

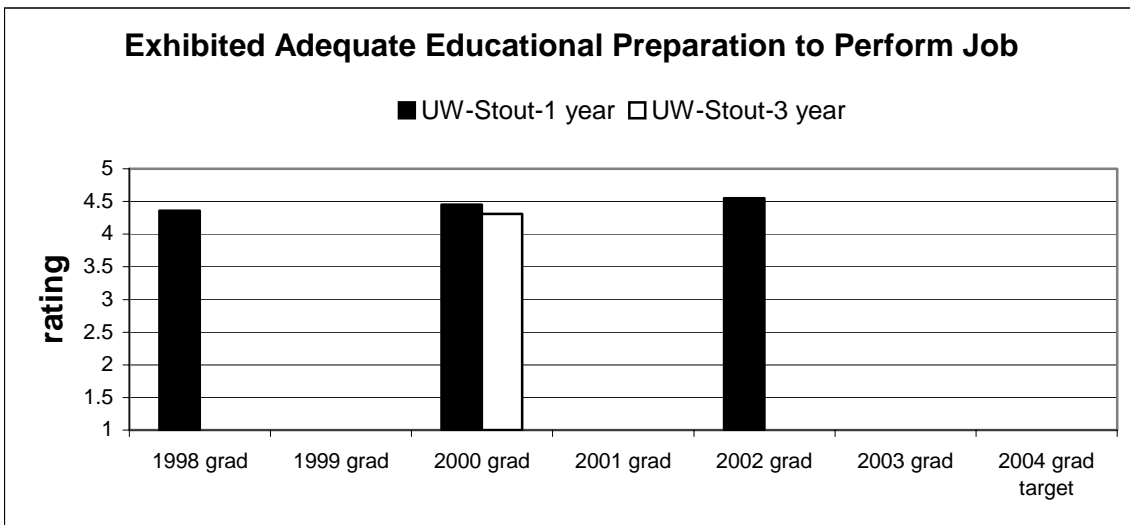
**UNIVERSITY OF WISCONSIN-STOUT, 2003-04 Annual Report**

**GOAL 1:**

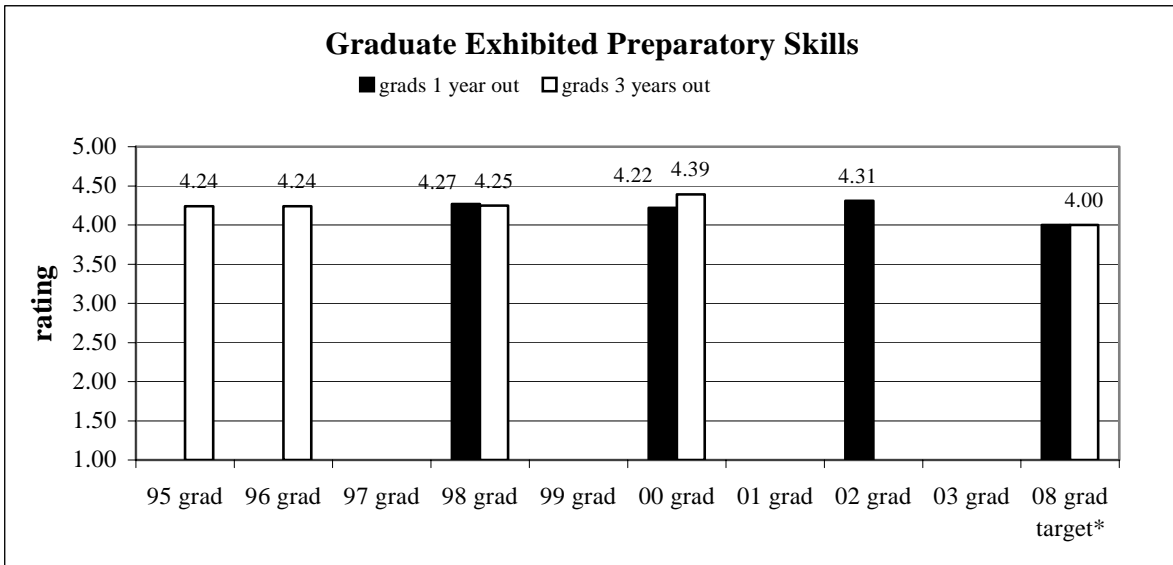
*Offer high quality, challenging academic programs that influence and respond to a changing society.*

