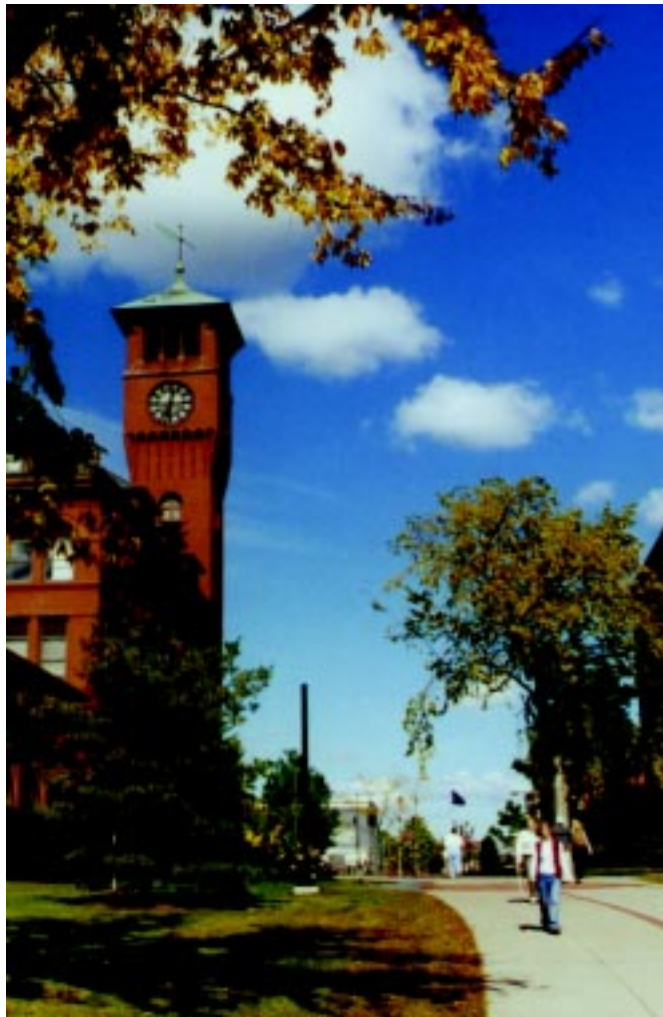


1998–1999 Annual Report and Measures of Success

*The School of Choice
for the 21st Century*



STOUT
UNIVERSITY OF WISCONSIN



Introduction

We have experienced another excellent year at UW-Stout. Whether it is program planning, creative use of technology to enhance coursework, or delivering programs via the Internet, faculty and staff are involved in positive, creative activities. We focus sharply on educational excellence for our students, professional development support for our faculty and staff, and first-rate service to our many constituents both on and off campus. The following examples demonstrate several of the achievements and priorities for the campus.

In February 1999, the Board of Regents approved two UW-Stout differential tuition initiative proposals. The first is a percent per credit increase for our students with the money earmarked for childcare, increasing the quality of our classrooms and labs, and eliminating co-op fees. The second supports "customized instruction," allowing us to charge market rates for programs designed for business and industry and other constituents. Both are important steps forward for the campus.

Diversity is both a UW System and a UW-Stout priority. During 1998–99, a special campus committee developed a proposed Diversity Plan 2008. This draft plan was made available for all-campus review through a number of sources such as our web site, and several campus open forums were held in order to gather input and ideas for our final plan. This resulted in a very worthwhile and progressive plan. In addition, the Stout University Foundation pledged \$300,000 in grant funds over the next 10 years to match funding from external sources to support diversity-related projects. The university has committed \$100,000 for this same ten-year period.

Following our campus application process, 13 sabbatical leaves were awarded in 1998–99 to be taken in the 1999–2000 academic year. This is more than

any other comprehensive university in Wisconsin. In addition, three professorships were awarded; and we have two endowed professorships. Overall, UW-Stout is ranked second among the comprehensive institutions, expending 1.87 percent (\$665,187) of permanent salary payroll on professional development for faculty and academic staff.



During the 1997–99 biennium, UW-Stout received approximately \$280,000 to improve the quality of the classroom learning environment through technology. The overall project goal was to upgrade the instructional technology of five classrooms by providing and installing multimedia equipment and conducting needed remodeling, wiring and electrical changes to support equipment to enhance student learning.

Our ongoing computer cost-share program continues to be extremely beneficial to the campus. The program offers matching funds of 50 percent, or up to \$1,550, for purchases of computers for faculty, academic staff and classified employees. During 1998–99, the university provided funding for 210 computers with approximately \$240,000 in matching funds.

We have worked as a campus to provide an open, honest dialogue on all issues affecting UW-Stout with remarkably positive results. As we enter the 21st century, we are confident that our programs, our processes and our educational philosophy present an excellent model for higher education.

