all UW campus libraries contribute and have access to a wider number of electronic databases and journals.

The library has an Educational Materials Center to support Stout’s teacher education programs. The collection includes textbooks, children’s and young adult literature and audiovisual materials, sample curricula guides, and juvenile magazines.

The UW-Stout Archives and Area Research Center collects the official and unofficial records of UW-Stout. The center has over 5,000 linear feet of historical materials, is one of 14 members of the Wisconsin Historical Society's Area Research Center network, and holds local government records from three counties: Barron, Dunn, and Pepin. Some resources are digitized to provide 24/7 access. Physical artifacts from the collection are available for public view in the library. Archive staff respond to requests and provide researchers with scans of collection items for use in research.

The archivist partners with faculty to create assignments based in the primary sources maintained in archival collections. The archivist provides each class with an introductory session specific to the course, and the students return for independent research. Courses from the construction, biology, art, English, design, social science, and communications programs have hosted assignments in the Archives.

Instructional Resources Service is also housed in the library. They provide textbook rental service. Students pay a fee for print and electronic textbooks. Distance education students may request their textbooks be mailed to them. Electronic content is growing in response to needs for improved student outcomes, efficient delivery, and expectations of incoming students.

Clinical Practice Sites

The College of Education, Health and Human Sciences houses numerous experiential sites and laboratories. The Stout Vocational Rehabilitation Institute (SVRI) provides direct services to individuals with disabilities who have been referred by community based agencies. SVRI provides opportunities for students to practice assessment and service to persons with disabilities. SVRI provides experiential learning opportunities for several majors including Vocational Rehabilitation, Criminal Justice and Engineering related programs.

The Child and Family Study Center (CFSC) provides early educational services to children of students, faculty and staff, and is one of the School District of the Menomonie Area’s 4K Centers. The center provides practice sites for Teacher Preparation programs and the Human Development and Family Studies program. It is also a site that students from many programs utilize for a wide variety of experiences ranging from developing observational skills to service learning.
The **Clinical Services Center** provides counseling, educational assessments, play therapy, and family therapy by students under the guidance of licensed professionals. Students enrolled in the School Counseling, School Psychology, Clinical Mental Health, Vocational Rehabilitation Counseling, and Marriage and Family Therapy programs complete campus based experiences at the Clinical Services Center. Participants are referred for services from the community at large.

**Performance Spaces**

**Harvey Hall Theatre** is a state-of-the-art facility equipped to house theatre, music, lecture, and film events. The 360-seat proscenium theatre is on the registry of the League of Historic American Theatres and went through a $5M renovation in 2011.

**Museum Collections**

The **John Furlong Gallery Collection**, housed in the School of Art and Design's John Furlong Gallery, consists of a permanent collection of approximately 1,200 pieces, the highlight being an extensive print collection. Many pieces in the Furlong Collection are part of the Artwork Loan program, administered by the School of Art and Design, which is a program that offers high quality, internationally and nationally renowned artworks for university units to borrow and display in their offices.

**3D.5. Guidance in the Effective Use of Research and Information**

As Wisconsin’s Polytechnic University strategic planning document, **Focus 2020 Goals and Performance Indicators**, speak specifically to providing students guidance in effective use of research and information resources. Stated in Goal 4 of the Focused 2020 Goals, “Increase student participation in applied research, increase student experiences that develop intercultural competence, and require an applied learning experience from all students,” the goal provides direction in implementation and action for the students.

Guidance in the effective use of [research and information resources](#) occurs in a variety of forms for students at UW-Stout. The library staff provide one-on-one assistance to on-campus and distance students, as well as faculty and staff. This assistance is provided during scheduled reference desk hours, as well as through office consultations.

Faculty may also arrange for an instructional session either in their classroom or in the library. Instructional sessions are tailored to the needs of each individual class. Instruction librarians utilize a framework for information literacy based on standards published by the Association of College & Research Libraries (ACRL). The goal of instruction is to teach students how to find, evaluate and use information to accomplish academic, professional and personal goals. Each year, librarians teach ~180 sessions, reaching nearly 4,000 students. Level of instruction ranges from basic information literacy in English 101 courses to assignment-driven instruction in a variety of disciplines. The rate of professors returning for library instruction and anecdotal feedback indicate that faculty “learn something new every time” and students perform better on their assignments after instruction.
The applied nature of the academic programs provides for an intense laboratory environment, as well as for specific internal and externally funded research programs including two NSF funded Research Experiences for Undergraduate (REU) grant programs, the NSF funded SSTEM scholarship program, the US Department of Education funded McNair program which is based on providing research experiences for underserved populations to build research skills in preparation for graduate school, among others. Additionally, internally supported student research grants support research and information resources across academic programs. CC3B.5 highlights dissemination opportunities and campus units/programs fostering student research.

Additional sample websites that highlight active research guidance include the Creative Original Research Experiences (CORE) and the LAKES Research Experience for Undergraduates (REU) programs.

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- Provost. Services. Counseling Center. 6.23.15
- Provost. Services. Disability Services. 4.23.2015
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- Provost. Services. TRIO Program. 4.23.2015
- Provost. Stout Online. Program Managers. 12.23.15
- University Advancement. University Communications. UW Stout Spotlight. Harvey Hall. 7.15.2015
3.E - Core Component 3.E

The institution fulfills the claims it makes for an enriched educational environment.

1. Co-curricular programs are suited to the institution’s mission and contribute to the educational experience of its students.
2. The institution demonstrates any claims it makes about contributions to its students’ educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.

Argument

3E.1. Mission Appropriate Co-curricular Programs

UW-Stout's mission is to prepare lifelong learners, ethical leaders and responsible citizens. Through co-curricular programming, the goal is for students to become fully engaged in and enjoy campus life; seek learning outside of the classroom; and prepare themselves as contributing citizens. Led by the division of Administrative and Student Life Services, co-curricular programming encompasses Student Life Services and includes the Involvement Center within the Student Centers, Housing, Athletics/University Recreation, and Sustainability.

The Stout Student Association encourages students to follow their passion. UW-Stout offers students over 150 student organizations on campus to choose from to meet their interest. Leadership opportunities for students include the Stout Student Organizations, the BOLD project, and StoutReach, which connects students and UW-Stout community members to volunteer opportunities in Menomonie and Dunn County through Volunteer Here! Through the years, StoutReach has partnered with over 25 community organizations and non-profit agencies to ensure that a variety of volunteer opportunities are available for individuals with different interests. Co-curricular programming results are disseminated via the MSC annual report. In addition, the Ally Initiatives for Civil Rights and Civic Responsibilities office creates opportunities to seek common ground and move social action in relation to the intersections of human differences. Each year, this group sponsors speakers, performances, and opportunities for experiential learning to add to student’s cultural competence.

University Housing provides leadership opportunities for students through student staff positions, internships, residence-hall organizations, and the LGBTQIA+ program office. They also deliver ongoing employment training programs for positions such as resident advisor and academic resource coordinator. Skyfactor Mapworks provides individual and aggregate data about where students are struggling and suggests campus resources to provide assistance.

The Sustainability office partners with many academic departments through student research proposals done as part of classroom activities, particularly capstone classes. Some proposals also surface as requests to be supported by the campus green fee, which is a segregated fee administered by the student government. The UW-Sprout campus garden, campus bike
shelters/lockers, city bus wraps, and solar panel projects are all the result of collaborations between the Sustainability office, students, and faculty/staff.

The UW-Stout Athletics/Recreation Department supports the mission of the University by offering students the opportunity to participate in a wide variety of intercollegiate athletic programs, club sports, and recreation activities. These programs support, encourage, and provide guidance in understanding and appreciating the value of teamwork and movement-related activities as they contribute to wellness.

3E.2. Evidence about Contributions to Students’ Educational Experience

Applied learning is at the core of UW-Stout's mission as a polytechnic university. Emphasizing the "hands-on" and "real-world" learning experiences results in a comprehensive curriculum that fosters the 97% career-outcome rate for students and fosters student involvement with business, industry, educational institutions, and the community.

Students are provided additional, practical opportunities through co-ops, practicums, internships, volunteer opportunities and credit for prior learning of work-life experience. This is a priority through university-wide Performance Indicators.

