

UW-Stout FOCUS2030 Strategic Plan

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Mission, Vision, Values

Mission

In progress.

Vision

University of Wisconsin-Stout prepares lifelong learners, ethical leaders and responsible citizens in an equitable, inclusive, and sustainable environment through collaborative career-focused programs that integrate applied learning, theory and research. We will advance our position as a future-focused polytechnic institution and as a regional, national and international leader in higher education in a diverse society.

Values

- Learning: The advancement of academic excellence and commitment to inclusive, accessible education as a means to illuminate the lives of all.
- Skill: The ideals of collaboration, competence and continuous improvement.
- Industry: The pursuit of innovation, technology and sustainability with a constant eye to an equitable future.
- Honor: The nobility of spirit, a diversity of people, respect and inclusion for all.

Core Competencies

UW-Stout's core competencies reflect our polytechnic tenets and commitment to the Malcolm Baldrige Performance Excellence Framework. The Baldrige core values of management by fact, valuing people, and focus on the future, provide the foundation for each of our competencies. Our institutional structure ensures that these competencies are embedded in our practices and align and integrate across the institution. To achieve these core competencies, we will continue to address barriers that limit access to equitable, diverse, and inclusive environments.

1. Career-focused education

UW-Stout's uniquely successful career-focused program array features undergraduate and graduate majors, minors, and certifications that are continually updated, based on input from our advisory partners, to align with evolving professional career paths.

2. Applied Learning

We prepare students to apply theory to practice through experiential opportunities, reflecting our lab-based minds-on hands-on approach to education, in virtual, hybrid and campus-based environments.

3. External Partnerships

UW-Stout's collaborative partnerships with external experts, businesses, and organizations are key to fulfilling our mission of preparing students for careers through applied learning experiences.

4. Collaborative Planning

UW-Stout's commitment to shared governance, internal and external partnerships, inclusive excellence, and continuous improvement are at the core of our strategic planning and decision-making processes.

FOCUS2030 Goals

1	Student Success Deliver valuable holistic support and integrated learning experiences that engage students in envisioning new possibilities, achieving their goals, and excelling in our global and diverse society.
2	Employee Success Foster an equitable environment that invests in, supports, encourages, and values diverse faculty and staff development opportunities.
3	Institutional Sustainability Achieve financial stability that systematically strengthens the university's short-term and long-term financial, social, and environmental outlook in a way that is transparent and responsible to the university's mission.
4	Equity, Diversity, and Inclusivity Invest in, and ensure access to, equitable, diverse, and inclusive learning, student living, and work environments that reflect our regional and global connections.
5	Identity Advance UW-Stout's reputation as a polytechnic university by providing students access to cutting edge technology, innovative programs, and collaborative partnerships that support the development of interdisciplinary knowledge and skills, including a humanistic understanding necessary to live and work in a diverse, interconnected, and rapidly changing world.

Performance Indicators

Proposed Indicator	Definition	Next steps (if applicable)	<i>Alignment to FOCUS2030 goals and Enduring goals</i>
Student enrollments	Total headcount enrollment and full-time equivalent enrollment for graduate students and undergraduate students, compared to targets. The Full Time Equivalent for a student is based on official credits and student level. It is computed by dividing the student official credits at each level by the average number of credit hours carried per semester of the various student levels. Undergrads would be 15, Master and EdS would be 12, EdD would be 7.		Fiscal sustainability
Job Placement rates for undergraduate and graduate students	Percentage of students self-reporting being employed or continuing their education, from the First Destination Employment survey	Need to determine who will be responsible for collecting this data for graduate students.	Student success Identity
Student participation in experiential learning for undergraduates	<p>Short-term: Percentage of students participating in capstone courses, co-ops/internships, field experiences, practicum, service learning, student research, student teaching, and study abroad prior to graduation.</p> <p>Long-term: Expand this metric to also include a separate indicator on the percentage of students with a professional credential.</p>	PARQ to work with Registration and Records and the Provost's office to develop a plan for the long-term approach.	Identity and Student success
Retention rates- first to second year for undergraduate and graduate students	First to second year retention rate for first time, full-time freshmen for undergrads and first fall to second year (fall or spring) for full-time graduate students. This is retention at UW-Stout, not retention in the program.		Fiscal Sustainability and Student Success
6-year graduation rates for undergraduates,	Six-year graduation rate for first time, full-time freshmen who start at UW-Stout and graduate from UW-Stout, seven-year graduation rates for full-time graduate students who start at UW-		Student Success