Charles W. Sorensen
Chancellor

1998–1999 Highlights

*The School of Choice
for the 21st Century*



Foundation Surpasses Goal

The Stout University Foundation has surpassed \$20 million in assets. After a modest beginning, the foundation has grown into a vigorous organization that plays a key role as the university positions itself to enter the 21st century as a leader in higher education.

Less than a decade ago, the foundation was charged with the goal of reaching \$10 million by the year 2000. The foundation not only reached the goal but doubled the value of assets by June 30, 1999.

The foundation has enjoyed unmatched success because of the generous support of loyal friends and alumni who have faith in UW-Stout and believe in its mission. Of the 13 UW System four-year universities, the Stout University Foundation has the second largest endowment, behind only UW-Madison.

Through the generosity of donors, the foundation has supported the campus with laboratory equipment, student scholarships, library resources, faculty grants, an expanded student emergency loan fund, and endowed professorships and chairs.

Grads hit the ground running

UW-Stout graduates report a 98.1 percent rate of employment, according to the university's 1997-98 annual employment report. Of those employed, 91.1 percent report employment in or related to their majors. The survey's response rate of graduates is 89.2 percent.

Graduates are working in a reported 32 states and earn a median yearly salary of \$27,500, compared to \$26,000 last year. Graduates from 26 of UW-Stout's programs and concentrations report 100 percent employment. Teacher preparation programs produced graduates with a 99.8 percent rate of employment.

UW-Stout's majors are designed to prepare students for a smooth transition from the university to the work environment. Students hit the ground running because their education and work experience help them get up to speed quickly.

During the 1997-98 school year, 422 students participated in co-op programming. Of these students, more than 40 percent were offered jobs from their co-op employer after returning to the university.

UW-Stout has also had 10 years of successful employment rates because the majority of its programs are career-oriented. UW-Stout responds to the needs of business and industry, developing new majors as needed and eliminating old majors when they no longer make sense. Most of the majors have an advisory committee made up of individuals from both academia and business and industry. The university stays on the forefront by responding to the committee's input.

Overall, the picture painted by UW-Stout's Placement and Co-op Services Annual Employment Report is positive. Even after 10 solid years of successful employment rates, UW-Stout will continue to look forward to predict and meet the employment needs of its students.

Top positions filled

Several major appointments were made during the past year.

Robert Sedlak was appointed to the position of provost/vice chancellor for Academic and Student Affairs. Sedlak served as interim provost since March 1998. Prior to his interim appointment, Sedlak was associate vice chancellor. He had also served as associate dean for graduate studies and curriculum from August 1988 to June 1990; assistant dean for research from July 1985 to August 1988; and assistant to the dean, School of Education and Human Services, from August 1983 to July 1985.

As part of an internal reorganization, Diane Moen was named assistant chancellor for the division of Administrative and Student Life Services. She is now responsible for business and financial services; budget, planning and analysis; physical plant; and human resources.

She will oversee Student Life Services, which includes Residence Life, University Dining Services, Student Health Services, Security and Police Services, Parking, Memorial Student Center, University Recreation and Intramurals, and Bookstore; and University Services which includes functions such as Purchasing, Materials Management, Mail Services, and Safety and Risk Management.

Joe Brown was named Chief Information Officer (CIO). The CIO is a cabinet-level position reporting directly to the chancellor and responsible for all computing and telecommunication services.

Brown served as interim CIO at the university since May 1997. During that time, he provided leadership in choosing and implementing a high-speed campus computer network, and in organizing a team to complete a new data management system.

Robert Johnson was named the new executive director of Student Life Services. Since 1971, Johnson served as director of the Memorial Student Center. Johnson's new responsibilities include the overall supervision, administration and direction of the many components of Student Life Services including Residence Life, Facilities Management and Technical Resources, the Memorial Student Center, Security and Police Services, Student Health Services and University Dining Services.

John Wesolek was named dean of the College of Human Development. Wesolek, who had been the college's interim dean, served as director of the Stout Vocational Rehabilitation Institute (SVRI) since 1986, and had also served as a professor of vocational rehabilitation in the department of rehabilitation and counseling.

Howard Lee was named interim dean for the College of Technology, Engineering and Management. He was chosen through a universitywide internal search and will serve one year at the post while a national search is conducted for a new dean.

Partnership tackles printing industry problems

An innovative partnership between UW-Stout and the state printing industry will solve a major problem. The industry needs more graduates from UW-Stout's graphic communications management major, the only one of its kind in the UW System. UW-Stout needed more resources to expand enrollment in the major and to provide training services for existing industry employees. Through a combination of private dollars from the industry and increased state support, the university will respond to those needs.

Printing is the third largest manufacturing industry in the country, after automobiles and plastics. It is the fourth largest industry in Wisconsin, and Wisconsin ranks eighth among the 50 states in both the number of printing establishments and in printing employment.

The economic impact on the state is great. The need for expansion was based on the number of industry recruiters compared to the number of graduates in the program. There were in excess of half a dozen job opportunities for each graduate.