The Discovery Center advances UW-Stout's polytechnic focus of applied research by expanding the university’s commitment to quality and innovation, transformative education and interdisciplinary collaboration. Examples of advancements in economic development and new business start-ups in Wisconsin, in 2014-15, include:

- Facilitation of 41 collaborative UW-Stout/industry projects engaging 142 students.
- The Discovery Center’s Manufacturing Outreach Center (MOC) clients served reported $15.8 million in new/retained sales, cost savings, and investments (new products/processes, plant or equipment, information systems or software, workforce practices or employee skills) through the provision of on-site technical assistance and 15 public events attended by 262 participants. A total of 50 jobs were reported saved/created and the MOC achieved a customer satisfaction rating of 9.25 (on a 10-point scale, with 10 being excellent).
- The Discovery Center’s Professional Education Programs and Services unit offered and supported 86 programs and served 4,665 participants. Registrants participated in seminars, conferences, certificate programs and online offerings to enhance their professional development and obtain continuing education units (CEU) as relevant to licensure requirements.

Sources

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- Provost.Discovery.Prof Ed.8.27.2015
- Provost.internships.8.17.2015
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- SLS.Involvement Center.StoutReach.Volunteer.7.30.2015
- SLS.Involvement Center.Student Organizations.7.30.2015
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- SLS.Student Life Services.7.30.2015
- SLS.Sustainability Office.02.11.2016
- SLS.University Recreation.About Us.7.30.2015
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- University Advancement.Polytechnic infographic.9.12.2014
3.S - Criterion 3 - Summary

The institution provides high quality education, wherever and however its offerings are delivered.

Summary

UW-Stout is dedicated to providing high quality academic programs that are innovative and responsive to a changing society, and will continue its practices such as:

- assessment processes that ensure that program quality and learning goals are consistent across all modes of delivery and all locations including the Annual Assessment in the Major; the work of the Planning and Review Committee; commendation by discipline-specific accreditations; and curriculum development and review practices of the Program Advisory Committees, Faculty Senate Committees and the Academic Affairs Administrative Team.
- the Racial and Ethnic studies and Global Perspectives curriculum requirement, TRIO programs, Disability Services, Multicultural Student Services, Stoutward Bound, Multicultural Student Scholarships, Pre-College Programs, the Ally Initiatives, and the McNair Scholars Program.
- supporting professional development to assure that instructors are current in their disciplines and adept in their teaching roles, such as Research Service grants, the Nakatani Teaching & Learning Center workshops, and the Program Director and Department Chair model
- providing student support in the areas of student learning through the use of the Advisement Center, the First Year Registration and Orientation Program, the program directors, faculty advisors, minor/concentration coordinators, the University Counseling Center, English as a Second Language Institute and tutoring programs such as the Writing Center and the Math Teaching and Learning Center.
- providing the infrastructure and resources necessary to support effective teaching and learning through our Nakatani Teaching & Learning Center, Learning and Information Technology area, the Robert S. Swanson Library Learning Center, and cultural venues such as the Furlong Gallery and the University Theatre.

Sources

There are no sources.
4 - Teaching and Learning: Evaluation and Improvement

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

4.A - Core Component 4.A

The institution demonstrates responsibility for the quality of its educational programs.

1. The institution maintains a practice of regular program reviews.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that assure the quality of the credit it accepts in transfer.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
6. The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and Americorps).

Argument

4A.1. Regular Program Reviews

The University uses a seven-year review process that includes a self-study by the program director; surveys to program stakeholders including current students, alumni, advisory board members, and faculty. An internal consultant team then reviews the information and creates recommendations for continuous improvement to the program director, department chair and dean. Responses to the recommendations are reviewed by the Planning and Review Committee (PRC) (see CC 3A for more information) and approved by the Faculty Senate.

In addition, there is an annual Assessment in the Major (AIM) review process where program directors submit a report of student learning outcomes (examples: Gen Ed, FamConSci, Mfg Eng), including both direct and indirect measures and actions taken or planned based on the
assessment findings. The report is reviewed initially by the PARQ office to identify strengths and opportunities for improvement and then it is shared with the Provost's Office, deans, and program directors and recommendations for improvement and professional development are provided as appropriate. (Refer to CC 3A.1 for more information.)

4A.2. Evaluation of Transcripted Credit

Upon admission, transfer credits are processed by the transfer staff in the Admissions Office under the direction of the assistant director of Admissions and in coordination with the Office of the Registrar. Transfer student credit processes/policies work hand-in-hand with the ACIS 6.0 UW System Transfer Policy. The policies specifically address credit for prior learning, which includes work history, participation in employer training programs, serving in the military, studying independently, volunteering or doing community service, and studying open source courseware. UW-Stout students are directed to the PLA website for more information.

When students apply to the Graduate School, they indicate where they received their undergraduate degree and provide official transcripts that are reviewed. We encourage international students to have their transcripts evaluated by an approved credential evaluator. When deemed necessary, our Admissions staff will contact the institution directly or an approved credential evaluator such as World Education Services (WES), the American Association of Collegiate Registrars and Admissions Officers (AACRAO), or Educational Credential Evaluators (ECE). Credit by Exam procedures have been used, in part, to document prior learning. Program directors, leaders in their field of study, also are used to evaluate the applicant’s credentials. Program directors or their admission committees make the final decision on whether to admit the applicant into their program.

Applicants are evaluated for admissibility on the basis of having earned the minimum degree, scholastic achievement, appropriateness of educational background, and the relevancy of work experience. An applicant may be denied admission on the basis of not having earned the minimum degree, low GPA attained, inappropriate educational background, insufficient relevant work experience, minimum TOEFL/IELTS score not achieved, and/or enrollment limitations.

Additionally, undergraduate students can seek academic credit through the substitution and/or waiver process, coordinated via the Provost's Office. Routed electronically, students work with their program advisor to provide the evidence and rationale for the exception. Approval signatures include the academic program advisor, the college dean appointee, and the associate vice chancellor for academic and student affairs.

For graduate students, program directors indicate and approve any substitutions/waivers on the student's program plan when the student submits the application for degree candidacy. These substitutions/waivers are approved by the director of Graduate Studies as part of the degree candidacy approval process.

4A.3. Policies that Assure Quality of Transfer Credit
Credit is generally awarded for college-level course work completed at institutions accredited by a regional or national accrediting organization recognized by the Council for Higher Education Accreditation (CHEA). Foreign institutions must be recognized by the Ministry of Education in that country. Courses must be similar in nature, level, and content to a course in our undergraduate curriculum and applicable to one of our academic programs; this includes courses that are technical or vocational in nature. Continuing education courses and courses that are remedial or doctrinal in nature are not transferable. See CC 4A.2 for additional information.

In alignment with its transfer credit policies, UW-Stout grants advanced credit for the successful completion of college-level course work while in high school and for high achievement on Advanced Placement, International Baccalaureate, and College-Level Examination Program exams.

The Graduate School has in place a policy for students who request credits to be transferred into their program. We have a policy for Master's degree, Education Specialist degree, Educational Doctorate and International credits.

4A.4. Authority Over Course Prerequisites, Rigor, Student Learning, Access to Learning Resources, Faculty Qualifications and Levels of Higher Education Curriculum

UW-Stout program curricula require students to perform at the college level. The Curriculum Handbook describes key processes involved in curriculum approval and contains policy statements, definitions, and documents of historical significance regarding programs and curriculum development. The Curriculum Instruction Committee (CIC) is a standing committee of the Faculty Senate whose purpose is to review and approve all curriculum. Please refer to CC 3A.1. for a detailed description of the Curriculum Development and Review Process.

Course pre-requisites must be specified in the initial course proposal, so the appropriateness of each pre-requisite is considered in the CIC process. All pre-requisites are stated in the course description, published in the course catalog and are identified during the registration process as well. Any changes in course pre-requisites must be approved in advance by the CIC. One-time and two-time approvals can be granted with approval by the department, dean, and associate vice chancellor for Academic and Student Affairs.

Required documentation, to assure rigor and clarity of student learning expectations, is provided in the curriculum handbook. The course documents, together with the appropriate cover sheet and Course Impact Summary, become part of the official file on the course and serve as a reference to the faculty who will teach the course, students who may wish to take the course, and others who will make use of the course in programs or instruction. Course information is not changed after final approval. This documentation is also required for a one- or two-time course request or a Variable Topic request.

The office of the Registrar provides information regarding the standard grading scale. Faculty members are responsible for providing a grade (based upon the officially approved grading symbols) for every student enrolled in their classes at the end of the term of enrollment.
FASLAH outlines the process for hiring qualified faculty or instructional academic staff. Please refer to CC 3C.2 response for description of assurance of faculty qualifications.

UW-Stout grants advanced credit for the successful completion of college-level course work while in high school and for high achievement on Advanced Placement, International Baccalaureate, and College-Level Examination Program exams.

