

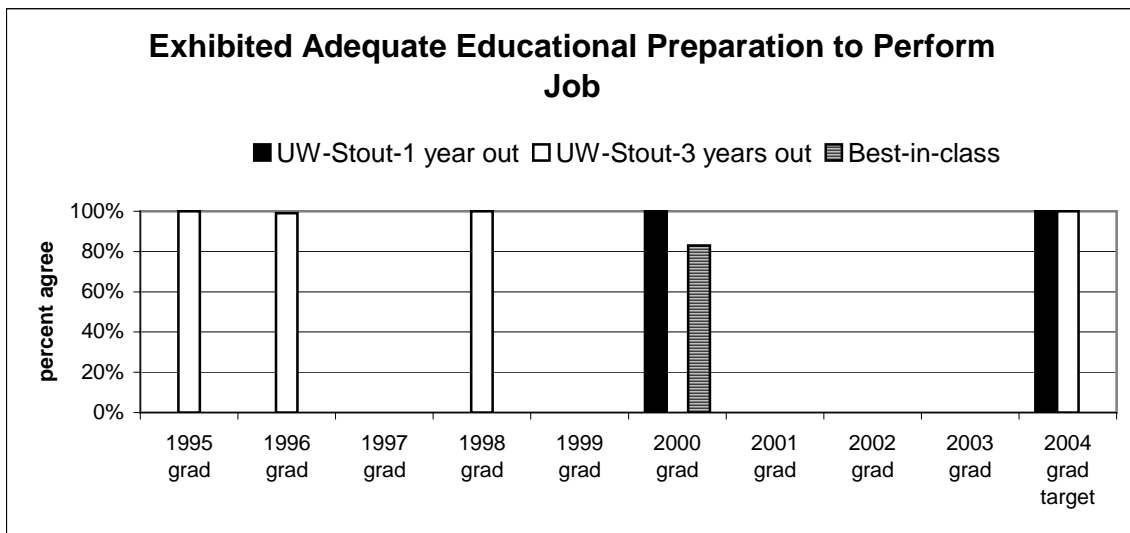
UNIVERSITY OF WISCONSIN-STOUT, 2002-03 Annual Report

GOAL 1:

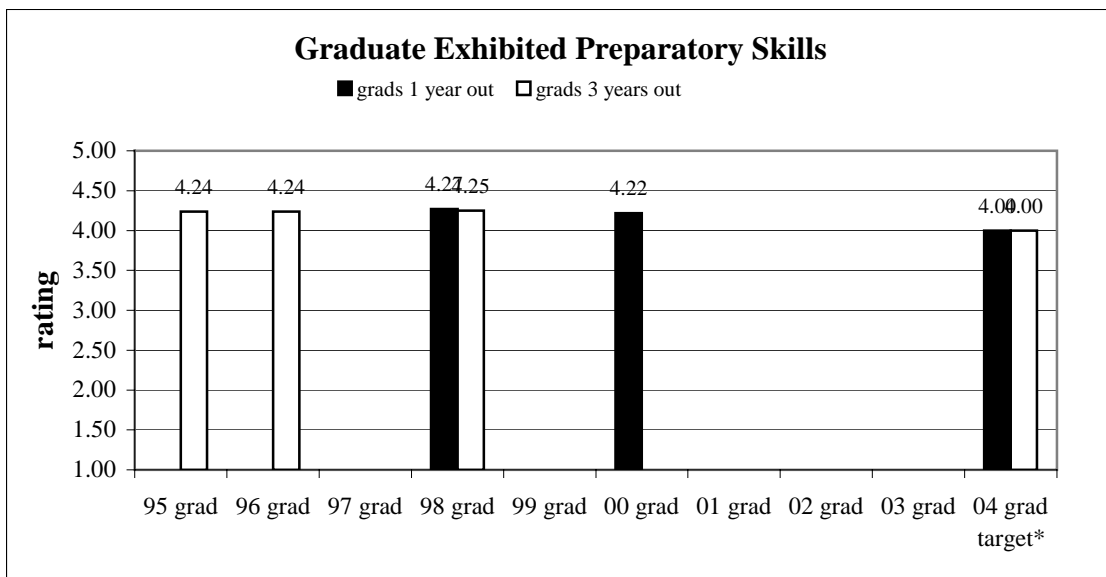
Offer high quality, challenging academic programs that influence and respond to a changing society.

Employer Survey

The following indicators highlight select results from the BPA alumni follow-up survey that is given to employers of UW-Stout graduates. This survey asks employers to rate UW-Stout graduates on exhibiting adequate educational preparation to perform their job, and on their preparation in a number of skills including writing & speaking effectively, using math & computing, and organizing & analyzing information. Employers are also asked to rate UW-Stout graduates in comparison to other entering employees in overall preparation for the job, familiarity with equipment required for the job, and knowledge of specific job skills.



Source: BPA alumni follow-up; starting in 2000, this question was changed to a 1-5 scale and "percent agree" includes responses of 3, 4 or 5. With 4 & 5 only, the figure would be 88%.



*Source: BPA alumni follow-up; *2004 target is >4.00; on a 1-5 scale*

<i>Year of Graduation</i>	<i>1995</i>	<i>1996</i>	<i>1998</i>		<i>2000</i>	<i>2004</i>
<i>Number of Years out</i>	<i>3 years</i>	<i>3 years</i>	<i>1 year</i>	<i>3 years</i>	<i>1 year</i>	<i>Target</i>
Overall preparation for employment	4.27	4.20	4.16	4.23	4.12	>4.00
Familiarity with Equipment	4.16	4.19	4.22	4.24	4.14	>4.00
Knowledge of Skills	4.17	4.17	4.13	4.23	4.12	>4.00

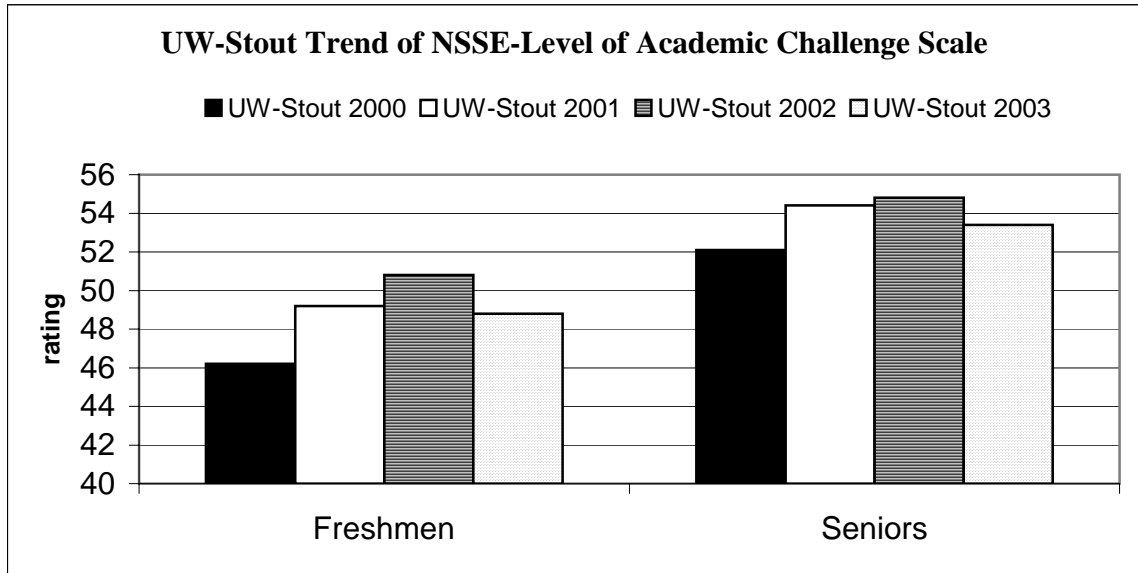
Source: BPA alumni follow-up; on a 1-5 scale

Summary measure of overall program strength for each program being reviewed

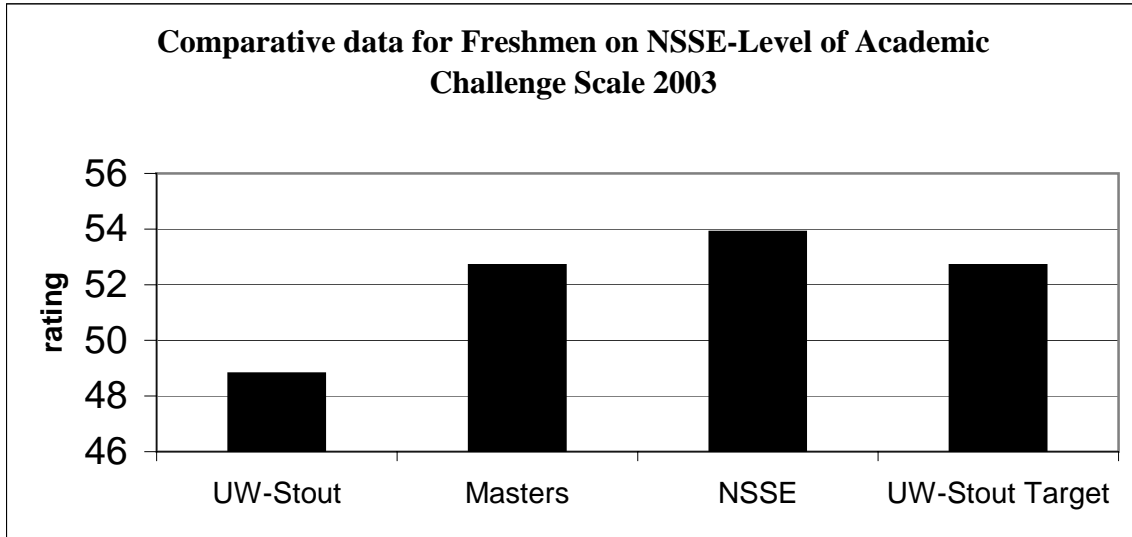
Performance Indicator Missing. Strategic Planning Committee and AAAT are exploring ways in which program reviews can be used to develop a benchmark