Plans for increasing the size and range of the program encompassed a variety of areas. Program enrollment will increase by 75 students. The addition of 75 students (*boosting enrollment to about 300*) will add about 20 graduates annually.

Further anticipated results include increased employment, training and economic development, which will serve the needs of the Wisconsin printing and publishing industry as well as the general interests of the state. The economic impact on the state will be almost \$3.7 million annually.

Other specific plans include partnering with technical colleges, offering more distance education classes to place-bound students around the state and expanding training opportunities to the industry.

To accomplish all this, the university will receive additional state support, while Printing Industries of Wisconsin has pledged support totaling \$236,000 in 1999-2000 and \$620,000 each year thereafter.

Online hospitality management master's degree offered

UW-Stout's hospitality and tourism department re-designed its graduate program for distance learning. The department received a grant from the UW System to develop a program that would include students and faculty from around the world and provide a curriculum with a global perspective.

The program not only increases student access to UW-Stout, but also globalizes the curriculum and faculty. The interaction between students and faculty from all over the world is an illuminating experience for everyone involved.

Currently, the departments global partners are Nottingham-Trent University in Nottingham, England; Oxford Brookes University in Oxford, England; Paderborn University in Paderborn, Germany; and UW-Whitewater.

The target market for the program is the midlevel manager who is currently working, but cannot afford to quit to go back to school. Online courses are offered using a platform called Learning Space, which can be accessed at anytime of the day in any part of the world.

Courses are delivered in six-week modules with a four-week break in between. Class projects are based on situations in the workplace, so students can apply what they have learned in their work environment. This is also advantageous to the growth and development of businesses that fund employee education. The contact with students who are working within the industry also benefits UW-Stout, forcing instructors to be current.

The online master of science degree in hospitality and tourism is offered through UW-Stout. To simplify enrollment for the students, all of the classes will have UW-Stout numbers. UW-Stout will work with the other institutions to provide compensation.

University pilots four-year degree contract

Freshmen who enter the university in selected degree programs have an option of signing a "four-year degree contract."

Students who sign the contract must meet certain eligibility requirements and agree to work with their program directors to continually monitor progress toward degree completion. If a student complies with all of the conditions of the contract, but is unable to graduate in four years due to the unavailability of one or more courses, the university agrees to provide various alternatives to facilitate degree completion. These alternatives may include priority registration, course substitutions or waiving tuition for courses taken beyond the four-year period.

The contract was developed by a committee of UW-Stout faculty and staff members. It is similar to contracts offered by other UW System institutions. The four-year degree contract is available to UW-Stout students in the following programs: apparel design/manufacturing, applied mathematics, dietetics, food systems and technology, general business administration, graphic communications management, marketing education, psychology, retail merchandising and management, technology education, telecommunication systems and vocational rehabilitation (*non-teaching*).

Students who sign contracts are monitored by their program directors, and the Office of Academic and Student Affairs.

Governor Thompson honored by university

UW-Stout held a groundbreaking ceremony and a special event honoring Wisconsin Governor Tommy Thompson on May 14, 1999.

The groundbreaking ceremony marked the beginning of a new \$8.6 million Communications Center Replacement Project, the first new stand-alone building for UW-Stout in more than a decade. The building will provide critical technical services for students, faculty and staff. It will supply space for distance education and classroom instruction, and will include a multimedia training and development center.

Telecommunications and computing network operations will be housed in the building after it is completed in mid- to late-2000. UW-Stout's current Communications Center, built in 1952 as a grade school and gymnasium, will be demolished when the new building is completed.

Thompson was also honored by the university for the numerous capital building projects he has supported as chair of the State Building Commission.

Minority business purchases

For the past several years, the State of Wisconsin has encouraged purchasing activity with Wisconsin certified minority vendors. A goal for each agency and UW System institution was set at 5 percent of all purchases. For UW-Stout, that goal is equal to approximately \$500,000 annually.

UW-Stout has more than doubled its purchases from minority vendors since the start of the initiative — growing from \$153,000 in 1994–95, to \$319,305 in 1998–99, and peaking at \$343,000 in 1997–98.

UW-Stout will continue to work with campus departments to increase our purchases with Wisconsin certified minority vendors.

UW-Stout's reach extended

An assistive technology program is being established in the Fox Valley area, using the combined resources of The Wisconsin Division of Vocational Rehabilitation, UW-Stout and Valley Packaging Industries Inc.

This project will create a cooperative program that links UW-Stout's Assistive Technology and Assessment Center (ATAC) with a rehabilitation technologist at Valley Packaging Industries. Referrals for this project will come from various Wisconsin Division of Vocational Rehabilitation offices located in north-east Wisconsin.

Part of UW-Stout's mission is to outreach and provide service to communities. By working with Valley Packaging to facilitate and develop a strong local program in Appleton, the university will help provide another important step in making assistive technology services available statewide.