UW-Stout maintains an extensive infrastructure and resources to support access to student learning, as described in our response to CC 3D.4 and CC 3B.4. Institutional authority over these resources is maintained through the academic leadership of the provost, the associate vice chancellor, and the members of the Provost's Council, which includes representatives of the Graduate School, UW-Stout Online, Office of International Education, Dean of Students, Academic College Deans, Executive Director of Enrollment and Admissions. The Library is part of the Academic and Student Affairs Division, overseen by the AVC. The tutoring centers (math, writing, etc.) report to the respective Academic College Deans, members of Provost's Council. The Director of Information Technologies reports directly to the Chancellor and is a member of the Chancellor's Cabinet.

**4A.5. Specialized Program Accreditations**

UW-Stout maintains approximately 20 specialized accreditations and/or certifications across more than 30 programs, including the United States Distance Learning Association (USDLA) certification. The USDLA reviewers indicated that UW-Stout exhibits a commitment to academic programs and the students in the programs, highlighting the work of the UW-Stout online unit. Commission on Accreditation of Rehabilitation Facility (CARF) accreditors praised the Stout Vocational Rehabilitation Institute’s processes and noted that actions have been integrated into strategic planning. The accreditations validate the quality of these programs to our prospective students and graduates.

**4A.6. Evaluation of Graduate Success**

The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and Americorps).

UW-Stout collects and reports data from multiple sources to evaluate the success of its graduates. The University performance indicators, which are tracked through the planning process, (see CC 5D for more information) include career outcome rates, starting salaries of graduates, and employer ratings of overall preparation for employment (of UW-Stout alumni). Employers consistently provide mean ratings above 4.0 on a 5-point scale on presentation skills, analyzing information, utilizing technologies, working in teams and meeting deadlines. These metrics are also included in various accountability reports (see CC 2B for more information). These metrics are taken from two sources:
A **placement survey** is conducted by the Career Services office on an annual basis. This survey includes questions on whether the alumni are employed, continuing their education, seeking employment, or engaged in other activities. If employed, additional information is collected about their positions, whether the positions relate directly to their fields of study, and their salaries. If continuing their education, additional information is collected on the school and the degree sought. The **career outcome rate** (employment and/or continuing education) has consistently met or exceeded the 95% target for more than 10 years.

An **alumni follow-up survey** is conducted by the PARQ office every other year to alumni one and five years after graduation. Each alumna/us is asked to complete two surveys. The first is a general survey evaluating his/her experiences at UW-Stout. The second is a program-specific survey created by the program director that is used to assess the curriculum and activities within the program. In the general survey, each alumna/us is asked if they are employed and for permission to contact the employer. If permission is provided, the PARQ office sends a survey to the employer asking about how well prepared the alumna/us was for the position.

Further, additional surveys and data collection are conducted on an ad-hoc basis. For example, UW-Stout has previously participated in the ACE Young Alumni Survey, the ACT Alumni Outcome Survey, and the UW-Stout Foundation office has conducted an alumni engagement survey. In addition, UW-Stout uses the National Student Clearinghouse to obtain information on subsequent enrollment in other institutions of higher education.

**Sources**

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- Associate Vice Chancellor.Curriculum.GE AIM.11.17.2015
- Associate Vice Chancellor.Curriculum.Required Documentation.08.17.2015
- Associate Vice Chancellor.Graduate Policies.02.05.2016
- PARQ.Alumni Follow Up.8.27.2015
- PARQ.Graduate salaries and employer ratings.02.08.2016
- PARQ.Graduate salaries and employer ratings.02.08.2016 (page number 3)
- PARQ.Indicator #1 - Placement Rates.02.08.2016
- Provost.Assessment in the Major Template.12.15.2015
- Provost.CEHHS.Stout Vocational Rehabilitation Institute.02.08.16
- Provost.Enrollment Services.Grading system.8.17.2015
- Provost.Enrollment Services.High School Credit.8.17.2015
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• Provost.Faculty and IAS qualifications.8.17.2015
• Provost.Services.Credit by Exam.8.27.2015
• Provost.Services.Grading System.8.27.2015
• Provost.Substitution/Waiver.8.4.2015
• Senate Office.PRC process.12.23.2015
• UW-System Administration. ACIS 6.0 Transfer Policy.6.23.15
• UW-System Administration. ACIS 6.0 Transfer Policy.PLA.6.23.15

The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.
2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.
3. The institution uses the information gained from assessment to improve student learning.
4. The institution’s processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

Argument

4B.1. Goals and Assessment for Student Learning

Three of UW-Stout's Enduring Goals and 5 year goals (FOCUS 2020) address student learning. FOCUS 2020 goals include performance indicators, along with annual action plans and priorities to achieve those goals.

University-wide general education goals encompass all of the general education categories. These goals and objectives are assessed through multiple processes, including the Alumni Follow-Up survey, the General education course-level assessment, and ETS Proficiency Profile. As discussed in CC 3A.1, the annual Assessment in the Major Report provides a review of program-specific learning outcomes. CC 3B.2. explains the process for assessing university-wide student learning outcomes for general education courses, and the six-credit requirement in the area of Racial and Ethnic Studies (RES) and Global Perspectives (GLP).

4B.2. Assessment of Learning Outcomes for Curricular and Co-curricular Programs

All academic programs have outcome measures identified and assess students on a regular basis via the annual Assessment in the Major Report. The annual update, submitted by each program director summarizes the primary program assessment methods and results. It includes a section on how the program director and the other instructors in the program plan to use the results to improve teaching and learning in the program. The program director is a faculty/staff with professional expertise who is granted 25% course release and is charged with overseeing all aspects of a program's curriculum. Program directors have significant responsibility in the recruitment and retention of students, student advisement, and the development and maintenance of internal and external partnerships. Program directors are the point of contact for the degree programs they lead. The program director reports directly to the dean of the college in which the program is housed.
Methods used to assess student learning outcomes align with the program objectives and may include standardized tests, portfolios, course-embedded assessments or other direct measures of student learning and performance. See CC 3A.1 for more information.

Additionally, the Office of Planning, Analysis, Research and Quality (PARQ) tracks the performance indicators within the FOCUS 2020 Goals. Assessment strategies encompassing student learning include:

- Career outcome rates
- Learning Outcomes Test results (currently the ETS Proficiency Profile)
- Student participation in experiential learning
- Student Engagement (NSSE)
- Retention rates – first to second year for undergraduate and graduate students
- Voluntary System of Accountability (VSA) graduation rates: 6-year graduation rates for undergraduates, 3-year graduation rates for graduates
- Starting salaries of graduates (3 year average)
- Reasons for leaving UW-Stout without graduating
- Employer Rating of Overall Preparation for Employment
- Measure of intercultural competence

Co-curriculars are coordinated through the division of Student Life Services (SLS) and assessments completed include:

- Skyfactor|Benchworks (EBI) Housing Assessment
- Skyfactor Mapworks
- Skyfactor|Benchworks College Union/Student Center Assessment
- NIRSA University Recreation Benchmarking Survey
- Sustainability: American College & Universities President’s Climate Commitment (ACUPCC)-Greenhouse Gas Inventory & Association for the Advancement of Sustainability in Higher Education (AASHE)-Sustainability Tracking, Assessment and Rating System (STARS) Report
- National Association of College and University Food Services (NACUFS) Benchmarking Survey
- Campus clarity
- Ethical decision-making

4B.3. Using Information Gained from Assessment to Improve Student Learning

All academic programs have outcome measures identified and assess students on a regular basis via the annual Assessment in the Major Report. See CC 3A.1 for more information.

Across UW-Stout’s SLS areas, a general focus exists on the outcomes of 1) Cognitive Complexity, 2) Knowledge Acquisition, Integration and Application, and 3) Humanitarianisms; however, the assessments and utilization of collected data vary considerably across departments. Some academic departments, particularly those with field-specific assessment experience, can point to specific decisions made through analysis and adjustments made based upon evidence.
For example:

- Student employee trainings for resident advisors in University Housing utilize a pre-test, post-test analysis of employee skill development to ascertain growth and needs of future trainings. Moreover, student peer training needs are based upon yearly analysis of Skyfactor|Benchworks (formerly EBI) Housing assessments that professional manager’s use in development of community logic models. Most recently, the training sessions were focused on interpersonal communication skills development when working with diverse, traditional-aged student populations.

- University Recreation revised its department mission statement and added a values statement and a commitment to inclusion statement using NIRSA Benchmarking data to inform. Through this revision, the department adapted group facilitators’ activities to include new student success and leadership activities, provided additional safety measures for sports clubs and expanded fitness and recreation opportunities to the benefit of student success and learning.

- After reviewing Mapworks data that indicated Stout students perceive themselves as having lower self-efficacy, as well as basic and advanced academic skills, residence hall and personal meeting interventions were created to address these need areas. Moreover, these data were shared as part of a January professional development with faculty and staff to encourage interventions within the classroom or specific campus role.