**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; best in class= 83% for 2000



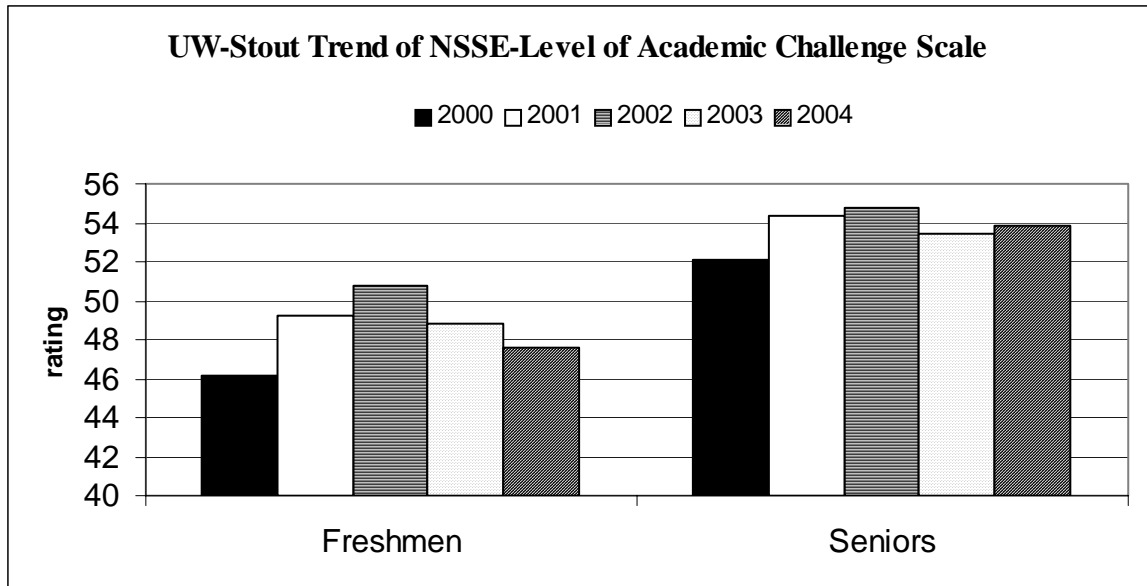
Source: BPA alumni follow-up; \*2008 target is >4.00; on a 1-5 scale

| Year of Graduation                 | 1995    | 1996    | 1998   |         | 2000   |         | 2002   | 2008   |
|------------------------------------|---------|---------|--------|---------|--------|---------|--------|--------|
| Number of Years out                | 3 years | 3 years | 1 year | 3 years | 1 year | 3 years | 1 year | Target |
| Overall preparation for employment | 4.27    | 4.20    | 4.16   | 4.23    | 4.26   | 4.26    | 4.12   | >4.00  |
| Familiarity with Equipment         | 4.16    | 4.19    | 4.22   | 4.24    | 4.40   | 4.22    | 4.14   | >4.00  |
| Knowledge of Skills                | 4.17    | 4.17    | 4.13   | 4.23    | 4.26   | 4.26    | 4.12   | >4.00  |

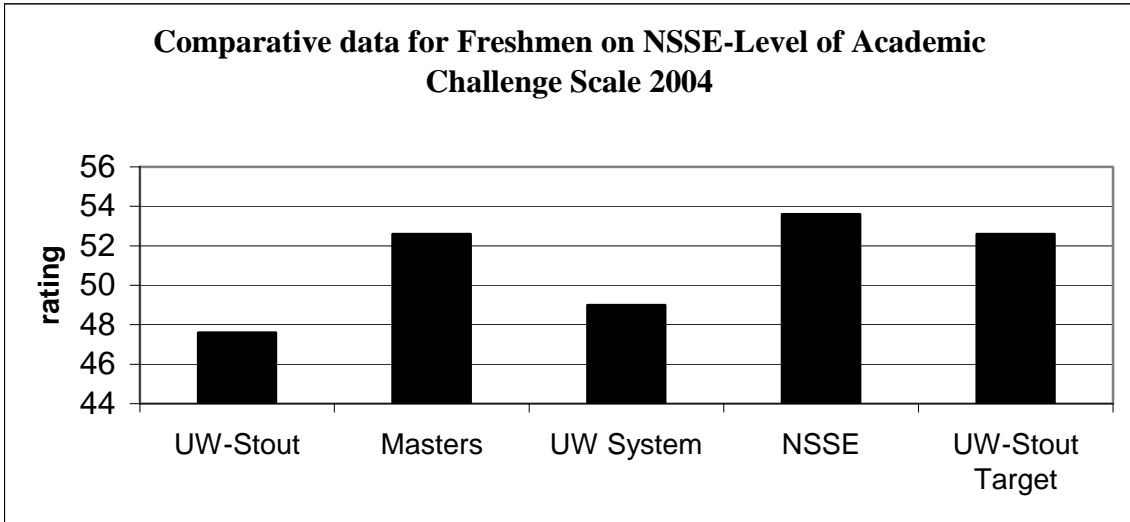
Source: BPA alumni follow-up; on a 1-5 scale