Assistive technology enables persons with a disability to perform a job they would otherwise not be able to perform. This can be as simple as putting up a ramp next to a cash register to allow access to a person in a wheelchair. The services can also be complex, involving specialized engineering or product modifications to provide solutions to a work-related problem.

This project will have important implications for the business community. Labor shortages are a great concern for employers in the Fox Cities.

Assistive technology can help bridge the gap between businesses who need employees and a ready labor force of qualified people with disabilities. The partnership between UW-Stout and Valley Packaging Industries brings the full array of assistive technology services to the Fox Valley to address these needs.

The cooperative program will also help the Wisconsin Division of Vocational Rehabilitation take another step in meeting the 1992 mandate of the Amendments to the Rehabilitation Act, which requires statewide availability of assistive technology services.

Athletes serve community

UW-Stout athletes were involved in numerous community service projects during 1998.

The volleyball team worked with the Menomonie area home-school children, teaching skills to students ages 11-15.

The soccer team carved pumpkins with the residents at the Dunn County Health Care Center; held a free soccer clinic on Youth Day; donated personal care products to the "House of Hope;" and taught soccer to grades 1-6 at a local private school.

The men's basketball team has run a Special Olympics Camp for the last nine years, with more than 150 participants each year. Other activities included teaching basketball with a message to grade school gym classes, assisting with practice at Menomonie Alliance School and an annual wheelchair game. The team also taught public grade school basketball programs, and raised money for Oak Lawn, River Heights and North elementary schools for basketball standards and goals. In addition, youth basketball camps are held every summer. A new program in 1998 was the three-on-three league with youth.

The hockey club offered an eight-day youth clinic. This included set-up and tear down of the ice arena.

The women's cross country team volunteered with the Dunn County Humane Society.

The football team assisted with set-up for Taste of Menomonie; delivered flowers for the Rotary Club; painted Alpha House; and unloaded semi-trailers for a local battered women's shelter. They also parked cars for UW-Stout's campus Career Fair; chopped and loaded wood for Campus Ministry; removed docks and cleaned yards for individuals; and moved Myrtle Werth Hospital and other area businesses into new locations. Other activities included football clinics for the flag football league, setting up hockey boards at the Dunn County Ice Arena, helping students move into the residence halls, setting-up for the UW-Stout graduation and community outreach with elementary schools.

Bridge program helps high-risk students

A new program in the College of Arts and Sciences spells the difference between failure and success for many UW-Stout students.

The Bridge program is designed to help high-risk students succeed. These students would not normally enroll at the university because of the rise in admission standards.

Retention is usually a problem with high-risk students, so to reinforce learning and memory, students are placed in classes that interact.

Students take three classes: reading and study skills; English; and social science. All three classes focus on the topic in the social science class. This allows students to see interdisciplinary connections, and that their work does not just pertain to one class. They are learning what it means to be an educated person.

The program promotes communication between instructors from different disciplines. A team of instructors teaches the classes. These instructors meet to communicate and discuss problems and ideas, and students are monitored closely.

The Bridge program puts UW-Stout on the cutting edge of pedagogical thought. Linked courses and learning communities are part of a powerful movement in education. Literature on studies of these kinds of programs indicates that a student's sense of self esteem increases, and they feel better about themselves and about education.

Will a Bridge make a difference? It's probably a little bit too early to tell at UW-Stout, but students are responding wonderfully, in exactly the way literature shows that students respond to this kind of learning.

The program is truly an academic intervention. An intervention that could, like most interventions, affect a person's opportunities for a lifetime.

Preservation project presents cross-cultural opportunity

After returning from 1999 spring break, students in Interior Design II in the department of art and design at UW-Stout got some hands-on experience.

The students, whose coursework focused on residential interior and architectural design, worked with Himalayan Missionaries to develop ideas for a local historic preservation project. The Himalayan Missionaries plan to remodel the old, vacant East Elementary School on 11th Street in Menomonie. The building is comprised of two components built in 1925 and 1950.

The Himalayan Missionaries are a non-profit spiritual, educational and charitable organization involved in spiritual science, meditation, academics, music, yoga, philosophy and wellness. They will use the building as a missionary seminary, for training advanced monks in meditation and yoga sciences.

The project was a positive experience for the class in many ways, presenting a unique opportunity to explore design cross-culturally. It challenged them to think about spatial design, aesthetics, materials and color from an Eastern perspective. Even the Eastern method of cooking and food prep modified their idea of kitchen design.

Students began by meeting with Sant S. Dharamananda, chair of the Board of Advisers of the Himalayan Missionaries. By doing so, they gained valuable experience by developing their design program through dialogue with a non-designer as a mock client—yet one who intimately understands the user's requirements. The students incorporated principles of "Sthapatya Veda" (*the art of placement according to Himalayan Indian spiritual beliefs*), conducted fieldwork and weighed the realities of historic preservation.