- Campus and classroom sustainability projects frequently utilize assessment data collected for the sustainability office. Several capstone classes integrate and directly apply knowledge gained from the data to inform solar panel projects to be added to the student center, the campus garden initiative and several transportation decisions (campus bus, car rental & bike routes). Students participating in these classes work with campus faculty, staff, and administrators, as well as student governance groups, to secure funding and support.

Other projects or departmental work may view their assessment work as confirming that current practices are assisting student learning, transition and success.

- Data from the Skyfactor|Benchworks (formerly EBI) Housing assessment is monitored to determine impact of the Here I Stand initiative which aimed to increase inclusive, civil and respectful interactions within the student population.

- University Recreation monitors students’ perceived development in physical, academic, and social skills through their participation in University Recreation, comparing it to national benchmarks.

- University Centers directed a Pick One! Engagement initiative as part of the campus engagements committee. Mapworks data were gathered to establish a standard and then assess changes to student awareness and involvement in campus clubs, organizations and employment opportunities within the first semester.

- The Sustainability Office’s on-going tracking of recycling, composting and waste management, which shows trash streams cut in half since new systems were implemented in 2011 and alongside significant composting and recycling increases.

4B.4. Good Practice Assessment Processes and Methodologies for Student Learning
Student curricular learning is assessed through participation of faculty, instructional staff members, employers, as well as current students, via the annual Assessment in the Major process and the cyclical Planning and Review Committee process. Please refer to CC 3A.1. for details of these academic processes.

Survey tools that include benchmarking data are utilized across campus student service areas, these tools assist staff members in making evidence-based, data-driven decisions that affect student satisfaction and learning; however, integrated use of assessment data across multidisciplinary fields will continue to take specific effort and focus.

Sources

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- PARQ.ETS Proficiency Profile Assessment.11.17.2015
- PARQ.Focus 2020 Performance Indicators.11.16.15
- PARQ.FOCUS 2020 Strategic Plan.8.25.2015
- PARQ.Graduate salaries and employer ratings.02.08.2016
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- PARQ.Indicators - Reasons for Leaving.02.09.16
- Provost.Assessment in the Major Template.12.15.2015
- Provost.Program Director.8.27.2015
- Provost.Services.Credit by Exam.8.27.2015
- Senate Office.PRC process.12.23.2015
4.C - Core Component 4.C

The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.

1. The institution has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.
2. The institution collects and analyzes information on student retention, persistence, and completion of its programs.
3. The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.
4. The institution’s processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

Argument

4C.1. Goals for Student Retention, Persistence, and Completion

Targets (or goals) are established once every five years as part of the planning process, using the performance indicator process described in CC 5D. These targets are established using the best practice principles, as well as by reviewing current performance at UW-Stout, our peers, and national comparisons. For example, our first to second year retention rate target is to exceed the average retention rate for institutions of our level of selectivity by several percentage points (see CC 1A). To help achieve these targets, UW-Stout also establishes targets for segmented groups. For example, over time, we would like to eliminate the achievement gap for racial and ethnic minorities.

The provost has overall responsibility for managing the enrollment-target process in consultation with the Enrollment Management Advisory Committee (EMAC), the assistant chancellor, the vice chancellor for Administrative and Student Life Services, and the vice chancellor for University Advancement.

Representatives from the Graduate School, Enrollment Services, Financial Aid, and the Office of International Education provide guidance in establishing enrollment targets through their participation on the Enrollment Management Advisory Committee.

4C.2. Collection and Analysis of Information on Student Retention, Persistence, and Completion
UW-Stout collects and analyzes data on student performance, including student retention, persistence, and completion of programs through the performance indicators and associated college/unit and program/department scorecards described in CC 5D. The program/department scorecards provide an opportunity to identify best practices and areas where improvements may be needed. The performance indicator dashboard also allows for a review of data by segmented groups, such as by gender, racial/ethnic minority status, student level, etc. These data are reviewed annually by the EMAC (see CC 1A) and the Strategic Planning Group (SPG) (see CC 5C).

In Fall 2012, Stout began inviting first-year students to participate in four Mapworks surveys offered during the year. Since then (and the resultant implementation of improvements), retention into the second year has risen from 69.5% to 76%.

UW-Stout also collects data through the National Survey of Student Engagement (NSSE) and the Campus Climate Survey, both of which are conducted once every three years. The PARQ office creates recommendations for action based on the results (example 1), which are reviewed by the Chancellor's Advisory Council, Strategic Planning Group and other groups as appropriate to identify next steps.

These data are publicly available in multiple places, including the performance indicator website, the UW System dashboard, and the information portal.

4C.3. Student Retention, Persistence, and Completion Information Used to Make Improvements

UW-Stout reviews student performance data at multiple levels in order to make improvements. At the institution level, these data are reviewed by the Enrollment Management Advisory Committee (see CC 1A), and the Strategic Planning Group (SPG) (see CC 5C). The SPG uses the data to identify institutional priorities through the integrated planning process (see CC 5C). At the division level, initiatives associated with student retention, persistence and completion are integrated into action plans (the Academic and Student Affairs Targeted Projects and Academic Plan) (see CC 5C). At the college level, the deans receive college/unit level scorecards (see CC 5D) that are used to develop college strategic plans. The college strategic plans are developed annually, shared with the Chancellor’s Advisory Council, and aligned with the Educational Support Unit Review Committee (ESURC) process, as described in CC 1A. At the program level, program directors receive, analyze, and interpret data through the Program Review Process (see CC 5D) and the Assessment in the Major process (see CC 3A.1).

Example of actions taken based on results include an action plan from the Campus Climate Survey, a student jobs program, a first year experience program, an ethical-thinking training program, an initiative to engage students during their first year on campus (called PickOne!), and expanding the use of Mapworks. Additionally, NSSE results have been used to develop initiatives including the first year advising program, and initiatives to increase rigor of courses.

4C.4. Good Practice Processes and Methodologies
UW-Stout uses standard methodologies for collecting and analyzing information on student retention, persistence and completion of programs. For example, our definitions align with IPEDS and/or with definitions established by the University of Wisconsin System. In instances where there are no standard definitions, we review best practices from the literature. For example, we are exploring the use of the Western Association of Schools and Colleges Graduation Rate Dashboard for calculating graduation rates for graduate students. These methodologies are reviewed once every five years as part of the establishment of new performance indicators as described in CC 5D.

Sources

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- Provost.Services.Think About It.01.25.16
- Senate Office.PRC process.12.23.2015
4.S - Criterion 4 - Summary

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

Summary

To sustain the quality of its educational programs, learning environments, and support services, and promote continuous improvement, UW-Stout will continue its practices such as:

- the work of the Planning and Review Committee and the Annual Assessment in the Major.
- evaluation of all transfer credit awarded, including credit for prior learning, high-school and dual-level credit.
- ensuring rigor of student learning through the curriculum handbook and oversight of the Curriculum Instruction Committee.
- ensuring quality of instruction through faculty and instructional academic staff qualifications
- evaluation of the success of graduates through placement and alumni follow-up surveys
- clearly established goals for student learning in both curricular and co-curricular programs
- "closing of the loop"- capturing continuous improvement actions taken as a result of collected assessment information through the work of the Strategic Planning Group action plans.
- clearly established goals and follow-through in the area of student retention and completion, as determined by the Enrollment Management Advisory Committee.

Sources

There are no sources.
5 - Resources, Planning, and Institutional Effectiveness

The institution’s resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

5.A - Core Component 5.A

The institution’s resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future.

1. The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.

2. The institution’s resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.

3. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution’s organization, resources, and opportunities.

4. The institution’s staff in all areas are appropriately qualified and trained.

5. The institution has a well-developed process in place for budgeting and for monitoring expense.

Argument

UW-Stout’s resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future.

5A.1. and 5A.4. Resources, Infrastructure, and Staff

Fiscal Resources

UW-Stout relies on two main sources of revenue: state aid and tuition and fees. UW-Stout’s overall fiscal picture is consolidated with the UW System Annual Financial Report, which indicates a fundamentally sound financial base. Additional institution-specific information can be found in the 2015 Annual Budget and Fee Schedule and in the annual program revenue balance report.

The HLC relies upon the Composite Financial Index (CFI) ratios as a guide to determining financial health. The ratio provides a fiscal perspective that identifies, measures and records financial risks to Public Higher Education institutions. UW-Stout’s CFI in FY15 was 3.07. For FY13, it was 1.74, after factoring in assets from the UW-Stout Foundation. In FY14, the composite score was 1.48, which is also “Above the Zone.” The reason for the significant
increase in FY15 is due to the inclusion of pension contributions. Using the CFI indicator score as the guide, our institution’s current resource base supports and maintains our programs. As described below, we are taking steps to ensure the continuing fiscal viability of our institution.