NSSE-Level of Academic Challenge Scale

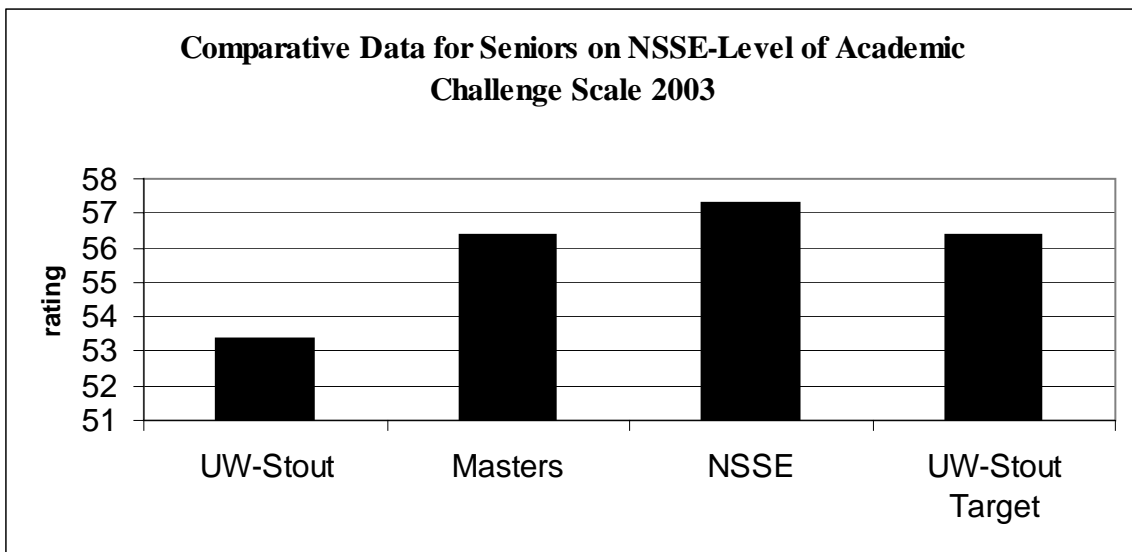
The following indicator is from the National Survey of Student Engagement, given to freshmen and senior students at UW-Stout and to students at a national sample of colleges and universities. The "Level of Academic Challenge" indicator is a composite score of 10 questions dealing with academic challenge. Examples of these questions include: number of written papers or reports, coursework emphasis on applying theories or concepts, and working harder than expected to meet instructor's expectations. In 2003, UW-Stout freshmen were in the 0 to 10th percentile and UW-Stout seniors were in the 10th to 20th percentile.



*Source: NSSE survey; on a 1-100 scale; If **below** master's average, the target is the master's average. If **above** master's average, the target is to maintain and improve score.*



Source: NSSE survey; on a 1-100 scale



Source: NSSE Survey; on a 1-100 scale

Academic Program Array-Number of New Programs

The following indicator lists the number of new and revised programs, minors and courses.

Undergraduate Curriculum Renewal	98/99	99/00	00/01	01/02	02/03
New programs	3	1	0	1	0
Revised programs	8	2	4	8	8
Dropped programs	1	0	1	0	0
New minors	2	2	1	1	1
Revised minors	2	2	1	3	3
Dropped minors		1	0	0	0
New courses	23	50	40	34	29
Revised courses	23	45	16	26	19
Dropped courses			113	3	40

Source: Provost's office

Computer Competencies of Students

The laptop assessment committee is in the process of identifying a measure from the Microsoft Office Proficiency Self-Assessment.

Critical Thinking

The UW-Stout alumni follow-up survey is given to UW-Stout graduates one and three years after graduation. In this survey, students rate the importance of UW-Stout in their development in 17 areas on a five-point scale. Shown are the results related to critical thinking.

Alumni Critical Thinking Skills						
Year graduated	1996	1997	1998	1998	2000	2004
Year surveyed	2000	1998	2000	2002	2002	target
Solve Problems	3.9	4.0	4.0	4.0	3.9	4.0
Analyze Information	3.9	4.0	4.0	3.9	3.9	4.0
Make Decisions	4.0	4.0	4.0	4.0	3.9	4.0
Think Creatively	4.0	3.9	4.0	4.0	3.9	4.0

Source: BPA alumni follow-up; indicator in accountability report (additional measure); on a 1-5 scale

Progress toward goal 1

- The Entitlement to Plan has gone to UW System for the following new academic programs: Master of Fine Arts, and B.S. in Cross-Categorical Special Education (*Academic Plan*)
- Significant program revisions are being made to all teacher education programs and to alternative certifications for teacher licensing (*Academic Plan*)
- The campus assessment coordinator is: refining assessment of learning in the major; developing a new general education assessment model; and evaluating assessment implementation campus-wide (*ASA Targeted Projects*)
- Extra course sections were offered to eliminate course backlogs in: art; English; chemistry; construction; technology and business & accounting (*ASA Targeted Projects*)
- The on-line component of the MS in Vocational Rehabilitation is complete (*University Priorities-Graduate Education*)
- 15-20 ASPIRE students will participate in a short-term study abroad program in France during Spring break 2003 (*ASA Targeted Projects*)
- B.S. in Cross-Categorical Special Education, B.S. in Electrical and Computer Engineering, B.S. in Fire Technology, M.S. in Food Packaging, M.S. in Manufacturing Engineering are under development (*Academic Plan*)
- The degree completion programs of B.S. in Service Management and B.S. in Hotel, Restaurant, and Tourism Management were implemented in fall 2002 (*Academic Plan*)
- Created an outreach-oriented CD vehicle to point leaders in regional business, industry, education, community entities, government agencies and professional associations to UW-Stout's array of customized instruction and research opportunities (*Marketing Plan*)
- Increased enrollment in Applied Math/Computer Science and Art-Multimedia Design (*ASA Targeted Projects*)
- Conducted a Student Skills Self Assessment, focus groups, longitudinal data to look at students' success both pre-and post-laptop, and conducted two student questionnaire surveys focused on Service and Support, Connectivity and Training (*ASA Targeted Projects*)
- Established evening hours for the Grad School Office (*ASA Targeted Projects*)

GOAL 2:

Preserve and enhance our educational processes through the application of active learning principles.

NSSE Scale or Scales

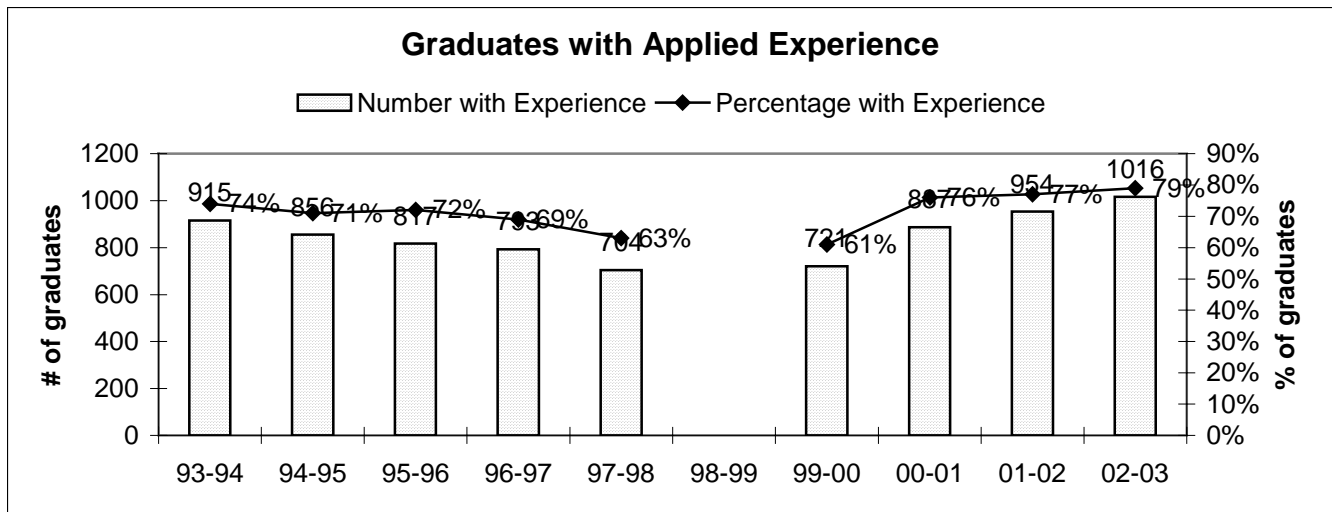
The following indicator is composites of questions from the National Survey of Student Engagement (NSSE), given to freshmen and senior students at UW-Stout and to students at other national colleges and universities. The "Active and Collaborative Learning" composite summarizes data from seven questions, including: made a class presentation, and tutored or taught other students. The "Student Interactions with Faculty Members" composite summarizes information from six questions, including: worked with a faculty member on a research project, and talked about career plans with a faculty member or advisor. The "Enriching Educational Experience" composite summarizes information from ten questions including: community service or volunteer work, and used an electronic medium to discuss or complete an assignment.

	Class	UW-Stout				2003 Percentile	2004 Target**	Comparisons		
		2001	2002	2003	2003 Master's			2003 NSSE	2001 UW System	
Active and Collaborative Learning	Freshman	36.7	36.1	36.7	10 th to 20 th	>41	41.1	41.8	35.7	
	Senior	50.1	50.5	50.0	50 th to 60 th	>50	50.2	50.1	49.5	
Student Interactions with Faculty Members	Freshman	32.7	27.4	30.2	0 to 10 th	>36	35.7	37.2	29.6	
	Senior	37.7	38.9	36.6	10 th to 20 th	>42	42.4	44.2	38.8	
Enriching Educational Experience	Freshman	47.9	47.1	49.5	10 th to 20 th	>55	55.4	57.7	49.3	
	Senior	41.3	42.7	41.9	10 th to 20 th	>47	46.6	49.1	43.7	

Source: NSSE Survey; Percentile rank is based on comparison to NSSE 2003 sample; on a 1-100 scale; **If **below** master's average, the target is the master's average. If **above** master's average, the target is to maintain and improve score.

Applied Experiences

The following indicator shows the number and percentage of graduates with the following applied experiences: co-ops, internships, field experience, practicum's and student teaching experience.



Source:FSM036(ABC)

Student Involvement in Planned Out-of Classroom Activities that Promote Learning and Good Citizenship

The National Survey of Student Engagement (NSSE) was given to freshmen and senior students at UW-Stout and to students at other national colleges and universities. Results are shown for senior students for three questions related to out-of classroom experiences that promote learning and good citizenship. Comparisons are made to the national average.