The students have also collaborated with UW-Stout's hospitality and tourism department, in designing a large-scale kitchen and dining facility within the structure.

Marketing class recognized for research

A market research class at UW-Stout received the "Outstanding Student Project" award from the Wisconsin Downtown Action Council. The project was recognized at the ninth annual Governor's Conference on Downtown Revitalization held in Menomonie.

Students conducted research during the fall semester of 1998 to determine the market's attitudes and opinions toward the Menomonie Downtown Central Business District. Results of the semester-long study were presented to the Main Street Menomonie Board of Directors.

The research study was designed to meet the following specific objectives: to determine demographic information of the target market such as gender, household income and number of members in each household; to identify the target market's general attitudes and opinions toward the Menomonie Downtown Business District; and to determine the overall image of the district as perceived by the target market.

It was also designed to determine what the district will have to do to draw more business activity; to identify the importance of price, selection and quality as related to the target market's shopping habits; and to identify where the target market shops for specific goods and services, and why they shop there.

In addition, the study was to determine the days of the week and hours of the day the target market is most likely to shop in the district; to identify areas or categories of potential business ventures for the district; and to determine the primary reason the target market does not shop in the district.

The study assisted the Main Street Promotion Committee and the Economic Revitalization Committee in strategic planning for the events in the downtown area, and in strengthening the Main Street Program's image in the community.

Students receive award for paperbox design

Students majoring in packaging, and art-graphic design received the second place Silver Award in the 1998-99 National Paperbox Association student competition.

This competition was an optional part of the consumer packaging systems class. The association gave the award for design/graphics of a folding carton to contain three glass beer bottles. The students received plaques and \$250 for their project.

Stout pitches in to help revive a High School

Len Sterry, program director for UW-Stout's M.S. program in industrial/technology education, was engaged some 10 years ago by The Milwaukee Public School System to do a study on the need to remodel the Milwaukee Trade and Technical High School and update its programs. Recently, there has been a great deal of renewed interest in the project. An increase of industry, community and private financial support is gathering around the replacement project.

The focus of the first two years of the new program model is broad-based technology awareness and exploration. The second two years will give students a chance to specialize, participate and prepare for a variety of careers in technology. Stout is supporting efforts to identify and implement current and future technical education standards at the high school level.

The school will enroll approximately 2,000 students. So far, the plan is to create four technical clusters to support the enrollment of the 2,000 students. Each cluster will contain about 500 students. Each group of students will be assigned to a specific set of technology, mathematics, science, social studies and English instructors and support personnel. The instructors will take an integrative project-based approach to teaching subject matter.

SAE goes off-road in Mini-Baja competition

Combating 90-degree heat and plenty of dust, UW-Stout's student members of the Society of Automotive Engineers (SAE) went off-road this past summer. Eight students traveled to Troy, Ohio, to compete in the 1999 SAE Midwest Mini-Baja. The team designed and built a four-wheel, single seat, all-terrain vehicle. The Briggs & Stratton Corporation provided an eight-horsepower engine to all competing schools.

The students were not only judged by their performance at the competition. They were required to submit design, cost and safety reports. Because the vehicles are built with the intention to sell to the public, the students had to submit a cost report, analyzing the cost to build 4,000 vehicles.

The three-day competition involved a hill climb, weight pull and endurance race. Professional engineers from industry also judged the entrants according to the following criteria: mechanical design and creativity, presentation, consumer appeal, safety, reliability, maneuverability, acceleration, top speed, braking, ease of operation and maintenance.

The UW-Stout team scored points in the static events and in the acceleration, hill climb, sled pull and maneuverability tests. They ran into some problems fifty minutes into the four-hour-long endurance race. They broke a drive belt and didn't have a spare. The team was awarded some points toward the endurance race event and placed 57th out of the 77 teams who met the report requirements.

The UW-Stout team had an advantage over some schools because UW-Stout is a hands-on, minds-on school. The team was able to fabricate many of their parts in the university's laboratories. The project helped students develop their team-building and communication skills, top qualities of a bachelor's-level engineer.

Band participates in cultural exchanges

Native American music was the focus of two UW-Stout band tours.

In November 1998, the Oneida Nation School invited UW-Stout's band for a cultural exchange. The band put on a concert in the tribal offices. Then the Oneida Nation children put a concert on for the band. They sat across from each other, girls on one side and boys on the other, and sang youth welcoming songs while playing rattles and water drums.

In the spring the band travelled to the northernmost tip of Wisconsin to visit the Red Cliff band of Lake Superior Chippewa. The tribal administration and Native American Community hosted a welcome feast and celebration for the band members. To return the favor, the band performed.

As part of the learning experience, the band performed "Songs of Earth, Water, Fire and Sky." The program included Native American dances and chants inspired by the "Butterfly Dance" of New Mexico's San Pueblo, the "Gar Song" of Oklahoma's Creek Nation, the "Stomp Dance" of Oklahoma's Cherokee Nation, and the "Alligator Dance" of New York's Seneca.