Undergraduate tuition has been held flat since FY2014, and that could continue through at least spring of 2017. After several years of significant enrollment growth, the university has established targets for on-campus student headcount to increase at a slower rate in the near future. Distance education student enrollments, however, are expected to increase. These enrollment targets are currently under review.

Given the declining level of state funding and projections of more limited enrollment growth, a committee was formed to evaluate whether UW-Stout’s budget model should become more incentive based and to recommend changes. Allocation of resources and cost-containment recommendations were assessed. Currently, UW-Stout utilizes an incremental budget model for most financial allocations, where each unit starts at the previous year’s level, after which funding is added or reductions taken. The committee held numerous campus forums and established a feedback form. The committee recommended base reallocations across colleges, which were put on hold due to state budget cuts. The committee will reexamine the base allocations following the college reorganization to a three-college model.

UW-Stout has taken other steps to ensure we remain financially sustainable. In 2015, fifty faculty and staff retired under an early separation incentive program designed to generate savings. Substantial cuts were made in non-instructional spending, and additional savings will be garnered through a reduction in administrative positions as we consolidate colleges. We also have strategies in place to maintain or increase enrollment and to improve student retention, including initiatives to increase student employment on campus, research grants for students, and engagement. We are considering options for expanding the number of programs that charge differential tuition. UW-Stout—in conjunction with the Foundation—is planning a comprehensive fundraising campaign that will focus on accomplishing FOCUS 2020 Goals and addressing the reduction in state funding. The development of a strategic plan for fundraising is a University Priority initiated through the integrated planning process. An aggressive timeline has been established to identify priorities, conduct a feasibility study, organize the campaign, and launch the campaign by the fall of 2016, during Stout’s 125th anniversary.

Through its fundraising programs, the Foundation in FY2014-15 received $3,249,844 in cash gifts, including $1,710,370 for student scholarship support. The total fundraising production, including cash gifts, planned gifts, scholarship support, and pledges, was $5,098,058. The total assets of the Foundation, as of June 30, 2015, exceeded $52,590,000, and the value of the Foundation’s endowment exceeded $35,180,000.

The Foundation’s mission is to support UW-Stout by cultivating relationships between the university and its constituencies for mutual benefit. It supports the mission and goals of UW-Stout through the acquisition and stewardship of resources. During FY2014-2015, the Foundation provided $2,632,398 in support of the academic mission, including $692,843 for scholarships, $766,242 for faculty/department support, $80,574 for split-interest agreement payments, and $1,092,739 for Foundation self-funding. The Foundation’s Endowment provides
some of this support to UW-Stout. The annual Endowment spending amount is determined by multiplying the Endowment spending rate, currently 3.5%, by the average of the previous three years' endowment balances.

**Human Resources**

UW-Stout employs 1,305 faculty and staff, including 272 tenured or tenure track-faculty, 218 non-tenure track instructors, 257 non-instructional professional staff, 432 support staff, 44 administrators, and 82 graduate assistants.

Expectations for recruiting quality personnel are outlined in the Faculty and Staff Limited Appointee Handbook (FASLAH) section 3.02 and in the university staff handbook. The guidelines address considerations warranted to carrying out the unit's functions such as accreditation concerns, market concerns, enrollment, and expertise. FASLAH section 3.06 outlines the renewal of appointments and the granting of tenure, through a formal performance evaluation process. The criteria for the evaluation is in alignment with the individual's job description and performance objectives that are authored in collaboration with the employee’s immediate supervisor.

In addition, all new faculty and staff participate in a New@Stout orientation program. Orientation programs are offered to new department chairs, program directors, and supervisors. UW-Stout also requires that all faculty and staff receive training in IRB (for those conducting research with human subjects), sexual harassment prevention, security of information (see CC 2A for more information), and reporting of child abuse. Some positions require annual training for OSHA requirements. All faculty and staff can participate in an array of training programs offered regularly. A variety of business technology courses are offered in-person or online. See CC 5B for additional training opportunities available.

The University has an annual evaluation process for all employees. Faculty and instructional academic staff are reviewed based on performance objectives, with the focus on teaching, research, and service. These evaluations consider student ratings, peer ratings, classroom peer observations, and supervisor ratings. Evaluations of non-instructional staff focus on performance standards established by the supervisor and, for supervisors, activities that support the university’s diversity initiatives.

**Physical Resources**

UW-Stout's physical plant is maintained by experienced technicians, engineers, craftsmen, groundskeepers, and custodians. The physical plant director reports to the Chief Business Officer.

The Campus Physical Development Plan is monitored through the Strategic Planning Process. Every 2 years, UW-Stout submits an updated version of the full plan to UW System. The plan includes three parts: 1) background information, including academic program trends and strategic planning information, 2) implementation plan, including prioritized lists of capital planning needs for the next 6 years, and 3) facilities profiles. The physical plant director
identifies 3-5 items from the full plan to be monitored by the Strategic Planning Group. There is also a Master Plan, which is a dynamic working document that provides 20-year guidance to coordinate planning of facilities, academic programs, utility infrastructures, land acquisition, and campus services. A Master Plan addendum is currently being developed to reflect changes from the original plan.

Recent facilities projects include major building renovations such as Harvey Hall, lab upgrades, minor building repairs such as window and floor replacements, and stormwater management projects. All applicable facilities projects address sustainability issues and seek to reduce the university's environmental footprint.

Supporting the Campus Physical Development Plan, as well as the recruitment and retention of students, there is a residence hall renewal plan. The plan schedules residence hall renovation projects over 20 years. To date, three halls have been fully renovated. The plan seeks to upgrade our infrastructure, enhance accessibility and privacy, and promote community development. Residence hall facilities and renovations support student safety, comfort, and success. According to the 2014 EBI Resident Student Satisfaction Survey, UW-Stout scored above the mean goal of 5.50 with a score of 5.54 for overall resident student satisfaction.

**Technological Resources**

The Learning and Information Technology Services (LIT) unit is managed by a Chief Information officer (CIO) who reports to the Chancellor. LIT has four committees, with campus-wide representation that provide input to the CIO on technology needs. Those committees are the: 1) Administrative Systems Committee, 2) Emerging Instructional Technology Council, 3) Campus Information Technology Advisory Council, and 4) Student Information Technology Advisory Council. The input from these groups is used to develop the Information Technology plan, which is monitored through the Strategic Planning Process.

LIT services include hardware and software support, walkup help desk, network support including 100% campus wireless coverage, telephony, and backend services such as security, identity management and server services. LIT hosts and supports the campus Student Information System (SIS) PeopleSoft and the campus web site. Also LIT supports the Campus Learning Management System (LMS) BrightStore, provides instructional tool and multimedia support, mediated classrooms, instructional design help and provides training for classroom equipment and tools.

UW-Stout has a computer cost share program that pays for half of the cost of a new computer for all state-funded faculty and staff once every four years.

All undergraduate students at UW-Stout are provided with a laptop computer that includes an array of software programs. Students are provided a laptop and are refreshed on a two-year cycle. Students are also allowed to keep a laptop upon graduation.

Learning Technology Services (LTS) facilitates the use of instructional technology to support teaching, student learning and delivery of technology-enhanced courses. The TPACK
framework highlights the interplay of expertise that guides the work of LTS staff to support the effective use of resources in a learning environment that promotes student success, faculty satisfaction and continuous learning. For more information on LTS and on IT training, see CC 3D.

5A.3. Realistic Goals

UW-Stout's mission statement aligns with the FOCUS 2020 goals. Resources are allocated to initiatives (defined as action plans and university priorities) on an annual basis to achieve these goals through the planning process. This process includes opportunities for input from all members of the university community and an ongoing review of performance (see 5D on performance indicators for more information). The Strategic Planning Group (SPG) is responsible for reviewing and recommending approval of the action plans and university priorities, recommending resource allocation, monitoring progress and ensuring the performance outcomes are obtained.

5A.2 and 5A.5. Resource Allocation and Budgeting and Monitoring Expense Process

Resources are allocated through the integrated planning process. Annually, the SPG, with input from the campus community through the strategic planning process, identifies institutional priorities (i.e. university priorities, action plans) to implement for the next year. Action plan leaders submit funding requests, and additional funding needs are identified by the SPG--example 1, example 2, example 3. All resource requests are approved by the Chancellor's Cabinet, with input from the SPG and in consultation with faculty and staff as needed. Funds are allocated to the responsible units; unused funds are returned to the Chancellor at the end of the year.

Each year, the major auxiliary units prepare a 6-year forecasted budget, which includes actual results from 2 previous years. The budget is approved by unit directors, division leaders, and the chief business officer, who ensures the projected revenues, expenditures, and ending cash balances align with university goals and expectations.