Responses of UW Stout Seniors to NSSE Questions					
	2003	Stout 2001	Stout 2002	Stout 2003	National 2003
Participated in co-curricular activities (organizations, publications, student gov't, sports, etc.	*	63.9%	68.1%	68.0%	58.0%
Did or plan to do practicum, internship, field experience, or clinical assignment	*	89.7%	82.7%	90.0%	72.0%
Did or plan to do community service or volunteer work	*	52.5%	41.0%	58.0%	66.0%

*Source: NSSE survey; *difference between institutional percentage & National percentage is significant at the .05 level; indicator in accountability report (additional measure)*

Progress Toward Goal 2

- Vendor negotiations for the laptop leasing program are complete (*Division Plans-ASLS*)
- Wireless connectivity is available throughout the campus and coverage includes all classrooms, all labs, all lounges, many offices and much of the grounds as well (*Division Plans-ASLS & IT Plan*)
- The provost has appointed a study team to review the results of the most recent NSSE survey and to recommend ways to bring the scores up (*ASA Targeted Projects*)
- Programming has been enhanced between the Advisement and Career Center and Residence Life, incorporating additional academic class sections being taught in residence halls (*ASA Targeted Projects*)
- A portal has been installed, which allows for a user to be recognized, and it provides for user-specific services (*IT Plan*)
- There were 13 laptop courses offered in fall 2002
- Over the past three years, 244 faculty have purchased laptop computers through the computer cost share program. Of this 219, 63 were in 2000-01, 117 were in 2001-02, and 64 were in 2002-03.
- Initiated an ongoing series of monthly “Tech-talk Business Briefs” featuring a regional employer who shares innovations in their business and industry, their technical support needs, and ideas for developing customized research and training offering for their workforce (*Marketing Plan*)
- Contract negotiated for laptops that will have double the memory of the current model (*ASA Targeted Projects*)
- The percentage of Bachelor’s degree students who studied abroad is as follows:

Bachelor's Degree Recipients who Studied Abroad as a Proportion of all Bachelor's Degree Recipients						
	1995-96	1997-98	1999-00	2000-01	2001-02	2004 target
UW-Stout	3.4%	4.3%	4.9%	6.4%	5.0%	10%
UW-Eau Claire	7.4%	9.0%	10.2%	14.9%	14.8%	
UW-Green Bay	1.9%	3.6%	4.0%	5.4%	5.6%	
UW-La Crosse	4.6%	4.1%	5.8%	6.7%	8.1%	
UW-Madison	8.1%	8.3%	9.6%	12.5%	13.6%	
UW-Milwaukee	3.1%	4.0%	5.0%	4.9%	5.3%	
UW-Oshkosh	0.9%	2.3%	2.3%	3.0%	3.9%	
UW-Parkside	0.0%	0.4%	0.9%	0.2%	0.4%	
UW-Platteville	0.3%	0.2%	0.7%	2.3%	2.9%	
UW-River Falls	5.6%	5.1%	4.6%	3.6%	3.0%	
UW-Stevens Point	6.4%	10.6%	14.9%	14.2%	13.6%	
UW-Superior	0.0%	0.6%	0.6%	1.8%	3.2%	
UW-Whitewater	0.4%	0.6%	1.1%	2.4%	2.1%	
UW System Total	4.6%	5.4%	6.6%	8.2%	8.5%	

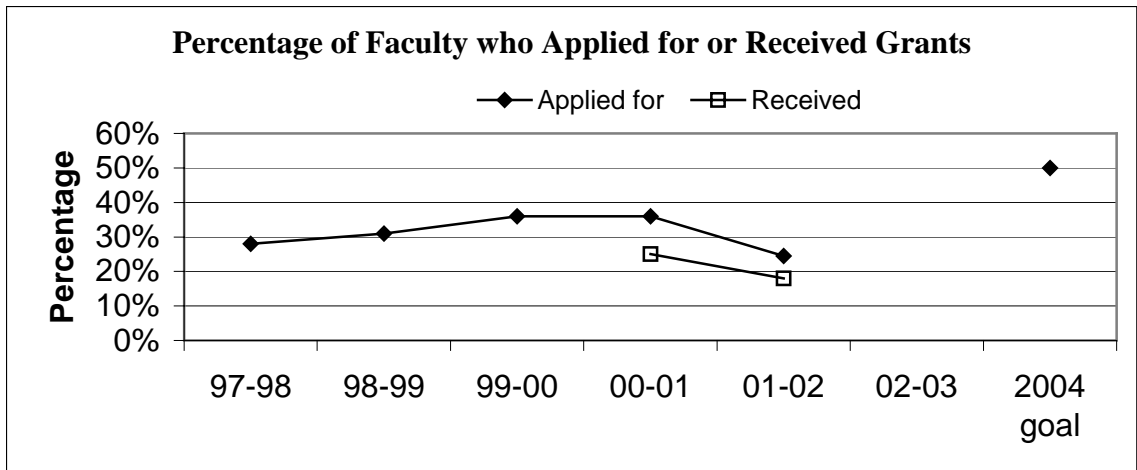
Source: Achieving Excellence; indicator in accountability report (additional measure)

GOAL 3:

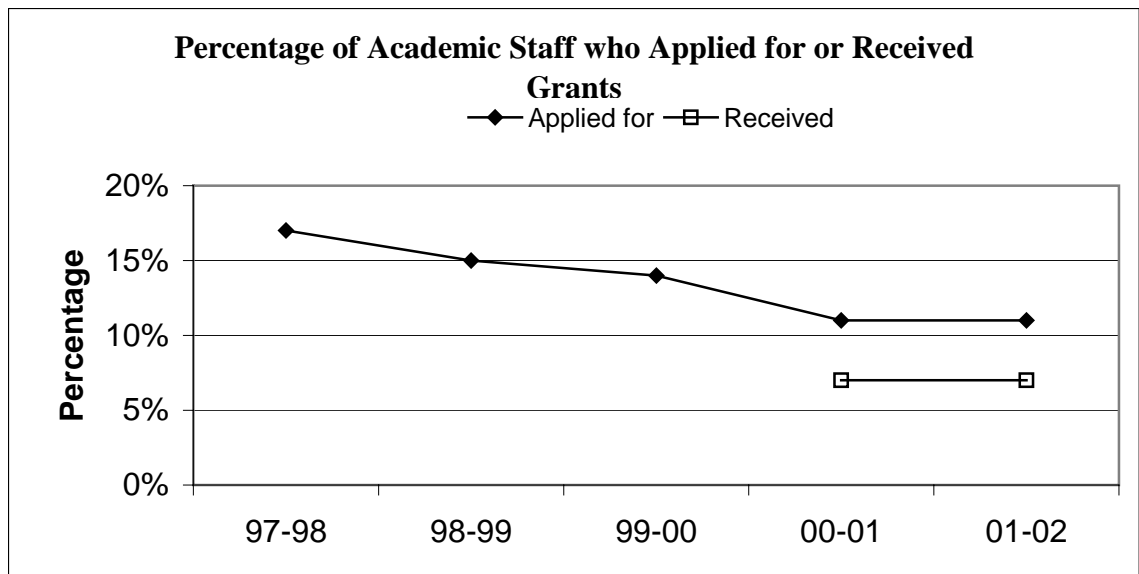
Promote excellence in teaching, research, scholarship and service.

Percentage of Faculty who Applied for or Received Grants

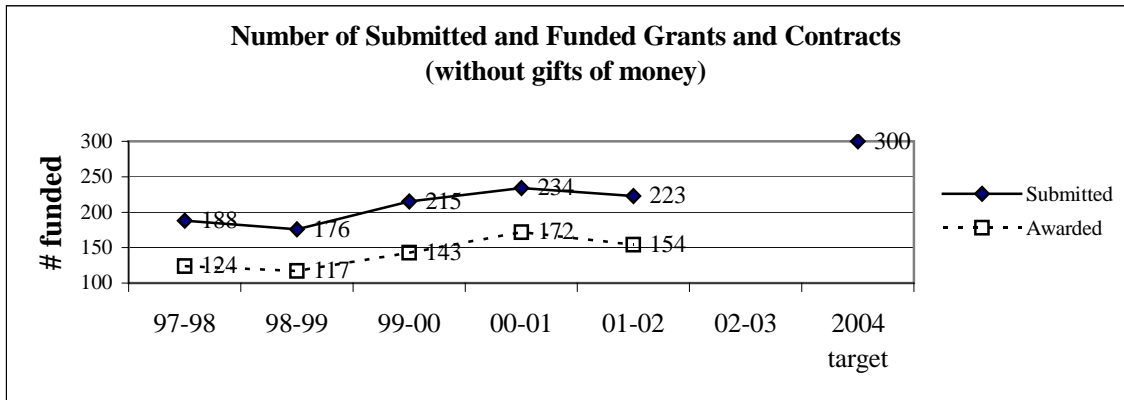
The following indicators provide measures of "promoting excellence in...research." They include: the percentage of faculty and academic staff who apply for or receive grants yearly, and the number of submitted and funded research projects.



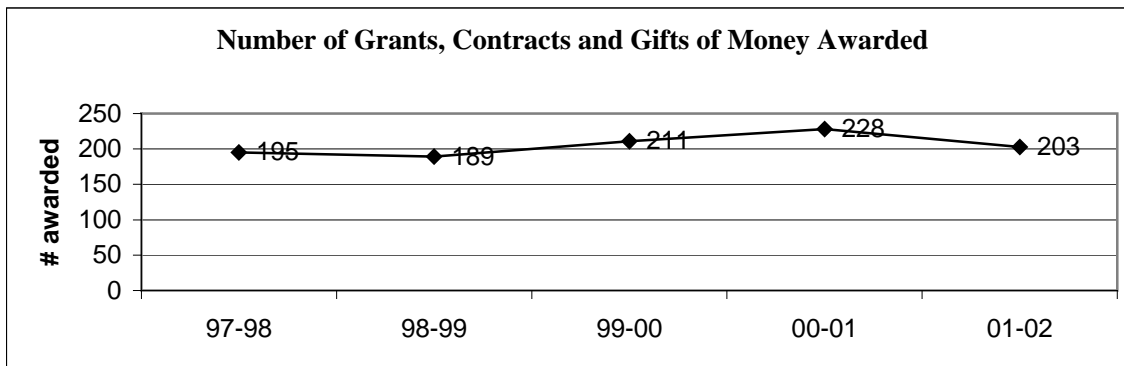
Source: Research & Promotion Services



Source: Research & Promotion Services



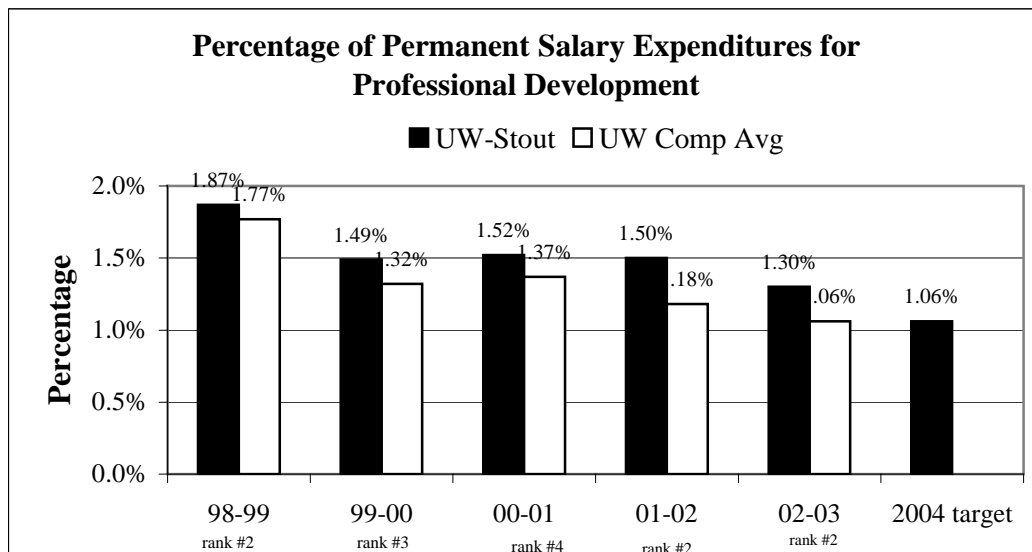
Source: Research and Promotion Services; indicator in accountability report (additional measure);