### NSSE-Level of Academic Challenge Scale

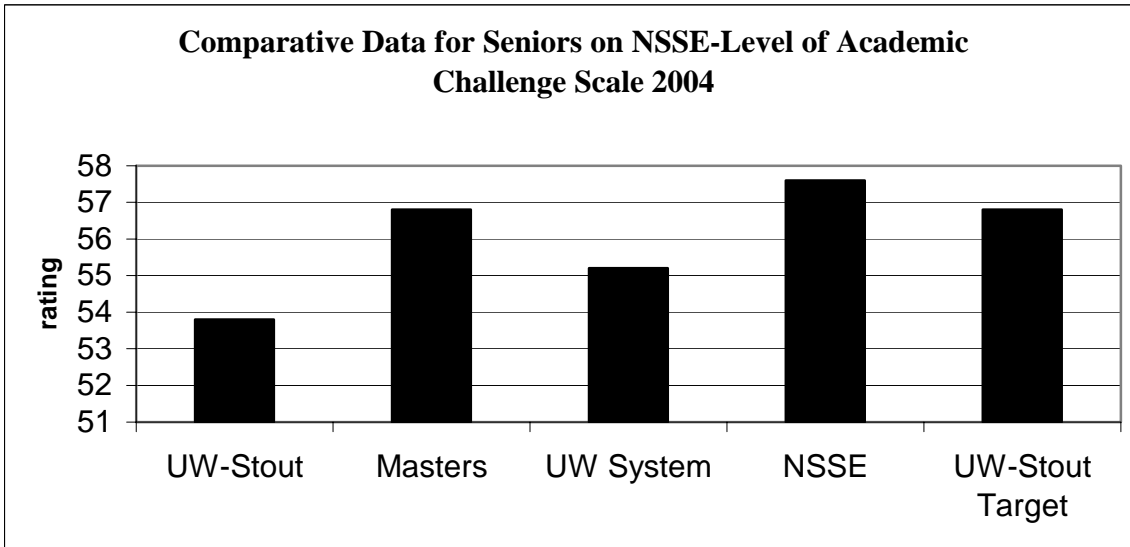
The following indicator is from the National Survey of Student Engagement, given to freshmen and senior students at UW-Stout and to students at a national sample of colleges and universities. The "Level of Academic Challenge" indicator is a composite score of 10 questions dealing with academic challenge. 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 2004, UW-Stout freshmen were in the 0 to 10<sup>th</sup> percentile and UW-Stout seniors were in the 10<sup>th</sup> to 20<sup>th</sup> 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; 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.*

### **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 | 2000 | 2002 | 2008   |
| Year surveyed                   | 2000 | 1998 | 2000 | 2002 | 2002 | 2004 | 2004 | target |
| Solve Problems                  | 3.9  | 4.0  | 4.0  | 4.0  | 3.9  | 4.5  | 4.3  | 4.0    |
| Analyze Information             | 3.9  | 4.0  | 4.0  | 3.9  | 3.9  | 4.4  | 4.3  | 4.0    |
| Make Decisions                  | 4.0  | 4.0  | 4.0  | 4.0  | 3.9  | 4.3  | 4.2  | 4.0    |
| Think Creatively                | 4.0  | 3.9  | 4.0  | 4.0  | 3.9  | 4.5  | 4.4  | 4.0    |

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

## Progress toward goal 1

- The following programs are in stage 1 of approval: Master of Fine Arts, BS in Golf Enterprise Management, MS in Communication Technologies (*Academic Plan*)
- The following programs are in stage 2 of approval: MS in Manufacturing Engineering, BS in Cross-Categorical Special Education (*Academic Plan*)
- In fall 2003, these degree completion programs started: BS in Applied Science, BS Engineering Technology, Plastics Concentration; and BS in Technical Communications (*Academic Plan*)
- UW-Stout is part of a UW-Extension consortium now offering an online gerontology certificate program in collaboration with four other UW Campuses (*ASA Targeted Projects*)
- CAS has provided dollars and FTE to add needed sections of English and Art & Design (*ASA Targeted Projects*)
- CAS has increased the number of online course offerings- 20 in summer 2004 and 26 in fall 2004 (*ASA Targeted Projects*)
- Block scheduling was developed by associate/assistant deans and Advisement Center (*University Priorities-Academic Advising*)
- A WI DPI accreditation report was submitted in August 2004 by SOE. This is a preliminary step in moving toward NACATE accreditation (*University Priorities-School of Education*)