Within our academic and administrative operations, Business and Financial Services (BFS) ensures institutional internal controls are implemented across campus; BFS monitors and routinely reviews revenue and expenses in the units. They also provide such tools as a monthly travel report that is utilized by various campus stakeholders to monitor trends in travel expenditures. BFS monitors cash levels throughout the year to ensure sufficient levels are present to cover expenditures and that anticipated ending cash levels are consistent with university goals and objectives.

The Budget Office monitors the University budget and assists business managers in budget development and control. The Budget Office monitors monthly personnel counts on campus. Regular reports show cash and budgetary levels for the last 2 years and for the current period. They also forecast cash balances at year end to ensure alignment with University goals and System mandates for managing cash balances. Quarterly, the Budget Office provides a report on state funding and federal work study usage to the campus stakeholders. Annually,
they prepare historical context reports that show state funding levels, cash balances, and budget usage throughout the university. The office also prepares annual reports to identify cash reserve ratios and works with departments to create savings plans or to justify excess funds held in reserve.

Each business manager belongs to the Business Managers committee. The assistant vice chancellor of BFS chairs this committee, which meets monthly to discuss fiscal policies and procedures. Other standing members are the budget officer, assistant controller, and director of Purchasing.

Concurrently, the budget process continues at the college and unit levels. Each unit has a business manager who works with the dean or director to distribute state-funded (i.e., GPR) dollars across their subunits. Business managers ensure compliance with regulations, project revenue generation and expenditures, and ensure the department remains cash solvent without accumulating excess cash. The budgets are set in accordance with the expected expenditures and are not limited as with GPR funds. The GPR and PR budgets are then consolidated from the department level and then division level and then campus level. At each step, the appropriate staff member looks at the increasingly high level of detail and approves that it is in line with campus goals and objectives.

The Internal Audit Office performs periodic risk-based audits of the major business units and provides guidance on internal controls and policies affecting University operations.

University financial statements, as part of the UW System financial statements, are audited annually by the Wisconsin Legislative Audit Bureau (LAB). The LAB audit report is presented to the Wisconsin State Legislature and is available online to the public.

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5.B - Core Component 5.B

The institution’s governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.

1. The governing board is knowledgeable about the institution; it provides oversight of the institution’s financial and academic policies and practices and meets its legal and fiduciary responsibilities.
2. The institution has and employs policies and procedures to engage its internal constituencies—including its governing board, administration, faculty, staff, and students—in the institution’s governance.
3. Administration, faculty, staff, and students are involved in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

Argument

UW-Stout’s governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission. The University is fortunate to have a System-wide governing board that is knowledgeable about the institution; it provides oversight of the institution’s financial and academic policies and practices and meets its legal and fiduciary responsibilities. The University has and employs policies and procedures to engage its internal constituencies—including its governing board, administration, faculty, staff, and students—in the institution’s governance. Additionally, UW-Stout’s administration, faculty, staff, and students are involved in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

One of the values of the planning process is that all faculty, staff, and students have a voice in decision-making and that all voices are valued. UW-Stout provides multiple opportunities for groups to provide input via multiple methods, including surveys, open forums, open office hours, and committees and governance groups, as well as through individuals who represent all of the major constituent groups on the leadership teams. Additional opportunities for input are provided through the well-defined organizational structure that identifies clear lines of authority and reporting between individual employees and across units. Another important mechanism for both formal and informal communication across organizational lines is the integrated planning process. Some of these opportunities are described in more detail below.

5B.1. Governing Board (Board of Regents)

The University of Wisconsin System is governed by the Board of Regents, as established by Chapter 36 of the Wisconsin Statutes. The Board consists of 18 members, 16 of whom are appointed by the Governor subject to confirmation by the state Senate. Of these 16 members, 14 serve staggered, 7-year terms; and two are UW System students, who serve 2-year terms. The other two Board members are the state superintendent of public instruction and the president or a
designee of the Wisconsin Technical College System Board. The Board of Regents governs all institutions within the University of Wisconsin System.

The Board of Regents consistently provide positive feedback on UW-Stout's fulfillment of its mission, leadership, student outcomes, legal and ethical behavior, organizational performance, and fiscal accountability.

**5B.2. Engaging Constituencies in Governance**

UW-Stout has four governance bodies: Faculty Senate, Senate of Academic Staff (SAS), University Staff Senate, Stout Student Association. Chapter 36 of the Wisconsin Statutes directs the faculty and academic staff to determine its own organization to participate in institutional shared governance. The statutes state:

**Faculty**

The faculty of each institution, subject to the responsibilities and powers of the board, the president, and the chancellor of such institution, shall have the primary responsibility for advising the chancellor regarding academic and educational activities and faculty personnel matters. The faculty of each institution shall have the right to determine their own faculty organizational structure and to select representatives to participate in institutional governance, except that the faculty of each institution shall ensure that faculty in academic disciplines related to science, technology, engineering, and mathematics are adequately represented in the faculty organizational structure.

**Academic Staff**

The academic staff members of each institution, subject to the responsibilities and powers of the board, the president, the chancellor, and the faculty of the institution, shall have the primary responsibility for advising the chancellor regarding the formulation and review, and shall be represented in the development, of all policies and procedures concerning academic staff members, including academic staff personnel matters. The academic staff members of each institution shall have the right to organize themselves in a manner they determine and to select their representatives to participate in institutional governance.

**Students**

The students of each institution or campus subject to the responsibilities and powers of the board, the president, the chancellor, and the faculty shall have primary responsibility for advising the chancellor regarding the formulation and review of policies concerning student life, services, and interests. Students in consultation with the chancellor and subject to the final confirmation of the board shall have the responsibility for the disposition of those student fees which constitute substantial support for campus student activities. The students of each institution or campus shall have the right to organize themselves in a manner they determine and to select their representatives to participate in institutional governance.
University Staff

The University Staff Senate was established in concurrence with the Regent Policy Document on University Staff Governance. Effective July 1, 2015, university staff, previously known as classified staff, of each University of Wisconsin System institution is given the right to structure themselves in a manner they determine and to select representatives to participate in institution governance. The Regent Policy Document on University Staff Governance affords the following to its university staff:

- Primary responsibility for the formulation and review, and representation in the development, of all policies and procedures concerning University Staff members, including University Staff personnel matters.
- The opportunity to be active in the immediate governance of and policy development of the institution.
- The opportunity to be active participants in the immediate decision-making and policy development of the institution.

5B.3. Involvement in Policies and Processes

These four groups have an active role in university decision-making. For example, the Faculty Senate, SAS, and University Staff Senate actively participate in institutional policy development by having representation on all of the policy review groups and formal review and resolution of all formal policy changes. Representatives from the student senate are included as appropriate. Typically, approximately five policies go through this Senate process every year.

The senates also have an active role in setting academic requirements. They approve all requests for new and revised academic programs, manage the academic-program-review process, and set the academic calendar. They also update the Employee Handbook, make recommendations to the Chancellor, and manage the process and for professorships, promotions, and tenure appointments.

The Faculty Senate, SAS and University Staff Senate nominate or appoint members for 56 committees, which include both Senate standing committees and university committees. For example, each Senate appoints three members to serve on the Strategic Planning Group (SPG) each year. The SPG is responsible for reviewing all of the feedback collected through the planning process, prioritizing, and recommending to the Chancellor the strategic priorities that should be implemented, along with recommended resource allocations.

Other committees are regularly formed as needed to address specific issues and are disbanded when their work is complete. Recent examples include a joint faculty-staff-administrator committee to identify funding sources for a supplemental compensation program, a committee to develop a proposal for providing reassigned time for faculty and instructional academic staff to conduct research, and a committee to recommend university-wide guidelines regarding tuition reimbursement.

The Faculty Senate, SAS, and University Staff Senate have the following standing committees:
Examples of university committees include, but are not limited to:

- Enrollment Management Advisory Committee,
- Chancellor's Advisory Council,
- Strategic Planning Group,
- Diversity Leadership Team, and
- Memorials and Honors Committee,

Information about all of the committees is kept centrally on the Information Portal. This website helps faculty and staff identify opportunities to engage in committees and to be kept informed of committee work.

In 2014-15, the Faculty Senate completed 40 tasks, ranging from program approvals to University policies. Similarly, the SAS annual report included highlights ranging from developing new policies to serving on university committees.

The University has a training and development plan that is monitored through the strategic planning process which ensures that multiple opportunities are provided for training, development and in-service. Examples of initiatives that have been included on the plan include leadership training for department chairs, training for business managers, and a supervisor development program.