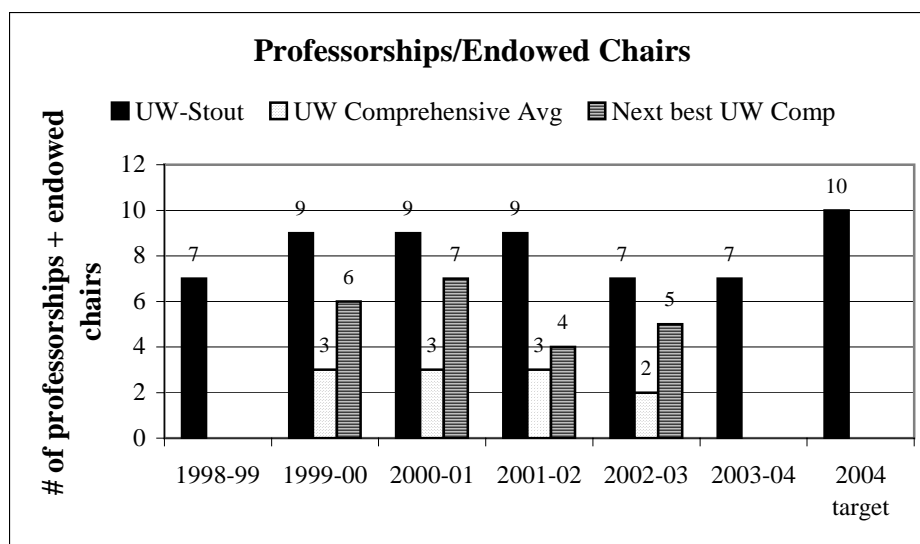
Source: Research and Promotion Services; includes gifts of money

Percentage of permanent salary expenditures for professional development

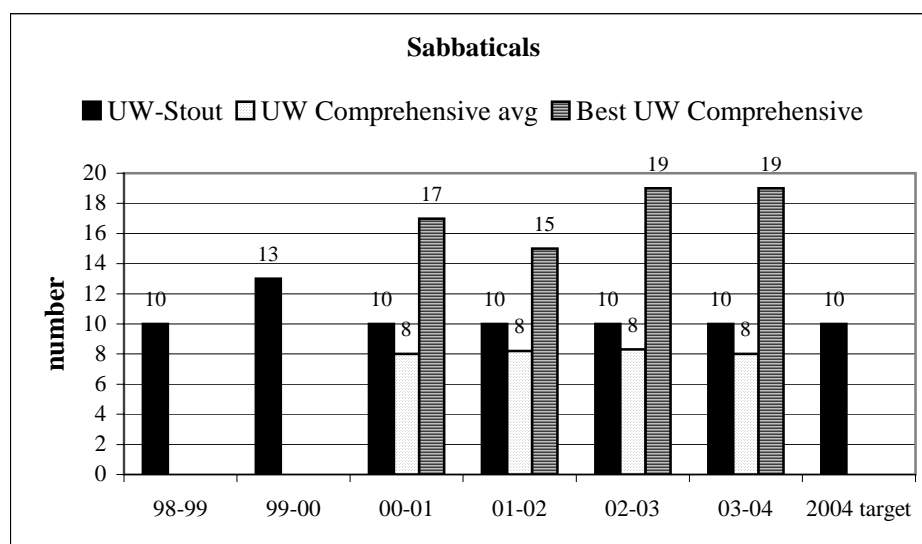
The following indicators include assessments of professional development opportunities at UW-Stout. These indicators consist of: the percentage of permanent salary expenditures for professional development, the number of professorships, endowed chairs, sabbaticals, and participants in several professional development activities. For some of these indicators, comparative data is shown for the UW Comprehensives. The UW Comprehensives include all 4-year campuses in the UW System except for the two doctoral universities.



Source: UW System; 2004 target is to remain above the comprehensive average



Source: Foundation office; UW-Comprehensive average includes campus with available data



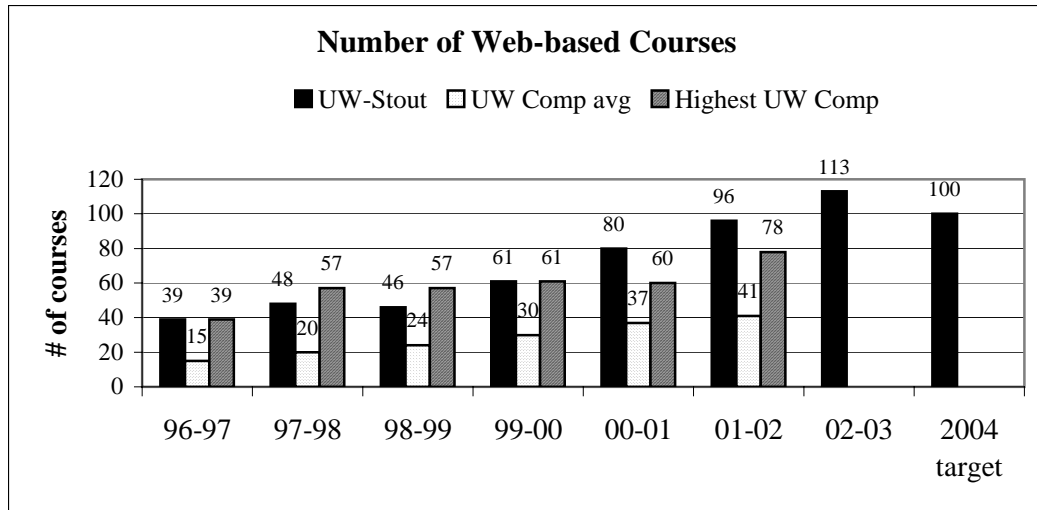
Source: Chancellor's office; Board of Regents Minutes

Targeted Professional Development Total	98-99	99-00	00-01	01-02	02-03	2004 Target
WI Teaching Fellows/Scholars Program	2	1	1	2	2	
Faculty College	4	4	4	6	6	
Institutional Prof Development Program for Senate & Chairs	3	3	11	7	2	
Professional Development Grants	30	27	28	29	32	
Webcamps - number participating	87	66	84	148	45	
Extreme Webcamp				48	26	
Nakatani Grant Program	4	0	0	0	0	
Nakatani Associates Grant Program				9	9	
EDGE				474	209	
Executive EDGE						
Leadership and Professional Development Certificate Program				28	28	
Academic Staff Leadership Conference		6	6	6	7	
Total	130	107	134	757	366	400

Source: Provost's office; Learning Technology Services

Growth in Distance Learning

Shown below is the number of distance learning courses offered at UW-Stout in comparison to the 2004 target, to the UW Comprehensive average and to the UW Comprehensive campus with the largest number of distance learning courses offered.



Source: *Achieving Excellence; indicator in accountability report (additional measure)*

Progress Toward Goal 3

- A Professional Development grant funded team of seven attended the 2002 Wisconsin Women in Higher Education Leadership conference (*Equality for Women Initiative*)
- A team of six attended the Work/Life forum at UW-Madison (*Equality for Women Initiative*)
- Extensive and varied training opportunities have been provided through the Laptop Initiative to teaching faculty/staff (*University Priorities-The Stout Technology Advantage*)
- A Facilities and Administrative Costs (Indirect Costs) proposal was approved by the Chancellor, with the purpose of promoting growth in research (*University Priorities-Applied Research*)
- The College of Arts and Sciences offers a summer session stipend to faculty/staff to develop grant proposals (*University Priorities-Applied Research*)
- A spring workshop for Classified Staff occurred on April 17, 2003 (*Division Plans-ASLS*)
- A marketing plan was approved by the Co-op Ed Advisory Committee and associate vice chancellor to encourage local Co-op positions and to encourage an increase in summer enrollment (*ASA Targeted Projects*)
- Student services has developed a Freshman Intake model and a position description for program directors was refined in light of this change (*ASA Targeted Projects*)
- Three sessions of “Executive EDGE” will be put on for department chairs and administrators (*Division Plans-ASLS*)
- CHD has provided funds to purchase laptop computers for all faculty who have requested this technology to better serve their students (*University Priorities-Stout Technology Advantage*)
- CHD uses its 150 funds to sponsor faculty and staff to attend meetings and conferences related to new grant and contract development (*University Priorities-Applied Research*)
- The second issue of the Student Research Journal published and increased requests for student research funds (*University Priorities-Applied Research*)
- Team of 22 faculty, academic staff and classified staff women attended the WWHEL Regional Leadership Skills Development Workshop at UW-Eau Claire funded by a professional development grant obtained by the EO/AA officer (*University Priorities-Recruitment*)