Proposed Indicator	Definition	Next steps (if applicable)	<i>Alignment to FOCUS2030 goals and Enduring goals</i>
7-year graduation rate for graduates	Stout and graduate from UW-Stout.		
Reasons for leaving (faculty/staff)	Mean ratings on the following questions from the faculty/staff exit interview survey. Rating scale 1=strongly disagree ... 4=strongly agree <ul style="list-style-type: none"> • I had a supportive work environment • I had the resources I need to do my job effectively (ex: tools, research opportunities, specialized training, support, facilities) (reworded) • I had adequate opportunities for training and professional development 	PARQ to work with HR to reword the question on “resources needed to do my job effectively.”	Employee Success
Overall level of faculty/staff job engagement	Use a new question (TBD) from the new campus climate survey.	PARQ to charge the ad hoc committee that is working on the survey to identify the question.	Employee Success
Faculty/staff salaries as a percentage of market	Average percent of market of salaries for faculty/staff, using CUPA and/or MRA data and the number and percentage of faculty/staff below the target percentage of market.		Recruit and retain a diverse university population
Internal faculty/staff salary equity	Using results of the PARQ internal salary equity model: Gender inequity: red/yellow/green by model (based on statistical significance and magnitude) Race/ethnicity inequity: red/yellow/green by model (based on statistical significance and magnitude)	PARQ to develop this stoplight system.	Recruit and retain a diverse university population
SCH/FTE	Student-credit hours per full-time equivalent employee. Student credit hours reflect the credit value of a course multiplied by the number of students enrolled in that course. For example, if a 4-credit course enrolls 30 students, the faculty/staff member would be assigned 120 student credit hours. One FTE is equivalent to one faculty/staff working full-time. An FTE of 1.0 is equivalent to a full-time faculty/staff, while an FTE of 0.5 signals half of a full		Recruit and retain a diverse university population; financial sustainability

Proposed Indicator	Definition	Next steps (if applicable)	<i>Alignment to FOCUS2030 goals and Enduring goals</i>
	workload. From UW System IAIS reports.		
Faculty and staff of color	Percent of faculty and staff of color (includes faculty, limited appointments, instructional academic staff, professional academic staff, university staff)		Recruit and retain a diverse university population
Program cost	Each program's cost to the university is determined by calculating the cost of each credit required by the Program Plan using the cost/SCH rates for each course prefix. All programs are calculated at 80 credits (which was made standard for all programs). General Education courses are considered equivalent across all programs so the cost for Gen Ed credits are not included.		Fiscal sustainability
Revenue/cost	This metric focuses on department-level costs and revenue. This is based on an understanding that current funding strings are associated with departments not programs. Only revenue and expenses associated with the generation of regular campus tuition is used in this calculation. It does include Enrollment Growth, Access to Learning, and Tuition Differential, and excludes Customized Instruction.		Fiscal sustainability
Sources of revenue	Sources of revenue and expenses resulting in a profit and loss statement.		Fiscal sustainability
Financial viability	Composite Financial Index (CFI) (measures financial health) and Primary Reserve Ratio, which is one of the core ratios included in the CFI. The CFI utilizes four core ratios: the primary reserve ratio, the viability ratio, the return on net assets ratio, and the net operating revenues ratio.		Fiscal sustainability
Environment for EDI	<p>Short-term: Student survey questions: I feel respected by 1) students at UW-Stout, 2) instructors at UW-Stout, 3) staff at UW-Stout, and 4) campus leadership at UW-Stout.</p> <p>Faculty/staff survey question: UW-Stout invests in equitable, diverse, and inclusive learning, living and work environments [response on a 5-</p>		EDI, Enduring goals – recruit and retain a diverse university population and campus climate

Proposed Indicator	Definition	Next steps (if applicable)	<i>Alignment to FOCUS2030 goals and Enduring goals</i>
	<p>point scale]</p> <p>Measured as follows: Gap in scores among:</p> <ul style="list-style-type: none"> • Job roles (academic staff, faculty, limited appointment, limited term employment, university staff) • Division or college • Disability status • Sexual orientation • Gender identity • Race/ethnicity • Note: analysis only to be run where there are at least 10 individuals in the group. Additionally, a non-response option will be included in the comparisons for the demographic groups. <p>Long term: This metric may be expanded based on the Program Theory of Change work, performance evaluation process and other EDI work.</p>		
Greenhouse gas emissions – scope 1, 2, 3	Scope one, two and three Greenhouse Gas Emissions associated with the American College and University Presidents' Climate Commitment. Scope 1 is direct emissions, scope 2 is indirect emissions mostly associated with purchased utilities, and scope 3 is other indirect emissions from sources that are not owned or controlled by the campus but are central to campus operations.		Enduring goal – environmental sustainability
Employer rating of overall preparation for employment	Mean ratings on “Degree employee exhibited educ. preparation to perform role within organization” from the Alumni Follow Up Employer Survey, conducted by the PARQ office.	PARQ to propose an alternative given changes to the Alumni Follow Up Survey.	Recruitment and retention, identify, student success
Training and Development	Short-term: Track the number of training and development sessions offered, number of attendees which would be obtained from the registration	PARQ to charge the HR office to develop a	Employee Success, EDI

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	<p>software. Develop a process to have a standard survey that goes out after each event. We would include all professional development that goes through the Learning Stream software system. We would encourage as many people as possible to use the Learning Stream software system. Also, tag training and development sessions as EDI and report these data separately.</p> <p>Long-term: Expand to include a metric to track online training credentials for instructors that teach online.</p>	<p>system for this short-term plan. PARQ to work with the Provost's office on the longer-term metric.</p>	
Employee Success	<p>Subset of these questions from the Great Colleges to Work for Survey: five-point agreement scale (<i>Strongly Agree, Agree, Sometimes Agree/Sometimes Disagree, Disagree, Strongly Disagree</i>). Additionally, there is a Not Applicable response option. If we can't do the Great Colleges to work for survey, we would use similar questions on an internal survey.</p> <ul style="list-style-type: none"> ○ I am given the opportunity to develop my skills at this institution. ○ I understand the necessary requirements to advance my career. 		Employee Success
Co-ops, internships and field experiences	<p>Overall rating on co-ops, internships and field experiences from the Career Services data collection process.</p>		Student success and Identity