In addition to the training and development plan, there are a number of ongoing professional development events for faculty and staff. For example, annually, there is a week-long Opening Week event in August. Opening week activities include the engagement sessions, college/unit and department meetings, orientation and welcome activities. There is also a week-long Professional Development Days in January.

All new employees are invited to participate in a New@Stout orientation program. New@Stout provides all new employees with an orientation to Stout, its history, the strategic planning process, and campus support services. The session is offered several times during the year to accommodate employees starting during different times of the year.
There are also multiple opportunities for faculty and staff to engage in discussions through the integrated planning process including the annual engagement sessions, serving on advisory committees for the action plans, serving on the SPG, and serving on implementation teams resulting from the engagement sessions. Examples of recent implementation teams include teams to establish definitions and expectations regarding expanding research at UW-Stout, to develop a program to encourage all students to become engaged beginning in their freshmen year, to examine admission requirements, and to examine options for tuition reimbursement.

Outside of the planning process, there are also multiple opportunities to engage in discussions. The Chancellor, Provost and Vice Chancellor for Administrative and Student Life Services regularly attend the meetings of the Faculty Senate, SAS and University Staff Senate. The Chancellor also encourages individuals to schedule an appointment with questions, comments or concerns. In addition, the Chancellor does regular walk-arounds to various locations across campus to talk to faculty and staff. In addition, office hours are available through the Provost's office. Further, UW-Stout surveys the faculty and staff at least once every three years to assess campus climate, job satisfaction and job engagement. Open forums are also held regularly. Recent examples include three open forums to discuss the proposed goals and performance indicators for FOCUS 2020, two open forums to discuss the recommendations from the budget model committee, occasional "chat with the Chancellor" sessions, an open forum to discussed proposed restructuring within the colleges, and multiple open forums associated with major recruitments, such as for the Provost and the Chancellor.

The Chancellor also regularly provides blog updates (example 1) (example 2) on current events. These messages provide updates on such matters as the institution's progress toward enrollment updates, major initiatives or upcoming events, or work being done in various units but which might be of interest to the college community.

Sources

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5.C - Core Component 5.C

The institution engages in systematic and integrated planning.

1. The institution allocates its resources in alignment with its mission and priorities.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
4. The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution’s sources of revenue, such as enrollment, the economy, and state support.
5. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

Argument

One of the University’s great strengths lies in its systematic and integrated planning processes.

5C.1. Resource Allocation in Alignment with Mission and Priorities

UW-Stout's integrated, comprehensive, and participatory strategic planning process ensures that resource allocation is in alignment with the mission and institutional priorities.

Prior to the annual retreat, action-plan leaders submit their proposed initiatives for the next year, along with any funding needs. Each action plan has a leader charged to use a participatory process to identify three to five initiatives to implement the following year, including responsible persons, due dates, and measures for evaluating success, and is responsible for ensuring the initiatives are completed as proposed. These proposals are reviewed by the Strategic Planning Group (SPG) and the Chancellor’s Cabinet, who evaluate them in relation to University performance indicators, and approved by the Chancellor. The current action plans are as follows:

- **Academic Plan** - a strategic plan for growth of academic programs, majors, minors and concentrations
- **ASA Targeted Projects** and **ASLS focused initiatives** - a strategic plan for major initiatives at the division level
- **Capital Plan** - a strategic plan for growth and renovation of physical facilities
- **Campus Sustainability Plan** - a strategic plan for environmental sustainability
- **High Risk Drinking Prevention Plan** - a strategic plan to reduce problem drinking
- **Inclusive Excellence Plan** - a strategic plan for diversity
- **Information Technology Plan**,
- **Marketing Plan**,
- **University Training and Development Plan**.
Examples of current action items in these plans are:

- Developing new undergraduate programs in engineering
- Expanding opportunities to integrate diversity into the curriculum
- Developing a plan for upgrading and refreshing labs campus-wide
- Expanding marketing to Veterans

Each strategic plan has a 5-year timeframe with annual initiatives to achieve the strategic planning goals.

**FOCUS 2015 Strategic Plan**

The most recently completed strategic plan is [FOCUS 2015](#).

The FOCUS 2015 goals were:

- Develop knowledge, respect and validation of differing values, cultures and beliefs in students, faculty and staff
- Expand early and ongoing experiential learning opportunities including undergraduate applied research and entrepreneurship
- Further develop and execute integrated enrollment management
- Focus on Sustainability: Implement Key Elements of the President's Climate Commitment and Educational and Applied Research Initiatives

Examples of major initiatives from FOCUS 2015 include:

- Initiatives to increase experiential learning opportunities for students
- Initiatives to increase enrollment, retention and graduation rates of racial/ethnic minorities
- Energy conservation and waste reduction initiatives
- Efforts to improve campus climate for faculty, staff and students
- Efforts to grow graduate student and transfer student enrollment
- Initiatives to address needs for competitive compensation for faculty and staff
- Initiatives to grow the research enterprise
- Efforts to grow the Honors program

A new strategic plan, called FOCUS 2020, was initiated in 2015.

**FOCUS 2020 Strategic Plan**

The goals for [FOCUS 2020](#) are:

- Create a supportive environment that increases the recruitment and retention of high quality faculty and staff.
Establish sustained financial viability of the institution by improving fiscal discipline, reallocating resources, increasing donations and other external revenue, and streamlining processes.

Create a supportive environment that encourages, promotes, and incentivizes the use of innovative, high-impact, evidence-based instructional models and practices.

Increase student participation in applied research, increase student experiences that develop intercultural competence, and require an applied learning experience from all students.

Expand, sustain, and collaborate on internal and external partnerships.

Examples of action items currently underway include, but are not limited to:

- Development of a strategic plan for fundraising
- Implementation of a program viability process to identify best practices and opportunities to allocate scarce resources to ensure program successes and growth.
- Development of a lab modernization procedure and plan for refreshing labs campus wide.
- Conducting intercultural development framework professional development to faculty and staff audiences.

5C.3. and 5C.5. Strategic Planning Process Considers Perspectives of Constituents and Anticipates Emerging Factors

Every five years, UW-Stout initiates a new planning process through a stakeholder visioning session, which includes input from both internal and external stakeholders, including members of the Board of Regents, legislators, community and business leaders, K-12 leaders, and the University of Wisconsin System administration. The outcome of stakeholder visioning is the establishment of big picture themes. These big picture themes are then shared with the campus through participatory processes and used to develop 5-year goal statements.

Once these goals are identified, there is an annual process to identify, implement and assess institutional priorities (which are defined as action plans and university priorities). The process begins with an annual Strategic Planning Group retreat in July to identify the institutional priorities for the next year. In preparation for that retreat, monthly meetings are held during the year to review:

- Budget information: Typically, at least one meeting per year is devoted to reviewing the budget.
- Performance indicators,
- Progress updates: Every six months, action plan leaders provide progress updates on the initiatives in their plans,
- Demographic shifts: For example, concerns about the anticipated decline in high school graduates led to initiatives to grow transfer students, graduate students and online students, and
- Emerging issues, such as technology and globalization: for example, the eStout program, which provides laptop computers to all undergraduate students, e-textbooks, and intercultural competence initiatives emerged from the planning process.
The outcome is the retreat is the identification of draft institutional priorities that are then reviewed by the campus during the Engagement Sessions. The Engagement Sessions are held on opening day in August. All faculty and staff are randomly assigned to one of 30 rooms on campus to hear videos about the proposed initiatives and have a facilitated discussion to provide feedback on the initiatives. The initiatives are revised by the Strategic Planning Group based on this feedback, and the Chancellor approves resources allocations. Committees and teams are then charged to implement the initiatives and submit reports.

Many of these committees and teams solicit additional feedback from the campus through listening sessions and surveys. For example, in 2014, subcommittees were formed to finalize the goal statements and performance indicators. A total of 13 meetings and open forums were held to solicit input, and a feedback form was provided online. A similar process was also used in 2014 by the budget model review committee (see CC 5A for more information about this group).

The SPG monitors progress on these initiatives throughout the year. Progress updates are provided by action plan leaders in December and again in May. These progress updates are shared during at least three SPG meetings and adjustments are made to the action plans as needed.

A celebratory progress update, called You Said...We Did, is provided campus wide in January. During this event, information is provided on the final initiatives, progress that has been made to date and resource allocations.

In summary, all faculty, staff and students have the opportunity to contribute ideas to the annual initiatives. Opportunities for input include:

- Engagement Sessions
- Participation on the SPG or Governance Groups
- Participation in committees, teams and taskforces
- Participation in listening sessions and surveys
- Providing input to action plan leaders

5C.4. Planning on Sound Understanding of Capacity

Each year, at least one SPG meeting is devoted to budget review. If the budget later changes due to legislative action or other factors, additional updates and discussions are held in subsequent meetings. All action-plan leaders are members of the SPG and are responsible for taking this information into consideration when developing action plans.