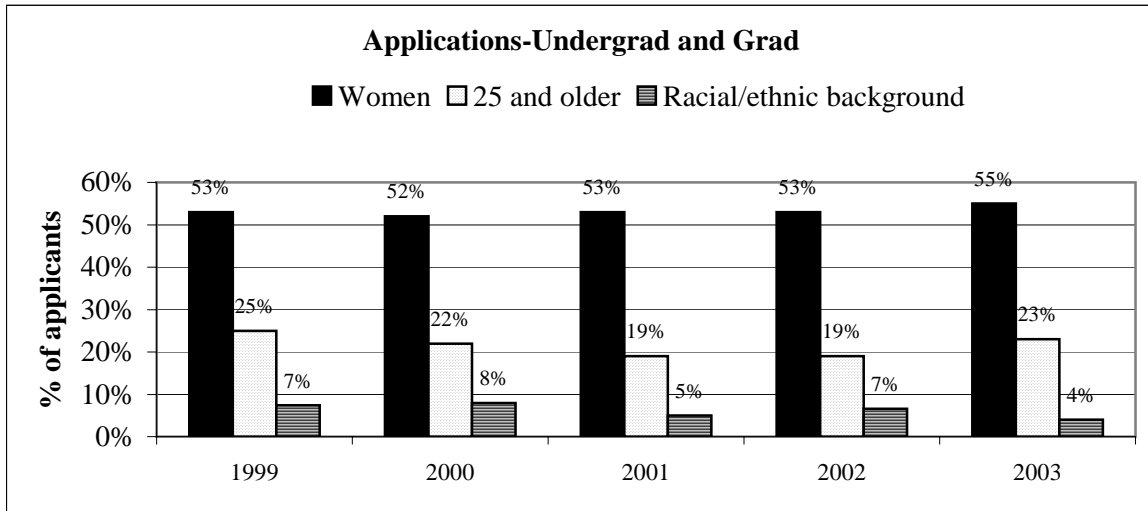
- The Professional Development Program for Faculty and Academic Staff provide \$52,000/year for funding; for 2003-04 this amount was increased by \$10,000 (*University Priorities-Recruitment*)
- Native American film director, Chris Eyre, showed his new film, “Skins,” and held a discussion about issues in the film afterwards (*Plan 2008*)
- The Hmong Stout Student Organization held their 17th annual education conference in April 2003 (*Plan 2008*)

GOAL 4:

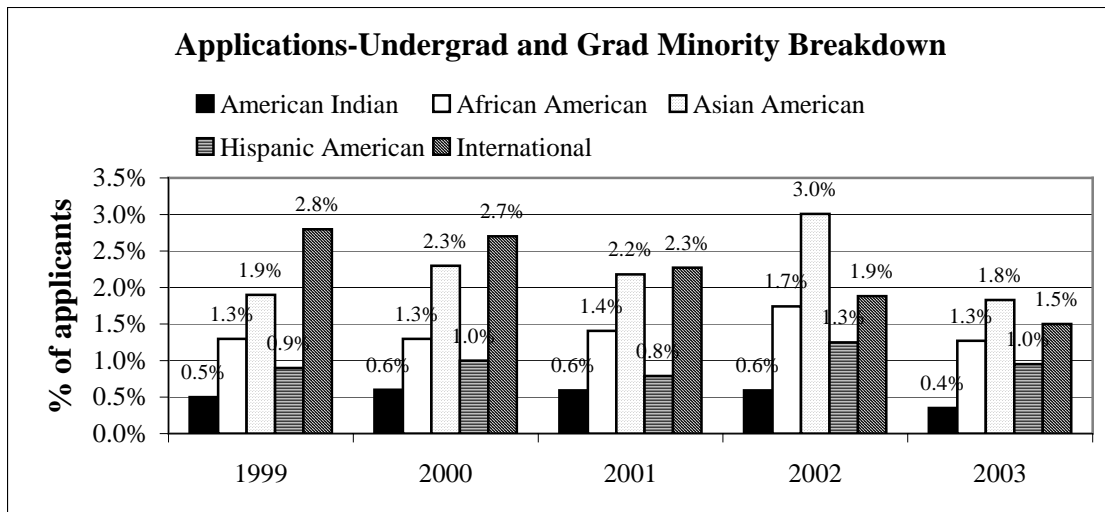
Recruit and retain a diverse university population.

Total applications and enrollments-gender, diversity age segments

The following indicators show the percentage of women, non-traditional and racial/ethnic minority students that applied and enrolled at UW-Stout in comparison to the 2004 target. Also shown is the breakdown of specific racial/ethnic minority groups that applied and enrolled at UW-Stout.



Source: Admissions office



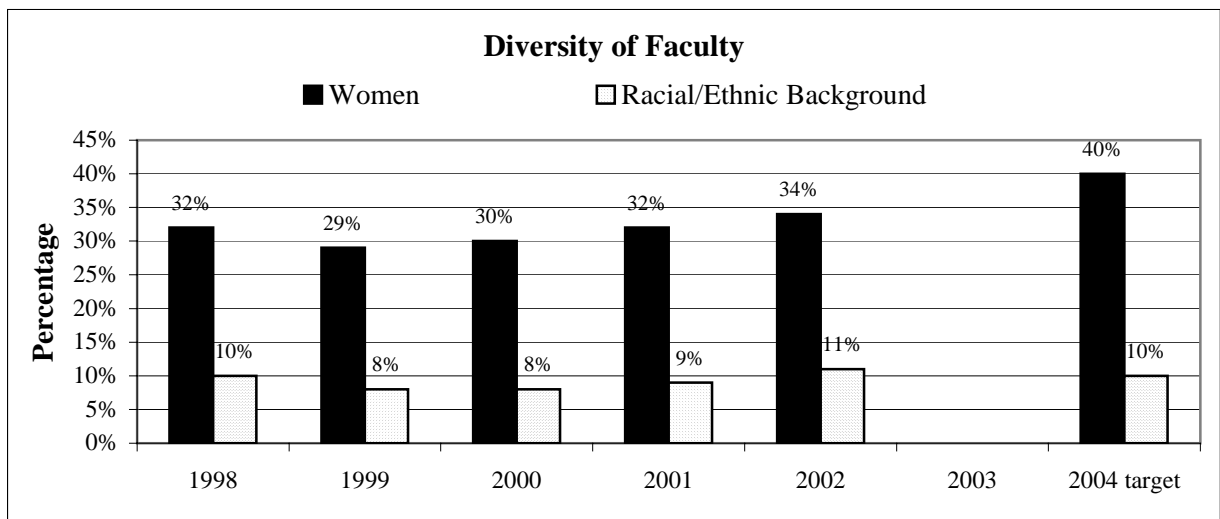
Source: Admissions office

Enrollments - Undergrad and Grad	1999	2000	2001	2002	2003	2004 target
Women	50%	50%	49%	49%	50%	
Racial/Ethnic Background						
American Indian	.4%	.5%	.4%	.4%	.4%	
African American	1.0%	.9%	1.0%	1.0%	1.2%	
Asian American	1.9%	1.6%	1.5%	1.9%	1.9%	
Hispanic American	.7%	.8%	.8%	.9%	.8%	
International	1.9%	1.6%	1.4%	1.7%	1.1%	2.5%
Total Racial/Ethnic Background	5.9%	5.4%	5.1%	5.9%	5.4%	7.0%
25 Years and Older	17%	16%	16%	16%	16%	

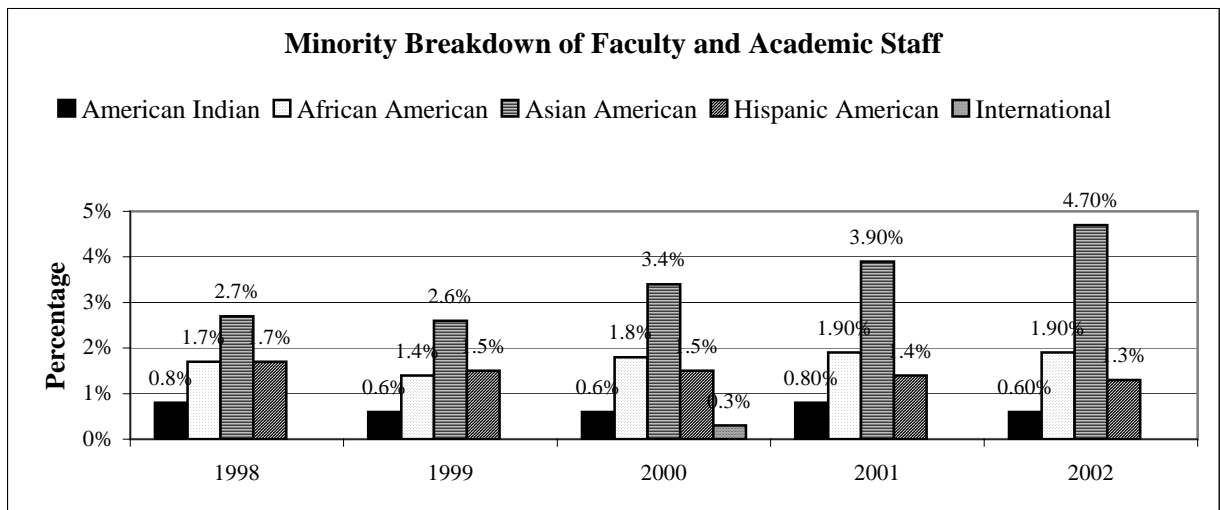
Source: UW-Stout CDR Data Warehouse; indicator in accountability report (additional measure);

Gender, Diversity of Permanent Faculty, Staff- Gender, Diversity Segments

The following indicator shows the percentage of women and racial/ethnic minorities that are faculty in comparison to the 2004 target. Also shown is the breakdown of specific racial/ethnic minority groups for faculty and academic staff.



Source: BPA Unclassified Database



Source: Employee Database from HR Oct. Payroll; includes both instructional and non-instructional

Graduation Success

The following indicator shows the six-year graduation rate at UW-Stout in comparison to the 2004 target, to the UW System, to select peer groups and to best-in-class. Comparisons are made to Ferris State, the New Jersey Institute of Technology and CA Polytechnic because these universities have similar missions to UW-Stout; as such, they are considered "peer" universities.