Band members played a handheld drum and two rattles made by Wayne Manthey, an authentic Native American drum maker. The instruments are awe inspiring. Manthey decorated the drumhead with dark spiraling designs that evoke images of spirits and trees. The handle on the back of the drum is a smooth oval stone. The rattles are also a mix of natural ingredients, including deer rawhide, buffalo fur and elk antlers.

The instruments deepened the groups understanding of Native American music. In this music culture, the drum is the heartbeat of life. Performers continue the life of the trees, animals and ancestors with their music. Through their experience, UW-Stout's band members learned that music keeps a culture alive.

Applied psychology students evaluate Mental Health Clinic

Students in UW-Stout's master of science degree in applied psychology helped the Dunn County Department of Human Services Mental Health Clinic evaluate its services in order to more closely align itself with a statewide commission recommendation. In 1996, Governor Tommy Thompson approved a Blue Ribbon Commission on Mental Health to examine positive client outcomes and suggest ways for clinics to assess their services. Mental health care services cost the state of Wisconsin an estimated \$273.2 million in 1997.

The Dunn County Mental Health Clinic provides services to more than 600 patients in west central Wisconsin each year, a heavy caseload for its small professional staff of one psychiatrist, one psychologist, three psychiatric social workers and a couple of nurses.

As part of their decision-making course, graduate students choose a consulting project, conduct background investigations, and negotiate research objectives with business stakeholders. After the students conduct their research, they reveal the results and make useful recommendations to the client.

The students conducted a follow-up survey of patients' satisfaction with the services they received, and current clinical status and quality of life. For the 90 patients who responded to the survey, the students examined the patients' files to access patient demographics, diagnosis, treatments received, and cost and payment methods.

UW-Stout's master of science in applied psychology program seeks consulting relationships that stress the importance of student involvement in projects that address the needs of the community. The graduate program hopes to develop an Applied Research Institute to expand its availability for organizational research for Wisconsin businesses, industries and health care providers.

Gaming courses meet needs in fast growing hospitality sector

In response to a growing demand from employers, two new courses—casino/gaming management and casino/pit management—are offered at UW-Stout, through the department of hospitality and tourism.

Gaming entertainment is the fastest growing segment of the hospitality and tourism industry, increasing at a rate of 10 percent a year. The classes are offered in response to a tremendous need.

Gaming or casino accounting is very specialized because of all the money that changes hands, and there is a great deal of state and federal regulation of the industry. Almost every state has legalized some form of gaming. Management needs to be very knowledgeable about the industry. Hospitality and tourism students who will be managing establishments that include casinos need to know about gaming law and liability and management as well as food and beverages, marketing, hotel management and general gaming operations.

