

AQIP Plan Category 1
Helping Students Learn

- 17 items of opportunity identified in the Feedback Report
- 7 items identified by the team as tasks to complete over the next two years
 - Describe the process for how the university determines GE objectives – December 2011
 - Identify policies that guide services: Advisement Center and program directors – May 2012
 - Provide information on help to students in selecting majors – May 2012
- Establish a process to communicate findings on underprepared students back to secondary institutions – May 2012
- Identify policies/procedures to engage marginal students prior to academic probation – May 2012
- Develop additional metrics that more directly measure student learning – May 2012
- Provide a better explanation of data from employer surveys – December 2012
- Compare results for student learning outcomes with other organizations – May 2012

AQIP Plan Category 2
Other Distinctive Objectives – Technology and Applied Research

List “O” or “OO” from AQIP feedback report that you are responding to.	Action Plan:	Responsible:	Timeline:	Key Performance Metrics:
<i>“What problem are you addressing”</i>	<i>“What has to be in order to address this O or OO?”</i>	<i>“Who are the positions or people that will be responsible for the action plan?”</i>	<i>When should the action plan be completed? MUST be specific target completion date.</i>	<i>How will you know if this action plan is successful?</i>
2P4b - UW-Stout has an opportunity to establish the validity of its metrics when assessing the appropriateness and value of its distinctive objectives.	Plan is currently being developed by Budget, Planning and Analysis.	BPA, CIO, Research Services, faculty	3 Years	Plan will be approved, implemented and documentation will be public.
2P6b - There is an opportunity for UW-Stout to differentiate both its processes for readjusting distinctive objectives and its processes for establishing new ones.	Clarify process for identifying distinct objectives. Determine what is influenced by UW System goals/priorities.	Provost, Chancellor	Deferred	
2R2b - The institution has an opportunity to establish validity of the instruments used to determine that it is meeting its distinctive objectives. This opportunity exists for instruments that are supplied by vendors as well as for instruments locally developed by the institution.	Plan is currently being developed by Budget, Planning and Analysis.	BPA	2 Years	Validity of instruments utilized will be made public. PolyDasher will provide a clearinghouse tool. PolyDasher membership will increase.
2R2c - While the institution generally provides conclusions (interprets the data) it has additional opportunities to do so with all of the data presented both positive and negative.	A collaboration process needs to be developed to include departments/units in triangulating the data including interpreting the results and impact in relationship to achieving goals and objectives.	BPA, administrative leaders, faculty	1 Year	Institutional reports include appropriate representation and input from across campus

2R3b - Comparison of data to other institutions is included along with internal comparisons. There is opportunity for further comparison with state and national institutions.	Efforts continue to identify groups/universities to compare data . Continued challenge but outreach efforts include PolySummit, PolyDasher, UW System, VSA	BPA	1 Year	Data comparisons made public on appropriate websites.
2I1a - Improvements to specific programs and activities as well as unit communication vehicles are generated at the unit level. An opportunity exists to compile all of these improvements into an improvement index.	Deferred.		Included in an improvement plan in a future year.	
2I2 - In addition to its strategic planning process at the institution – and unit- levels, UW-Stout’s prevailing culture of and infrastructure for, continuous improvement enable it to select processes and set targets to improve performance.	Plans need to be developed, reviewed, implemented and evaluated to continually improve the Stout Technological Advantage and Applied Research processes with specific attention to benchmarking with other comparable universities.	BPA, CIO, Research Services, faculty	3 Years	Plan will be approved, implemented and documentation will be public.

Use this space to list any “O” or “OO’s” from the AQIP feedback report that you do not feel need to be addressed:

List “O” or “OO” from AQIP feedback report that you are not responding to.	Why do we not need to address this item?:
2P1b -UW-Stout identifies two areas of distinction, but has an opportunity to clarify the nature of each and how they are designed.	The University recently revised and updated, using a participatory process, the Vision, Mission and Values of the University. http://www3.uwstout.edu/provost/mission.cfm
2I1b - UW-Stout has an opportunity to improve analysis of the institution’s continuous improvement by identifying the metrics and the results that led to the elimination of enrollment management as one of its distinctive objectives.	The enrollment management distinct objective resulted in the expansion of the University program array. In addition, enrollment management is not a unique objective limited to our institution; it is an objective that is ubiquitous to higher education.