**GOAL 2:**

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

**NSSE Scale or Scales**

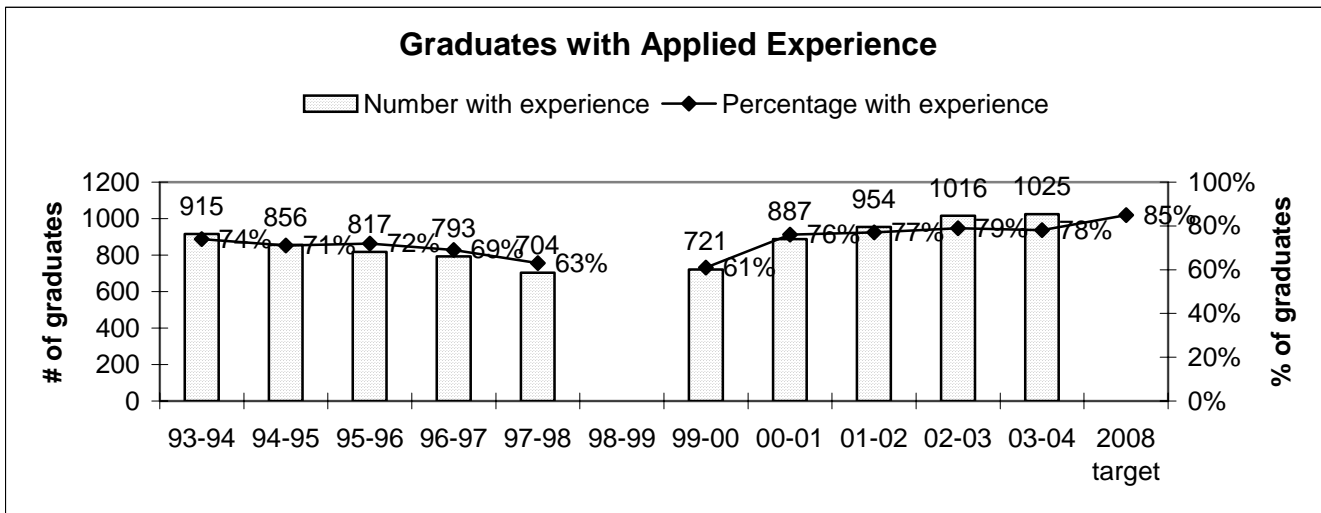
The following indicator is composites of questions from the National Survey of Student Engagement (NSSE), given to freshmen and senior students at UW-Stout and to students at other national colleges and universities. The "Active and Collaborative Learning" composite summarizes data from seven questions, 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 |      |      |      |                                      | 2008 Target ** | Comparisons   |           |                |
|---|----------|----------|------|------|------|--------------------------------------|----------------|---------------|-----------|----------------|
|   |          | 2001     | 2002 | 2003 | 2004 | 2004 Percentile                      |                | 2004 Master's | 2004 NSSE | 2004 UW System |
| Active and Collaborative Learning         | Freshman | 36.7     | 36.1 | 36.7 | 36.3 | 0 to 10 <sup>th</sup>                | >42            | 41.6          | 42.3      | 36.8           |
|   | Senior   | 50.1     | 50.5 | 50.0 | 54.6 | 70 <sup>th</sup> to 80 <sup>th</sup> | >51            | 51.2          | 51.4      | 50.7           |
| Student Interactions with Faculty Members | Freshman | 32.7     | 27.4 | 30.2 | 28.7 | 10 <sup>th</sup> to 20 <sup>th</sup> | >32            | 32.3          | 33.3      | 27.8           |
|   | Senior   | 37.7     | 38.9 | 36.6 | 39.1 | 20 <sup>th</sup> to 30 <sup>th</sup> | >43            | 42.5          | 44.0      | 40.9           |
| Enriching Educational Experience          | Freshman | 47.9     | 47.1 | 49.5 | 18.6 | 0 to 10 <sup>th</sup>                | >26            | 25.8          | 26.7      | 21.2           |
|   | Senior   | 41.3     | 42.7 | 41.9 | 33.8 | 10 <sup>th</sup> to 20 <sup>th</sup> | >39            | 38.6          | 40.9      | 36.8           |