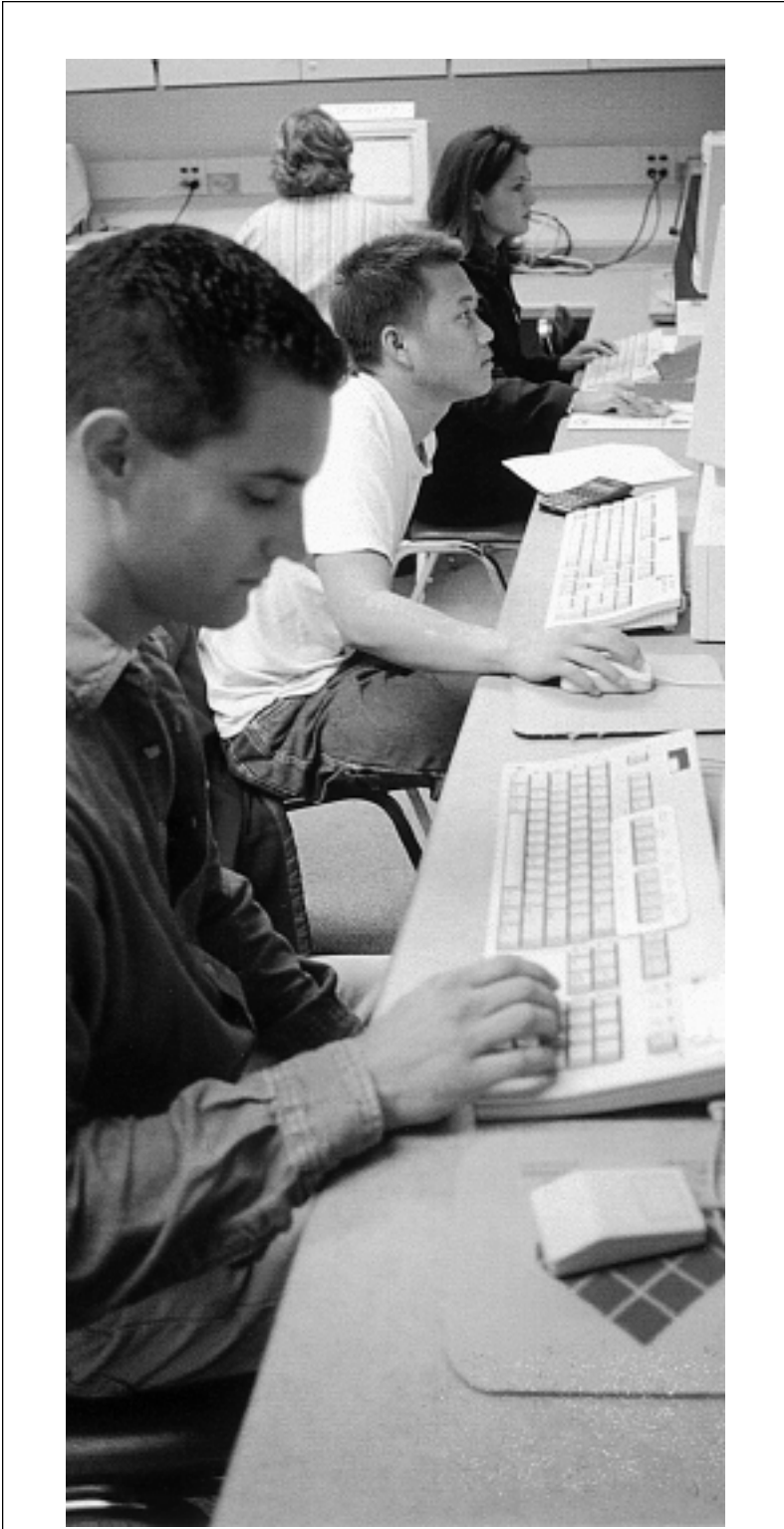
The casino/pit management course focuses on the dynamics of table gaming within a casino/resort facility. This includes direct customer interaction, supervision of table games and gaming personnel, computerized customer tracking systems, internal cash controls and audit systems, casino cage transactions, reporting mechanisms, and surveillance and security within the pit environment.

The casino/gaming management course examines gaming operations and background, human resources and special skill needs, internal profit and loss centers, financial credits and controls, marketing strategies, government regulations and policies, and also the cultural, psychological and sociological impacts associated with gaming as a form of recreation and entertainment.

The classes in no way advocate gambling. In fact, the sociological aspects are addressed in class with speakers coming in from Gamblers Anonymous.

Measures of Success

*The School of Choice
for the 21st Century*



We offer a distinctive array of programs that meet the needs of the state, society and employers.

UW-Stout is a special mission university. We serve a unique role in the UW System by specializing in degree programs that lead to professional careers.

Compared to other schools, our degree program inventory is selective, with only 24 undergraduate and 16 graduate programs. UW-Stout's offerings are also distinctive. In fall 1999, 54 percent of our undergraduate programs (13 of 24) were offered nowhere else in the UW System. Even programs that appear to be similar to other programs in the UW System have a distinctive applied focus that sets them apart.

Distinctive Undergraduate Programs

Offered only at UW-Stout

Apparel Design/Manufacturing
 Construction
 Food Systems and Technology
 Graphic Communications Management
 Hotel, Restaurant and Tourism Management
 Human Development and Family Studies
 Manufacturing Engineering
 Packaging
 Retail Merchandising and Management
 Service Management
 Telecommunication Systems
 Vocational Rehabilitation
 Vocational, Technical and Adult Education

Offered at UW-Stout and one other

Industrial Technology
 Marketing Education
 Technology Education

Offered at UW-Stout and two others

Applied Mathematics
 Dietetics
 Early Childhood
 Family and Consumer Sciences Education

Offered at UW-Stout and several others

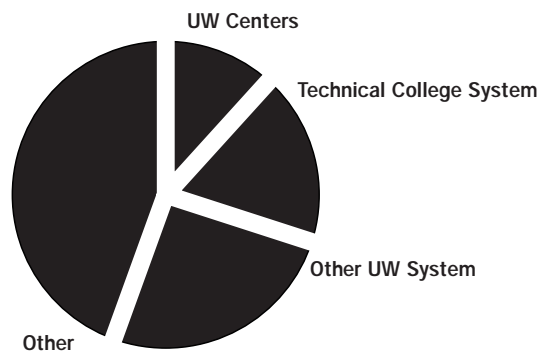
Art
 Art Education
 General Business Administration
 Psychology

We provide educational access to transfer students and promote their academic success.