6-year Graduation Rate

Cohort Year	Fall 1992	Fall 1993	Fall 1994	Fall 1995	Fall 1996	Fall 1998
Graduation Year	1998	1999	2000	2001	2002	2004 Target
UW-Stout	50.2%	54.8%	44.7%	44.4%	53%	60%
UW System	58.5%	59.5%	59.3%	60.5%	62%	64%
Best UW Comp			62.0%	63%	67%	67%
Best in Class				65%		
Peer 1		30.0%	33.0%	35%	35%	35%
Peer 3	40.0%	42.0%	42%	45%	45%	45%
Peer 2	59.8%	64.5%		66%	66%	66%
National Average		47.9%	48.2%	41%	42%	42%

Source: *Achieving Excellence; CSRDE; UW System; Peers; Measuring Up 2002; IPEDS; grad rate from any UW institution; indicator in accountability report (common measure)*

Persistence Rate

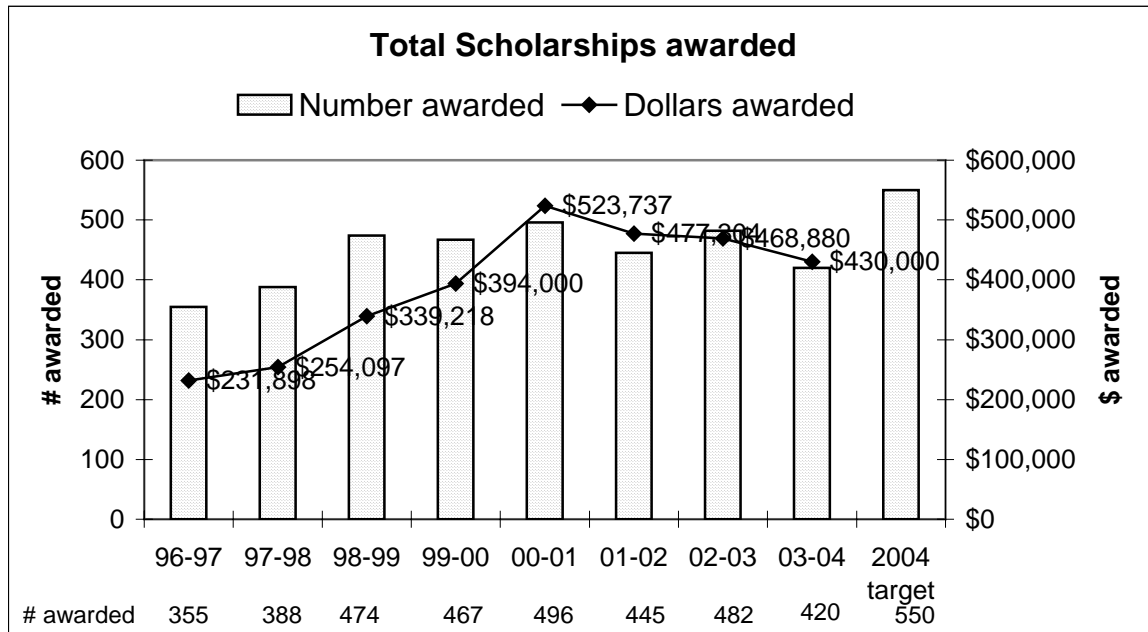
The following is the retention rate for first time, full-time freshmen from their first to second year. Comparisons are made to the 2004 target, to the UW System, to peer universities with similar missions, and to "best-in-class." The best-in-class measure shown below is from *Measuring Up*, a state-by-state report card for higher education. *Measuring Up 2002* identified colleges and universities in the states of California and Massachusetts as having the highest retention rate of any of the states; as such, these states are identified as best-in-class below.

Percent of new freshman retained to the second year of study	Fall 1997	Fall 1998	Fall 1999	Fall 2000	Fall 2001	2004 Target
UW-Stout	74%	74%	77%	75%	73%	80%
UW System	79%	79%	77%	79%	80%	82%
Best in Class			84%	84%		
Best UW Comprehensive	82%	82%	82%	84%	85%	
Peer 1	61%	60%	59%	62%	65%	
Peer 2	87%	89%	89%	89%	88%	

Source: *Achieving Excellence; Measuring Up 2000, 2002; Peers; retention at institution where started; indicators in accountability report (common measure)*

Scholarships Growth for Diversity Recruiting and Academic Quality

The following indicator shows both the number of Foundation scholarships awarded and the amount of scholarship dollars awarded in comparison to the 2004 target.



Source: Foundation office; includes the total number of different types of scholarships, NOT the number of students receiving scholarships

Faculty Voluntary Resignations

Shown below is the percentage of faculty who resigned each year in comparison to the 2004 target. Also shown is the percentage of faculty resignations that were from women, men and minorities.

	98-99	99-00	00-01	01-02	02-03	2004 Target
Percent of Faculty who Resigned	4.0%	2.8%	3.2%	3.2%	2.6%	<3.0%
% women	41.5%	37.5%	44.4%	22.2%	85.7%	
% men	41.5%	37.5%	55.6%	77.8%	14.3%	
% minority	17%	25%	-	11.1%	0%	
UW System Average	4.7%	4.7%				

Source: Human Resources office

Enrollments

UW-Stout has been within 3% of its enrollment target each year for the past seven years, as shown below.

UW-Stout Enrollments			
Year	Actual	Target	% +/- Target
1996	6,625	6,709	-1.3%
1997	6,697	6,713	-0.2%
1998	6,865	6,718	+2.2%
1999	6,911	6,726	+2.8%
2000	6,967	6,941	+0.4%
2001	7,038	6,941	+1.4%
2002	7,042	6,991	+0.7%
2003	6,937	6,991	-0.8%

Source: UW System; indicator in accountability report (common measure)

Credits to Degree

The following indicator shows the average attempted credits to degree in comparison to the goal. Each year for the last seven years, UW-Stout has been within 4% of its goal.

Average Attempted Credits to Degree	
Year	Credits
1995-96	149
1996-97	149
1997-98	148
1998-99	146
1999-00	144
2000-01	144
2001-02	142
Goal	145

Source: UW System; indicator in accountability report (common measure)

Progress Toward Goal 4

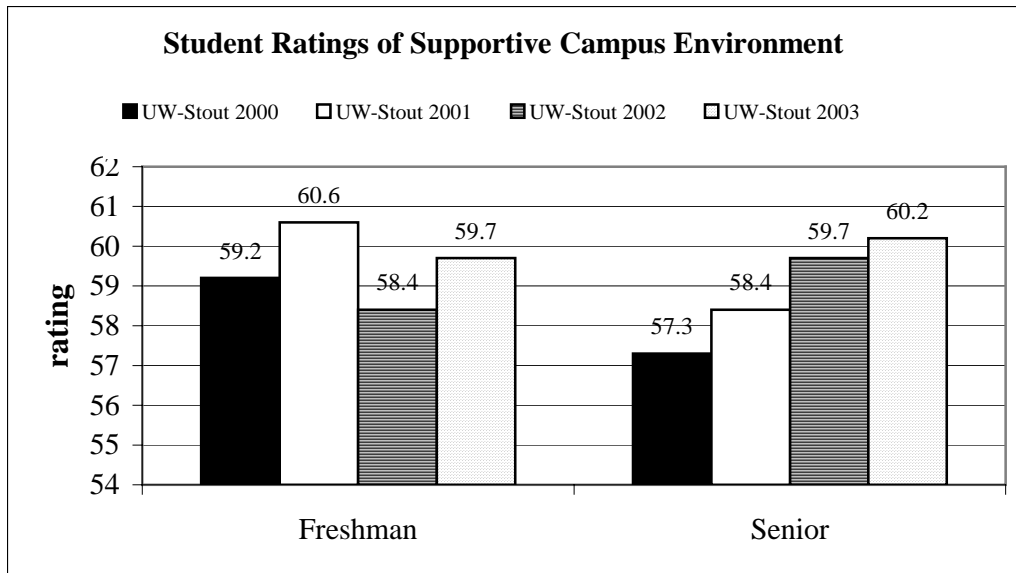
- Human Resources, Business and Financial Services, and Housing and Residence Life have had several diversity presentations (*Division Plans-ASLS*)
- Minority student applications increased by 41.92% in fall 2002. Multicultural enrollment increased to 333 in Fall 2002 from 288 in Fall 2001. (*Plan 2008*)
- An “All Cultures Every Student” (ACES) multicultural student group was organized and held several events (*Plan 2008*)
- A staff member from Multicultural Student Services has a portion of his time allocated to active involvement with athletes, especially athletes of color (*Plan 2008*)
- A marketing plan for nontraditional students was developed and incorporated into the Executive Marketing Plan (*Marketing Plan*)
- A 2nd Girls Science and Technology Orientation program was held in Fall 2002 for 7th grade girls from DeLong Middle School (*Equality for Women Initiative*)
- A new Coordinator of the Graduate College was hired and is responsible for marketing the graduate programs and recruitment activities (*University Priorities- Graduate Education*)
- An “Effectiveness of Unclassified Recruitment Advertising” report was developed that includes best practices recruiting strategies from other institutions (*University Priorities- Recruitment*)
- Fifteen students are doing their student teaching in Australia this summer (*ASA Targeted Projects*)
- The number of “active accepted” students of color was up 57% in 2002 over fall 2001 (*ASA Targeted Projects*)
- The Diversity Career Exploration Program was conducted in summer 2003, with three Hmong students from the high school working as interns for nine weeks (*Division Plans-ASLS*)
- UW-Stout received the Secretary’s Award of Achievement from the Department of Employment Relations for increased numbers of women and minority hires (*University Priorities-Recruitment*)
- A Diversity Survey was conducted at the beginning of Semester II. Improvement was noted in statements about faculty/staff interactions with students, affirmative action, how academic staff and women are treated, the climate related to homophobia and not holding stereotypes (*Plan 2008*)

GOAL 5:

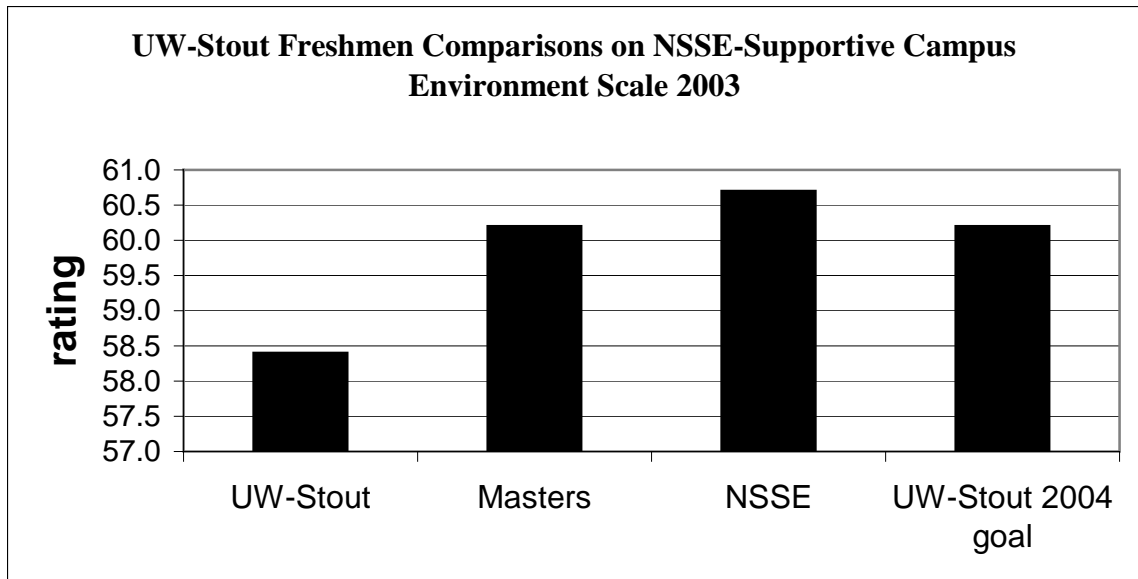
Foster a collegial, trusting and tolerant campus climate.