Source: NSSE Survey; Percentile rank is based on comparison to NSSE 2004 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. Goals that have been met are shaded

**Applied Experiences**

The following indicator shows the number and percentage of graduates with the following applied experiences: co-ops, internships, field experience, practicums 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.

|   | Stout<br>2001 | Stout<br>2002 | Stout<br>2003 | Stout<br>2004 | National<br>2004 | Masters<br>2004 |
|---|---------------|---------------|---------------|---------------|------------------|-----------------|
| Participated in co-curricular activities (organizations, publications, student gov't, sports, etc.) | 63.9%         | 68.1%         | 68.0%         | 72%           | 48%              | 47%             |
| Did or plan to do practicum, internship, field experience, or clinical assignment                   | 89.7%         | 82.7%         | 90.0%         | 91%           | 74%              | 73%             |
| Did or plan to do community service or volunteer work   | 52.5%         | 41.0%         | 58.0%         | 76%           | 67%              | 67%             |

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

| <b>Bachelor's Degree Recipients who Studied Abroad as a Proportion of all Bachelor's Degree Recipients</b> |         |         |         |         |         |           |             |
|--|---------|---------|---------|---------|---------|-----------|-------------|
|  | 1995-96 | 1999-00 | 2000-01 | 2001-02 | 2002-03 | 2003-04 * | 2008 target |
| UW-Stout   | 3.4%    | 4.9%    | 6.4%    | 5.0%    | 5.7%    | 7.2%      | 9.2%*       |
| UW-Eau Claire  | 7.4%    | 10.2%   | 14.9%   | 14.8%   | 17.0%   |           |             |
| UW-Green Bay   | 1.9%    | 4.0%    | 5.4%    | 5.6%    | 5.2%    |           |             |
| UW-La Crosse   | 4.6%    | 5.8%    | 6.7%    | 8.1%    | 8.4%    |           |             |
| UW-Madison   | 8.1%    | 9.6%    | 12.5%   | 13.6%   | 14.4%   |           |             |
| UW-Milwaukee   | 3.1%    | 5.0%    | 4.9%    | 5.3%    | 5.7%    |           |             |
| UW-Oshkosh   | 0.9%    | 2.3%    | 3.0%    | 3.9%    | 3.7%    |           |             |
| UW-Parkside  | 0.0%    | 0.9%    | 0.2%    | 0.4%    | 0.3%    |           |             |
| UW-Platteville   | 0.3%    | 0.7%    | 2.3%    | 2.9%    | 2.6%    |           |             |
| UW-River Falls   | 5.6%    | 4.6%    | 3.6%    | 3.0%    | 4.3%    |           |             |
| UW-Stevens Point   | 6.4%    | 14.9%   | 14.2%   | 13.6%   | 14.1%   |           |             |
| UW-Superior  | 0.0%    | 0.6%    | 1.8%    | 3.2%    | 2.4%    |           |             |
| UW-Whitewater  | 0.4%    | 1.1%    | 2.4%    | 2.1%    | 4.0%    |           |             |
| UW System Total  | 4.6%    | 6.6%    | 8.2%    | 8.5%    | 9.2%    |           |             |

Source: *Achieving Excellence*; indicator in accountability report (additional measure); \*2008 target is to remain at or above the UW System average; preliminary