5C.2. Integration with Student Learning and Evaluation of Operations

Processes for assessing student learning are also integrated into the planning and budgeting process. For example, each program receives a program level scorecard, which includes student learning data such as retention and completion rates, career outcomes, student satisfaction and engagement measures (see CC 5D). These metrics align with the overall performance indicators that are reviewed by the Strategic Planning Group as part of the integrated planning process. In
instances where metrics fall short of goals, initiatives, including action plans and university priorities, are implemented to address those concerns.

On an annual basis, funding requests are submitted from action plan leaders for action plans and university priorities that are approved by the Chancellor. Initiatives related to student learning are regularly included in the academic and student affairs targeted projects action plan and the academic plan. Examples of initiatives related to student learning include developing instructional workload guidelines for faculty and instructional academic staff, action items to provide opportunities to engage students in research with faculty, such as the student jobs program, writing initiatives implemented in response to lower than desired ratings on the ETS Proficiency Profile, Communities of Practice implemented in response to lower than desired student self-report on the impact of the e-Scholar program on student learning.

In addition, on an annual basis, a plan is developed which outlines all of the action items that will be implemented to assess student learning in general education courses and in the major. Ongoing assessments include a course level assessment of student learning in general education programs, an assessment of the general education objectives, and an annual report assessing student learning in the major. See Criterion 4 for more information about these items. Results from these assessments are used within the colleges to inform the next college strategic plan.

UW-Stout also has formal processes for program review and for review of non-instructional units. See CC 5D for more information about these processes.

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5.D - Core Component 5.D

The institution works systematically to improve its performance.

1. The institution develops and documents evidence of performance in its operations.
2. The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.

Argument

5D.1. Documentation of Performance

Performance Indicators

Evidence of performance at UW-Stout is measured at multiple levels: 1) university, 2) college/major unit, and 3) department/program. At the institutional level, progress is measured through the Performance Indicators. These Performance Indicators, along with their targets, are updated every 5 years at the beginning of a new five-year strategic plan, and can also be modified during the strategic plan if needed.

The Performance Indicators are intended to measure the overall success of the strategic plan. They are identified and approved by the Strategic Planning Group (SPG) based on best practice principles and in alignment with balanced scorecard methodology and include peer comparison data. To establish the performance indicators and targets, the SPG forms a subcommittee that is responsible for reviewing current data, peer comparison data, and soliciting input from faculty, staff and students. The subcommittee makes recommendations that are subsequently reviewed and approved by the SPG. Progress on these performance indicators are updated online regularly through an interactive dashboard as new data become available and is reviewed annually by the SPG. The SPG uses the data, along with the other information that are reviewed throughout the year, to identify new institutional priorities (i.e. action plans and university priorities) for the next year and to assess the success of current priorities.

Stout recently completed its FOCUS 2015 strategic plan, and targets were achieved on most performance indicators. For example:

- We continue to achieve our target for career-outcome rates to meet or exceed 95%
- We have reached record student enrollment levels, exceeding our targets.
- Number of degrees granted continues to increase, has reached a record high, and is approaching the target.
- Retention rates are at their second highest level on record and exceed the target.
- We continue to perform better than the UW System comprehensives on workers compensation experience modification factor, which is a measure of safety.
- We have consistently increased our number of distance education courses, nearly doubling our target.

The performance indicators for FOCUS 2020 include, but are not limited to, the following:

- Student performance measures such as retention, graduation and career outcome (placement) rates, and employer satisfaction and starting salaries. Career outcome data are collected using best practices and guidelines showcasing a comprehensive approach, including electronic survey, email follow-up, multiple phone calls to the alumni, and social media. Knowledge rates are consistently above 80%.
- Student learning measures such as participation in experiential learning, high impact practices, and student learning outcomes.
- Exit information, such as reasons why faculty, staff and students are leaving.
- Financial information, such as sources of funding and CFI.

Each performance indicator also contains drill down data that breaks down the metrics by demographic variables including gender, race/ethnicity and program delivery method.

The performance indicators also align with the accountability metrics that are tracked and required by the UW System.

At the College and major unit level, Strategic Plans are developed on an annual basis and presented to the Chancellor's Advisory Council. Starting in 2016, a process change has been implemented and these presentations will now be given to the SPG. Data from the Performance Indicators are segmented at the College/major unit level, and provided to the Deans and Directors as a cascading scorecard to use in strategic planning. In addition, as part of the college/major unit strategic planning process, they have the option of developing their own additional metrics for measuring success.

Data are also provided at the department/program level. Similar to the college/major unit level, data from the Performance Indicators are segmented at the department/program level as a cascading scorecard (examples: undergraduate and graduate).

**Process Measures**

The Performance Indicators provide an overall measure of success, however, it is necessary to collect other data at the individual initiative level in order to understand why we have been successful or unsuccessful. With each of our institutional priorities, we identify process measures that we will use to assess the overall success of that initiative. Process measures typically focus on participation numbers and overall satisfaction. For example, a process measure associated with the LGBTQIA+ student support position is the number of 1:1 meetings and group meetings with students, including the percentage change from the previous year.

We have also implemented benchmarking studies of non-academic operations to evaluate efficiency and effectiveness and potentially reallocate resources to instruction. For example, based on a study of Physical Plant, we determined that our custodial staffing level was above the
industry average. In response, we will pilot a program that includes staff reductions and service changes designed to maximize efficiency. To better collect and analyze data associated with the program, we added two new software modules to our Total Management Authority (TMA) database.

5D.2. Learning from Operational Experience

Program and Department Review

The Performance Indicators are also integrated into other campus review processes. For example, the Educational Support Unit Review Committee (ESURC) is responsible for reviewing all non-instructional units once every seven years and the Program Review Committee (PRC) is responsible for reviewing all academic programs on the same cycle. In addition to the data available from the performance indicators, these groups also conduct surveys of internal and external stakeholders and ask the unit directors to submit a self-study.

A report with recommendations is provided to each unit and program being reviewed. For ESURC, the unit director and supervisor are asked to respond to the report. It is expected that units will incorporate action items associated with the recommendations from their report in their next strategic plan. Unit directors present the actions they have taken based on the results to the CAC when they are presenting their strategic plans. Actions taken in response to ESURC feedback include Stout Online's development of a master staffing plan and a flexible work schedule that enables coverage during non-traditional business hours when customers may need assistance. Additional information about ESURC process is in CC 1A.

For PRC, the Dean is responsible for responding to the report, and then it is sent to the Faculty Senate for approval. It is expected that Dean and program director will address any deficiencies associated with the recommendations prior to the next PRC review. In some instances, the PRC may require a response be submitted prior to the next scheduled PRC review. For example, in response to PRC feedback, the B.S. in Art Education Program made a number of revisions. See CC 3A for more information about the PRC process.

Quality Improvement Focus

The ESURC and PRC processes, the performance indicators, and the integrated planning process are examples of UW-Stout's commitment to continuous quality improvement. UW-Stout uses the Malcolm Baldrige model for maintaining the focus on performance excellence. Baldrige helps us keep the focus on the core values of data-based decision making, participatory processes, innovative practices, visionary leadership, and transparency.

UW-Stout's commitment to quality is also evidenced in that, in 2010, a reorganization occurred to create the office of Planning, Assessment, Research and Quality (PARQ). The PARQ office is responsible for strategic planning and accountability, institutional research and assessment, the Applied Research Center, quality initiatives and university policies.
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5.S - Criterion 5 - Summary

The institution’s resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

Summary

Criterion 5 addresses resources, planning and institutional effectiveness.

- Although state appropriations declined, UW-Stout has processes to ensure financial sustainability, including early separation incentives, reductions in administrative positions and non-instructional spending, strategies to increase enrollment, a capital campaign, and an increase in the use of differential tuition.
- UW-Stout’s governance and administrative structures promote effective leadership and support collaborations that enable the institution to fulfill its mission. Administration, faculty, staff, and students are involved in setting academic requirements, policy, and processes through effective structures for contribution and collaboration.
- One of the University's greatest strengths lies in its systematic and integrated planning process, which enables all constituents to have a voice, considers emerging trends and data on institutional capacity and aligns the mission with planning initiatives, budgeting and assessment of student learning.
- UW-Stout works systematically to improve through a performance indicator system that is implemented at multiple levels: 1) university, 2) college/major unit, and 3) department/program. This system aligns the mission with planning initiatives and with an evaluation of effectiveness.
- Program review processes (PRC) and processes to review non-instructional units (ESURC) ensure that we learn from our operational experiences.

Sources

There are no sources.