Student Ratings of Supportive Campus Environment

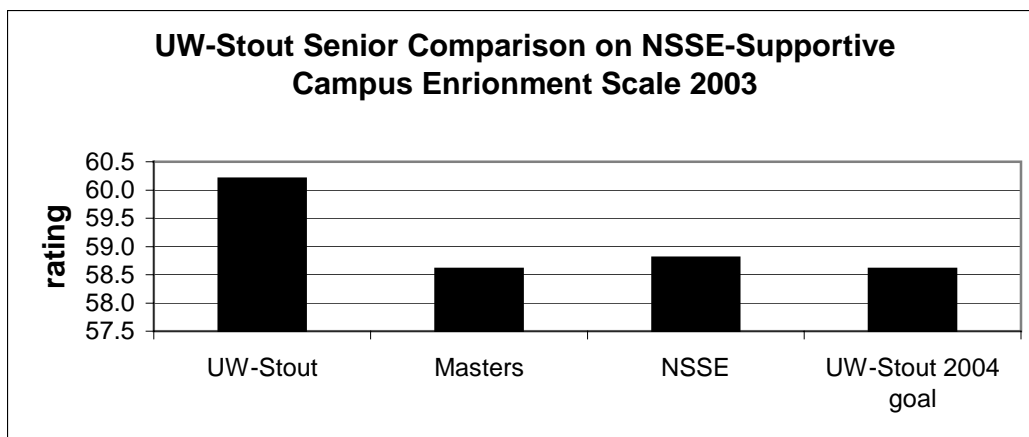
The following indicator is a composite from the National Survey of Student Engagement (NSSE) that was given to freshmen and senior students at UW-Stout and to students at other national colleges and universities. The "Supportive Campus Environment" composite includes information from six questions including: quality of relationships with faculty members, and campus environment emphasizes providing the support needed to succeed academically. In 2003, UW-Stout freshmen were in the 30th to 40th percentile and UW-Stout seniors were in the 50th to 60th percentile.



Source: NSSE survey; on a 1-100 scale if **below** master's average, the target is the master's average. If **above** master's average, the target is to maintain and improve score.



Source: NSSE survey; on a 1-100 scale; if below master's average, the target is the master's average. If above master's average, the target is to maintain and improve score.



Source: NSSE survey; on a 1-100 scale

Annual Faculty/Staff Rating of Collegiality, trust and tolerance

The following data is from the One-Minute Climate Assessment and Morale Surveys that were given to all faculty and staff. The One-Minute Climate Assessment includes 12 questions and the Morale Survey included 58-71 questions, depending on employment type. Below are the mean responses for all survey questions in comparison to the 2004 target.

One-Minute Climate Assessment	2001	2002*	2003	2004 Target
1. There is a spirit of cooperation among staff within my immediate unit toward common interests.	3.84		3.66	
2. There is a spirit of cooperation across units at UW-Stout toward common interests.	3.12		2.94	
3. Relationships among peers are trusting and honest.	3.45		3.36	
4. Relationships among staff and their immediate supervisor are trusting and honest.	3.54		3.35	
5. UW-Stout values differences among people (e.g. sex, age, race, ethnicity).	3.57		3.50	
6. UW-Stout encourages the expression of different ideas and opinions.	3.33		3.09	
7. Please indicate your overall level of morale with respect to your work at UW-Stout.	3.51	3.40	3.07	3.60

Source: *One-Minute Climate Assessment*; on a 1-5 scale; **Morale Survey*

Progress toward goal 5

- A mentoring program is in place for classified employees. Seven mentors have been assigned to date (*Division Plans-ASLS*)
- The Academic Staff Women's Mentoring Program Steering Committee and mentoring program is in place. Seven mentors have been assigned (*Equality for Women Initiative*)
- The One City One Book program had its kick-off in January 2003. (*Plan 2008*)
- Campus Professional Development Day included a speaker and workshop on trust in the workplace (*ASA Targeted Projects*)
- A "Campus Climate" (expectations) handbook was designed and distributed to all students and employees (*Alcohol and Other Drug Abuse Prevention Plan*)
- A booklet titled, "The Faculty Link: How college professors can support alcohol education in ways that are consistent with their role as faculty," was distributed to all teaching staff along with a cover letter from the Provost (*Alcohol and Other Drug Abuse Prevention*)
- The Involvement and Leadership Center has hired a Greek programming coordinator who has worked half-time with fraternities and sororities on AOD abuse prevention initiatives (*Alcohol and Other Drug Abuse Prevention*)
- A web site has been developed to provide the campus with information on legislative issues (*Marketing Plan*)
- All 60 initiatives for the 2002-03 Housing and Residence Life Alcohol Plan have been completed (*Division Plans-ASLS*)

GOAL 6:

Provide safe, accessible, effective, efficient and inviting physical facilities.

Student ratings of satisfaction with college environment

The following indicator highlights results from the ACT student opinion survey given to current students. There were six major sections on this survey that addressed college environment. Under each section were a number of related questions that each student indicated their level of satisfaction. Below is the average score for each section in comparison to the 2004 target and the national average. The national average shown below is the average of all colleges and universities that participated in the survey.

College Environment	Stout				National			2004 Target
	99-00	00-01	01-02	02-03	99-00	00-01	02-03	
Academic	3.79	3.81	3.74	3.80	3.86	3.85	3.84	
Admissions	3.70	3.77	3.73	3.68	3.72	3.73	3.73	
Rules and Regulations	3.41	3.47	3.38	3.34	3.33	3.34	3.36	
Facilities	3.77	3.78	3.80	3.77	3.59	3.60	3.58	
Registration	3.36	3.49	3.47	3.45	3.50	3.53	3.52	
General	3.61	3.67	3.61	3.56	3.58	3.60	3.61	
Average	3.64	3.69	3.64	3.63	3.62	3.63	3.63	> 4.0

Source: ACT Student Opinion Survey; on a 1-5 scale

Students Safety and Security Statistics

Shown below are the safety and security statistics for UW-Stout in comparison to the 2004 target and to the UW System average.

Crime Incidences	1997	1998	1999	2000	2001	2002	2004 Target
VIOLENT CRIME							
UW-Stout	0	0	0	5	3	0	0
UW System		3	3	3	2	3	
PROPERTY CRIME							
Arson	0	0	0	2	0	0	
Burglary	9	7	14	16	8	18*	
Motor Vehicle Theft	0	0	3	2	2	0	
Larceny/Theft	104	82	97	97	87	82	
UW-Stout Total	113	89	114	117	100	100	<90
UW System Average		160	144	140	148	193	

*Source: UW-Stout Security & Police Operations; State of WI and FBI uniform crime report; *we had a heightened campaign to residence halls to report ANYTHING missing from their rooms*

Progress Toward Goal 6:

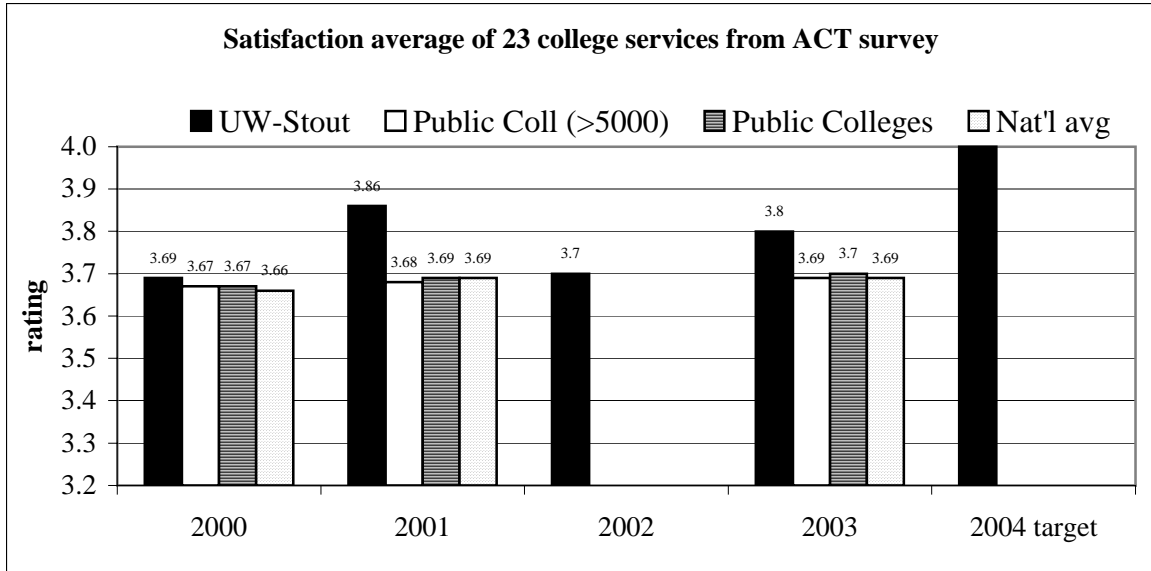
- Debit card readers have been installed at 5 University Centers locations (*Division Plans-ASLS*)
- FacMan utilities audit is complete and data input into program (*Division Plans-ASLS*)
- Project to replace Johnson Fieldhouse basketball court was approved in 9/02 (*Capital Plan*)
- Guidelines were updated for alcohol possession/use and increased monitoring during athletic events and homecoming activities (*Alcohol and Other Drug Abuse Prevention Plan*)
- The remaining exterior signs were recently funded and ordered. The only items remaining are the city way-finding signs (*Division Plans-ASLS*)
- Landscaping for Lot 1 is to be completed in spring 2003 (*Capital Planning*)
- Signs for parking and building signs installed. Monument signs to be installed in spring 2003 (*Capital Planning*)
- Plans for Classroom Upgrades and Wireless Accommodations for 2nd Year E-Scholar Program Funded (*Capital Plan*)
- Implemented the Stout OneCard Banking Program (*Division Plans-ASLS*)
- The design phase for the new residence hall on the North Campus is 99% complete and the project is on schedule. Environmental Impact Process completed; revised budget approved by Building Commission (*Division Plans-ASLS*)
- Facilities management held 12 safety training classes for custodial employees and 14 for maintenance employees during 2002-03 (*Division Plans-ASLS*)