**Progress Toward Goal 2**

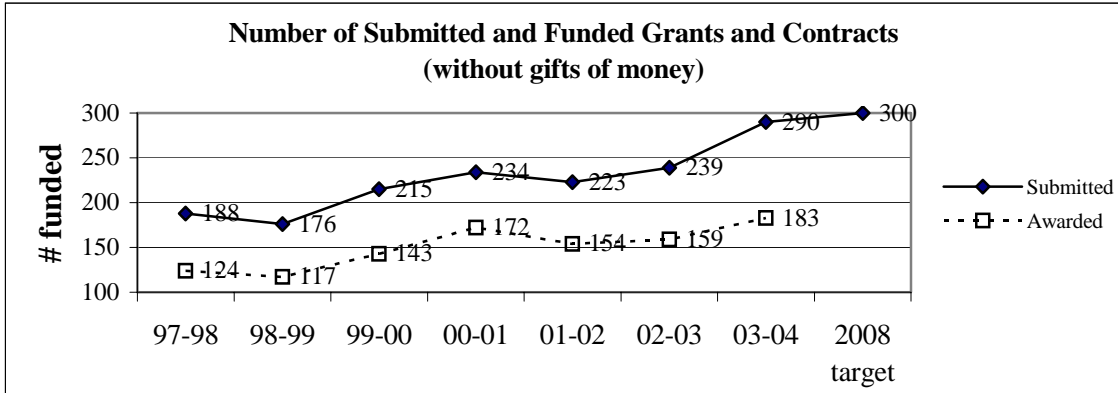
- Forums were held on the graduate laptop program (*ASA Targeted Projects*)
- Software licenses for the keyserver have been transferred from departments or purchased, and the keyserver is up and running (*ASA Targeted Projects*)
- Stout Solutions Learning Technology Services is structuring eScholar support around the Nakatani Teaching and Learning Center to enhance student learning and to conduct research on the use of digital teaching tools (*ASA Targeted Projects*)
- Conducted professional development workshops for instructional staff that focused on teaching, learning, technology and assessment (Adjunct instructor workshop, New Instructor Workshop, Lessons Learned, Scholarship of Teaching Seminars) (*University Priorities-Assessment*)
- Faculty Focus Groups conducted in January 2004 and September 2004 focused on assessing learning and technology (*University Priorities-Assessment*)

**GOAL 3:**

*Promote excellence in teaching, research, scholarship and service.*

**Percentage of Faculty who Applied for or Received Grants**

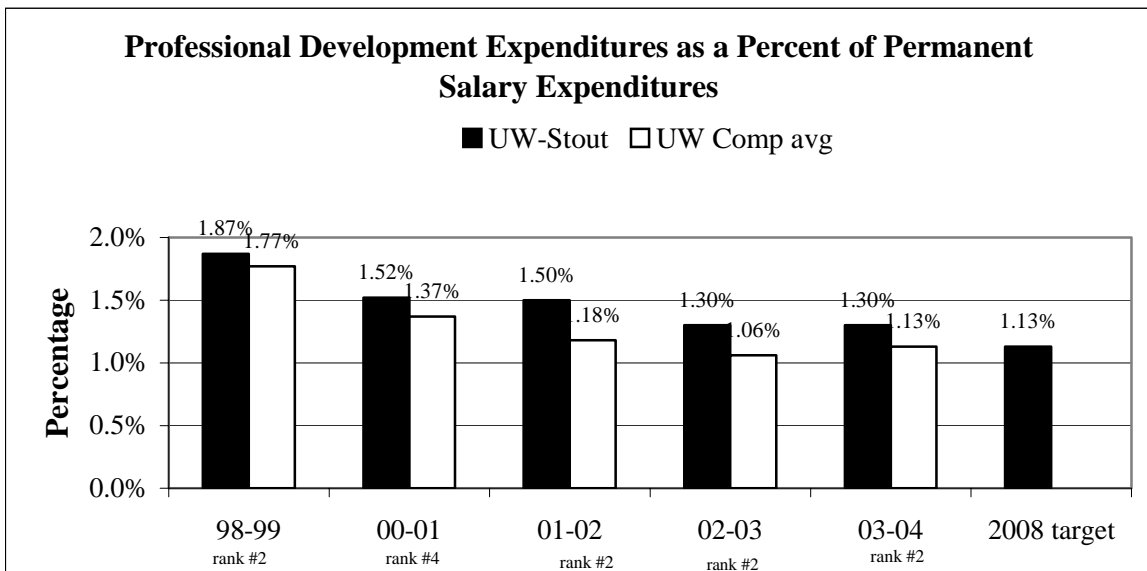
The following indicators provide measures of "promoting excellence in...research." They include: the percentage of faculty and academic staff who apply for or receive grants yearly, and the number of submitted and funded research projects.