AQIP Plan Category 3

Understanding Students' and Other Stakeholders' Needs

- Career services comprehensive report. An opportunity was expressed that this information is not shared at all levels of the campus.
- Opportunities exist for relationship building with all students including non-traditional and transfer students.
- Clearer formal processes to maximize potential future growth of academic needs (i.e. military veterans)

Annual Employment Report

- The report is sent to all program directors, Deans and administrators after the January 31 deadline each year.
- A link on the Career Services website is available to all stakeholders of the university.
- Admissions staff shares this report with prospective students for admissions to UW-Stout.
- Program Directors also use specific information to prepare accreditation reports and prepare for site visits.

Relationship building with all students including non-traditional and transfer students

- Survey of transfer student revealed the need to create a separate transfer orientation to meet their diverse needs.
- The transfer orientation includes components to develop relationships and help the psycho-social needs of non-traditional and transfer students.
- New processes have been employed to allow transfer students to register in an on-going method to make this more responsive and user friendly.

What formal processes are used to maximize potential future growth and academic needs (i.e. military veterans)

- Workforce development data as well as national data on population trends has been utilized to make decisions about future targeted areas of growth.
- Additionally information from the Equity scorecard was used in identifying the growth of Hispanic/Latino and Southeast Asian students in our primary demographic area.
- National data as it relates to the increase of veterans in our country influenced a decision to target Veterans. As a result of that a number of initiatives have been employed to provide support for this particular group.

AQIP Plan Category 4
Valuing People

- ASLS will include an initiative in its 2011-2012 planning process to research and propose an effective mentoring process for classified employees.
- A proposal is being developed to identify separate philosophies to distinguish training and professional development.
- A charge will be drafted to the Senate of Academic Staff to review and discuss how the personnel evaluation system is aligned with the university's strategic and action plans as well as the other review processes in place – academic program and ESUR. A similar charge to the Faculty Senate will be pending a decision on unionization.
- As appropriate the PARQ office will add a section to their reports that will include interpretations.
- A proposal is being developed to identify UW-Stout opportunities to serve on system-wide committees reflecting on accountability and performance indicators.

AQIP Plan Category 5 Leading and Communicating

From the feedback report:

5P3b: Beyond conducting pre-retreat meetings, a systematic process for collecting and funneling needs and expectations into the strategic planning process is not described. Such a process would enable the institution to consider matters that arise prior to, and via other mechanisms, than pre-retreat meetings.

Response to 5P3b:

- The pre-retreat and retreat meetings go from December through July. AQIP reviewers were concerned that these pre-retreat meetings would not consider matters that arose prior to these meetings. However, there are only four months of the year when we are not formally preparing for the retreat.
- In the pre-retreat meetings, we review data and feedback that has been collected throughout the year. So if individuals submitted feedback on surveys, or if they conducted their own studies, these results would be reviewed at the pre-retreat meetings – even if the feedback/data was collected prior to the start of the pre-retreat meetings
- UW-Stout has 11 university action plans that contribute to the strategic planning process. Action plan leaders collect feedback throughout the year through committees, advisory groups, and listening opportunities, and incorporate that feedback into the action plans. Action plans are updated annually in September, with updates provided in December and May. Thus feedback is continually being collected and funneled into the appropriate plan.

5P5b: There is an opportunity to clarify how being a part of the UW-System affects the decision-making at the institution.

The following is part of the description of that decision-making relationship that was contained in the successful 2001 UW-Stout application for the Malcolm Baldrige National Quality Award. That relationship is unchanged today.

“UW-Stout is governed by Wisconsin State Statutes and Administrative Rules. Chapter 36 of the Statutes creates the UW System and sets powers for the Board, President and Chancellor. It mandates special programs and requirements for the UW System and provides the legal framework for tenure and governance for faculty, academic staff and students. Chapters UWS 1 through UWS 22 of the Wisconsin Administrative Code (law) cover tenure, student discipline, complaints and grievances, prohibited conduct on university lands and other provisions. Local rules are established to implement some administrative code requirements.”