GOAL 7:

Provide responsive, efficient, and cost-effective educational support programs and services

Student Ratings of Satisfaction with Educational Support Programs and Services

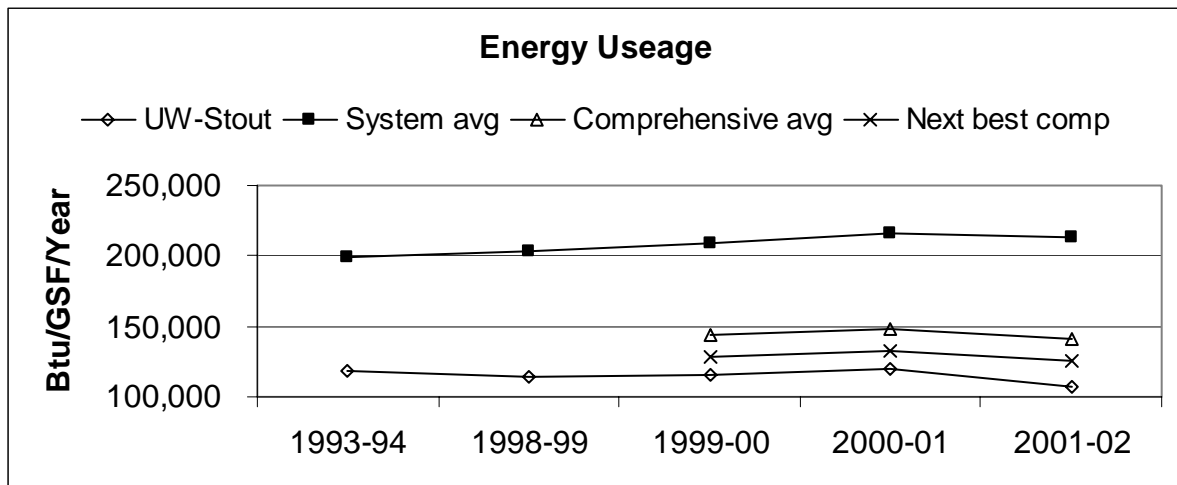
The following indicator highlights results from the 2000 through 2003 ACT student opinion survey given to current students. Shown below is a composite score of 23 survey questions that addressed college services, including job placement & food services. Comparisons are made to the 2004 target, the public college sample and the national average. The public college sample is a peer group that was developed by the ACT service.



Source: ACT Student Opinion Survey; average excludes mass transit services; on a 1-5 scale

Energy Use

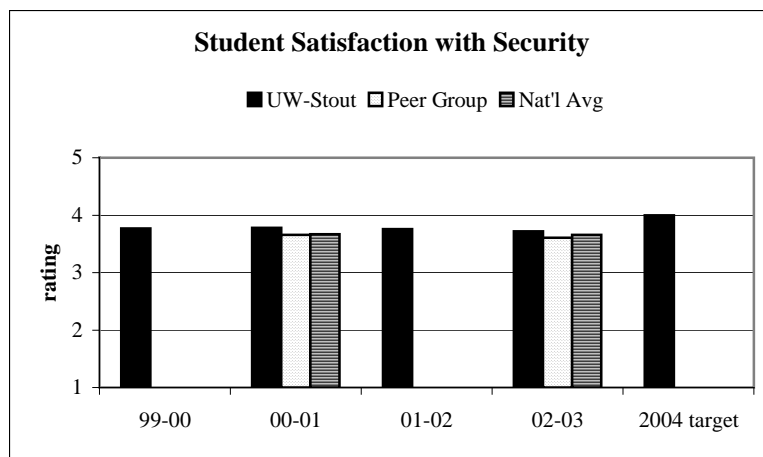
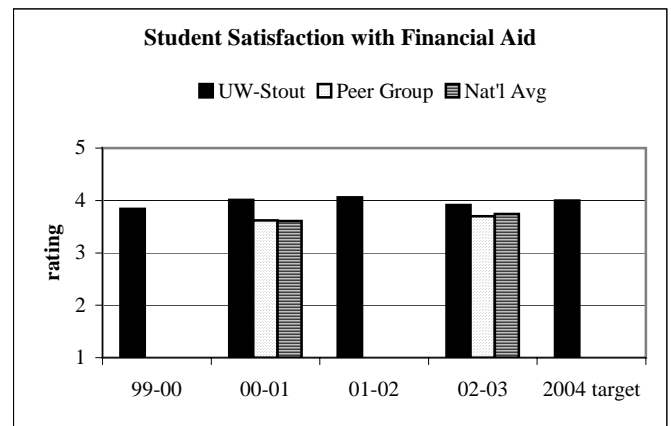
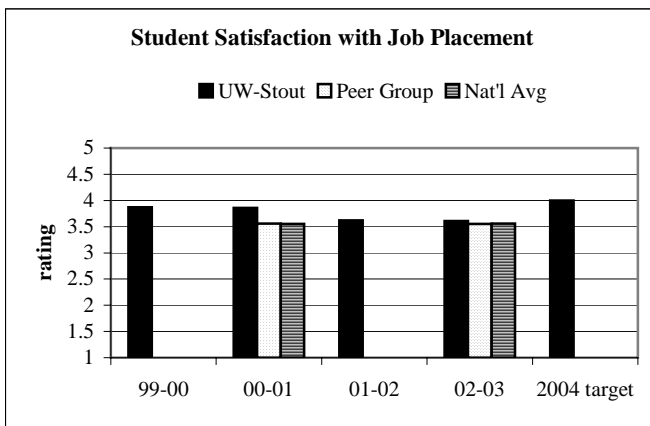
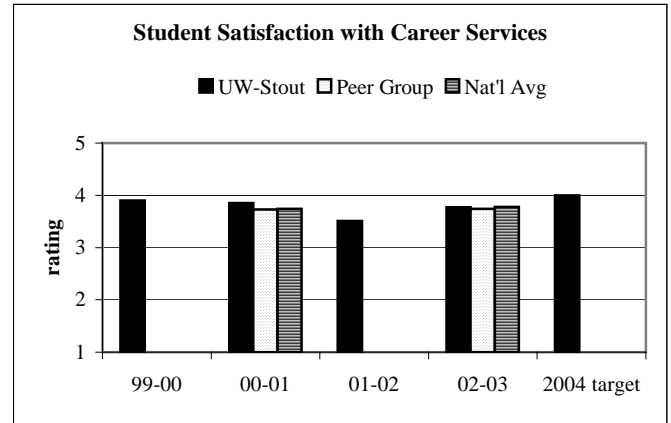
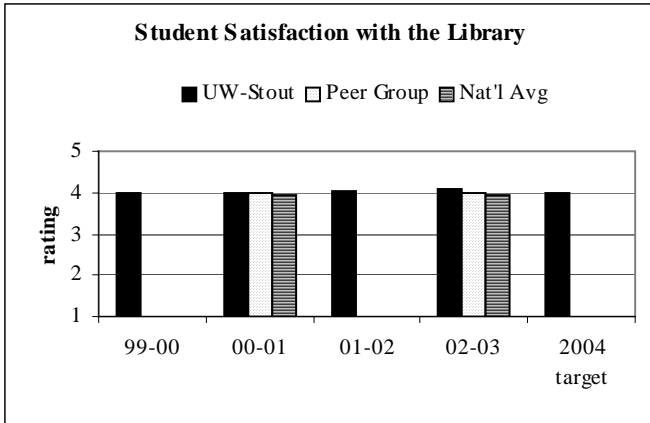
Shown below is the energy use at UW-Stout and in the UW System and UW Comprehensives per year. The goal is to remain number one or two in the overall ranking of UW campuses.



Source: WI Dept of Administration, Division of Facilities; indicator in Accountability Report (additional measure)

Student Services

The following indicators highlight results from the ACT student opinion survey given to current students. Satisfaction ratings are shown for a selection of support services for UW-Stout, a peer group and the national average. Results show continual improvement since 1994-95.



Source: ACT Student Opinion Survey; on a 1-5 scale; indicators in accountability report (additional measure)

Educational Support Unit Review Committee (ESURC) develops a summary measure of overall unit strength for each unit being reviewed

Performance Indicator Missing—under discussion

Progress Toward Goal 7

- The Stout Solutions marketing plan has been incorporated into the business section of the Executive Marketing Plan (*Marketing Plan*)
- Datatel hardware has been upgraded and the data warehouse has been expanded to include Financials, Financial Aids, and Admissions and Registration data marts (*IT Plan*)
- Additional users have been trained on BRIO (*IT Plan*)
- An AOD information website was designed with an updated section covering campus AOD policies, and the Residence Life web site was updated to include AOD use expectations and consequences (*Alcohol and Other Drug Abuse Prevention*)
- A Childcare Needs Assessment was conducted and results were analyzed (*Equality for Women Initiative*)
- A Regional PK-16 Council known as the Work-based University Consortium was constituted 10/22/02 (*University Priorities-Premier Institution of Workforce Preparation*)
- The Disaster Recovery/Backup System has been replaced and updated (*IT Plan*)
- Following a forum in May on teacher education, the School of Education Committee was appointed (*ASA Targeted Projects*)
- Web development software has been purchased and training to use these tools has been provided (*IT Plan*)
- The following programs operated under customized instruction in 2002-03: B.S. in Service Management, B.S. in Industrial Management, M.S. in Training and Development, M.S. in Career and Technical Education, B.S. in Career, Technical Education and Training, and M.S. in Hospitality and Tourism (*ASA Targeted Projects*)
- A dean has been appointed to the School of Education, faculty and staff have been assigned, and a coordinating chair has been elected to the SOE. The SOE will be operational July 1 and will begin offering courses in fall 2003 (*ASA Targeted Projects*)
- Substantial progress has been made in developing a new website. A full-time Web development specialist was hired last year and his contract is extended through June of 2004. (*University Priorities-Branding and Marketing*)
- Jeff Russell worked with the Graduate School Office Staff on customer service and office efficiency issues August 2002 to May 2003 (*University Priorities-Graduate Education*)