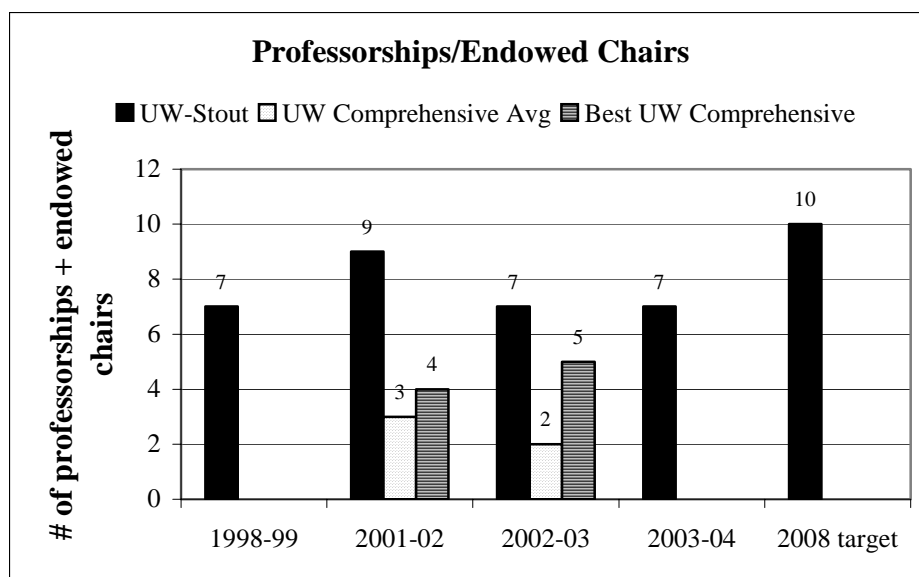
Source: Research and Promotion Services; indicator in accountability report (additional measure);

**Percentage of permanent salary expenditures for professional development**

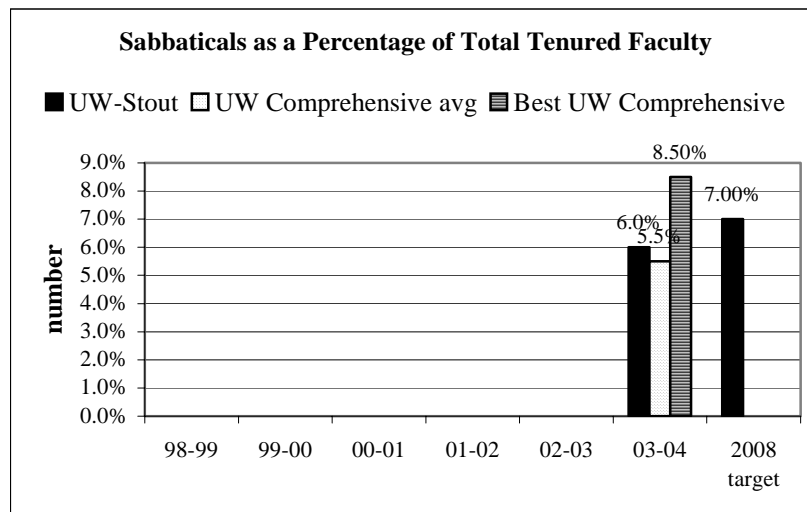
The following indicators include assessments of professional development opportunities at UW-Stout. These indicators consist of: the percentage of permanent salary expenditures for professional development, the number of professorships, endowed chairs, sabbaticals, and participants in several professional 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; 2008 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; UW System HR office

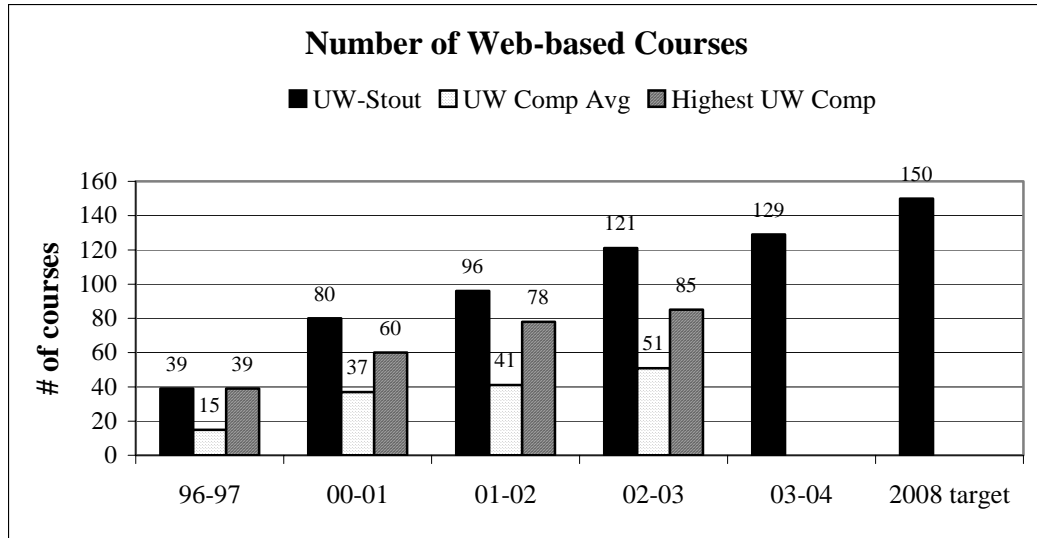
| Targeted Professional Development Total                     | 98-99      | 00-01      | 01-02      | 02-03      | 03-04      | 2008 Target |
|---|------------|------------|------------|------------|------------|-------------|
| WI Teaching Fellows/Scholars Program                        | 2          | 1          | 2          | 2          | 2          |             |
| Faculty College   | 4          | 4          | 6          | 6          | 4          |             |
| Institutional Prof Development Program for Senate & Chairs  | 3          | 11         | 7          | 2          | 6          |             |
| Professional Development Grants                             | 30         | 28         | 29         | 32         | 21         |             |
| Webcamps - number participating                             | 87         | 84         | 148        | 45         | 0          |             |
| Extreme Webcamp   |            |            | 48         | 26         | 0          |             |
| Nakatani Grant Program                                      | 4          | 0          | 0          | 0          | 0          |             |
| Nakatani Associates Grant Program                           |            |            | 9          | 9          | 0          |             |
| EDGE  |            |            | 474        | 209        | 321        |             |
| Executive EDGE  |            |            |            |            | 8-10       |             |
| Leadership and Professional Development Certificate Program |            |            | 28         | 28         | 20         |             |
| Academic Staff Leadership Conference                        |            | 6          | 6          | 7          | 6          |             |
| <b>Total</b>  | <b>130</b> | <b>134</b> | <b>757</b> | <b>366</b> | <b>389</b> | <b>400</b>  |