Major decisions affecting UW-Stout in the academic, physical plant and other areas must be approved by UW System Administration and the Board of Regents, following thorough review. Therefore, all major decisions made by the institution level are carefully considered for the possible reaction they will have at both the UW System and Board of Regent level.

In addition, the UW System is part of Wisconsin state government, meaning there is legislative oversight on UW issues, as well as funding control.

AQIP Plan Category 6
Supporting Institutional Operations

- A proposal is being developed by PARQ to analyze the validity of collected data.
- A proposal is being developed by ASLS to implement Lean Six Sigma tools to reduce waste in transactional processes.
- Data is being reviewed for performance measures of student and administrative use of technology.
- The ASLS division has established over 20 performance indicators that include national/industry benchmarks. The performance indicators are reviewed on a biannual basis. ASLS Focused Initiatives are identified and implemented based on the data as appropriate.

AQIP Plan Category 7 Measuring Effectiveness

- A proposal is being developed by PARQ to analyze the validity of collected data.
- AQIP reviewers stated “UW-Stout has elements in place to ensure the integrity of its information systems and processes and may have a greater opportunity to develop an overarching approach to ensure its integrity.” A two-pronged approach is proposed: 1) develop a list of guidelines and safe practices. One tool that will be used in develop this list is a listing of all the external requirements related to integrity. 2) work with impacted offices on campus to implement the guidelines Implement comprehensive security policy. LIT will be responsible for developing a proposal for phase 1 by June 30, 2011.
- Several items are being deferred to later dates:
 - Review and enhance existing documentation for the planning process to ensure it adequately addresses how data and performance information are selected, managed and distributed.
 - Results data for key indicators and their targets will be provided in a matrix that aggregates information (bi-) annually, providing an overview of organizational strength and continuous improvement as well as identifying potential action projects: Figure 8-4 will be modified to address reviewer concerns.
 - AQIP reviewers stated “While UW-Stout is recognized as a leader in performance measurement both in and beyond the University of Wisconsin System, there is an opportunity to present supporting documentation of awards, performance leadership and peer recognition.” We will identify awards to pursue related to our performance measurement system and submit at least one award application per year.

AQIP Plan Category 8
Planning Continuous Improvement

- In order to address AQIP concerns about benchmarking data, we will continue to expand PolyDASHER, a data-sharing consortium for polytechnic institutions. Currently, 5 institutions are submitting data, 1 international institution has joined, and 2 more institutions are in the discussion phase.
- A proposal is being developed by PARQ to analyze the validity of collected data.
- In response to AQIP concerns that our process for identifying gaps is not clear, we will send out a formal memo to the SPG with the gaps identified at the end of 2010-11 and how those gaps were identified.
- In response to AQIP concerns that we did not have formal plans in place to address negative data, we have formed AQIP improvement teams – one for each AQIP category.
- A draft proposal has been developed by the Vice Chancellor for ASLS about Six Sigma

AQIP Plan Category 9
Building Collaborative Relationships

6 Month Progress Update				
Name of Action Plan	Task	Due Date	Responsible	Progress
AQIP Plan Category 9	The institution has an opportunity to develop a more comprehensive and systematic approach to collecting and analyzing feedback data from its collaborators. Satisfaction levels of collaborators should be included: Request that all units that work with external collaborators identify at least one method of collecting and analyzing feedback.	June 30, 2011	Executive Director of Enrollment Services Executive Director of the Discovery Center Director of International Education Dean of Students	Charge will be given to responsible individuals in spring of 2011
AQIP Plan Category 9	There are no clear references to the processes used to set and improve targets relative to collaborative relationships: Request that all units that work with external collaborators set appropriate targets.	June 30, 2011	Executive Director of Enrollment Services Executive Director of the Discovery Center Director of International Education Dean of Students	Charge will be given to responsible individuals in spring of 2011