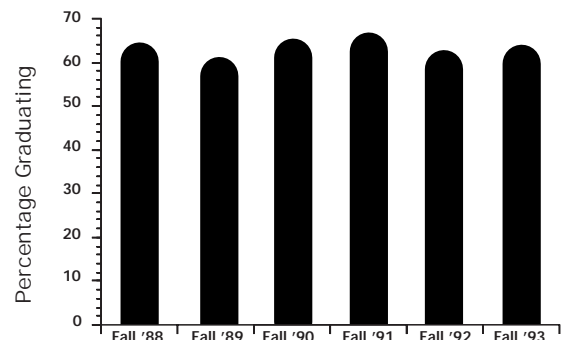
UW-Stout has a proud tradition of providing student access. UW-Stout cooperates with the Wisconsin Technical College System and other UW System institutions to assist students wishing to transfer to UW-Stout.

Transfer students account for about 33 percent of our new undergraduates. One method of measuring the success of transfer students is to calculate the percentage of those who graduate. At UW-Stout, approximately 64 percent of transfer students complete their degree.

Starting Institutions



Graduation Rates



Programs and curricula are continually renewed in response to changing societal needs.

Our mission directs us to evaluate and modify our offerings as needed. UW-Stout's ongoing assessment practices result in continual program renewal.

In a typical year, four to six programs undergo an extensive review by the University's Program Review Committee. We routinely survey graduates of all programs, and ask what changes might improve their degree program.

Each program is served by a Degree Program Committee that considers proposed program revisions and curricular changes. The committees meet as frequently as needed, but at a minimum, once a semester. All committees include people who are working in the field and at least one student. In addition, some programs have formed concentration* advisory committees with links to industry, professional organizations and other educational institutions.

Some years, policy changes result in revisions to nearly all programs. In 1989, we added a diversity education requirement to all undergraduate programs, and in 1993 all undergraduate programs were revised to reduce the number of credits required for graduation.

Undergraduate Curriculum Renewal

Year	1994	1995	1996	1997	1998
Programs Changed	2	6	6	7	8
Percent of total	10%	29%	26%	21%	33%

Year	1994	1995	1996	1997	1998
Concentrations* Changed	1	2	8	7	6

* A concentration is a specified cluster of courses within a program that provides students with specialized knowledge.

Academic preparation is reinforced through programs of applied experience.

UW-Stout's programs provide students with an education leading to professional careers that meet the needs of society. Students apply their education to real-world settings through internships, cooperative education, field experiences, student teaching and practicums.

In 1997-98, 63 percent of our graduates had successfully completed a professional work experience for academic credit. In 17 out of 23 programs, more than 50 percent of our graduates had completed a work experience, and in seven majors, all graduates had completed one or more forms of professional work experiences.

Graduates Have Experience

Year	Total Graduates	Graduates with Experience	Percentage with Experience
1993-94	1239	915	74%
1994-95	1200	856	71%
1995-96	1138	817	72%
1996-97	1144	793	69%
1997-98	1114	704	63%

Applied Experiences

- Internships
- Cooperative Education
- Field Experiences
- Student Teaching
- Practicums

Twenty-nine percent of group instruction is campus laboratory experience.

What sets UW-Stout apart from other universities is its approach to learning. Laboratories foster involvement and inquiry, and allow our students to combine theory, practice and experimentation.

For the fall terms of the last three years, 29 percent of our total group instruction* has taken place in laboratories, compared to an 18 percent average at other UW System universities.

* Group instruction is defined as lectures, labs, discussions and seminars. The laboratory enrollment percentage of the total group instruction enrollment was determined by dividing the number of enrollments assigned to the instructional category "laboratory" by the total group instruction enrollment.

Graduates are educationally prepared to perform the jobs for which they were hired.

UW-Stout's special mission calls for degree programs leading to professional careers.

We contact students three years after they've graduated and ask them to forward a survey to their supervisor. The survey asks supervisors if our students are educationally prepared to perform the jobs for which they were hired. Supervisors return the form directly to the university.

Typically most employers respond that their employee was educationally prepared for the position.

Graduates Are Prepared

Year	Percentage
1985	97.1%
1986	98.7%
1987	100%
1988	97.7%
1989	99.3%
1990	99.3%
1992	100%
1995	100%

Our employment rate is consistently high.

UW-Stout's mission is to provide career-driven programs that meet the needs of the state, society and employers.

For 24 of the last 25 years, our employment rate has been more than 90 percent. In the past five years, the employment rate has varied from a low of 96.8 percent to a high of 98.8 percent. Most of those graduates report being employed in a position directly or somewhat related to their major. The figure has varied from a low of 79.2 percent in 1991-92 to a high of 91.4 percent in 1996-97.

Although national economic trends affect employment, UW-Stout graduates continue to do very well in the job market.

High Employment Rates

Year	Employment Rate	Job Related to Major
1989-90	95.8%	82.4%
1990-91	93.5%	80.4%
1991-92	95.4%	79.2%
1992-93	96.8%	80.8%
1993-94	98.8%	85.0%
1994-95	96.9%	79.7%
1995-96	98.3%	80.8%
1996-97	98.7%	91.4%
1997-98	98.1%	91.1%