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 2008 target, to the UW Comprehensive average and to the UW Comprehensive campus with the largest number of distance learning courses offered. A distance education course is a class in which the bulk of the course includes each of the following: 1) physical or geographic separation between the teacher and the students, and 2) live or “real time” two-way interaction between the teacher and the students



Source: *Achieving Excellence*; indicator in accountability report (additional measure); 2003-04 data are preliminary

## Progress Toward Goal 3

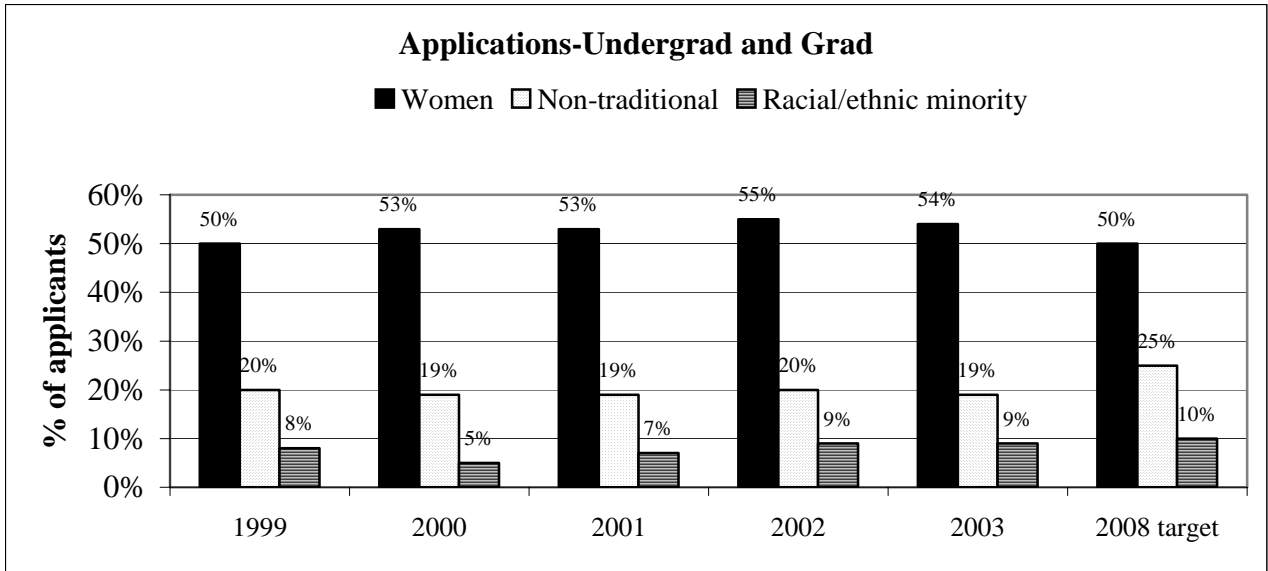
- Student Services developed for use in 2004 a comprehensive evaluation form that will be used in whole or in part to evaluate quality and service of its staff (*ASA Targeted Projects*)
- “Hand-off” of First Year students to their faculty advisors in the spring of 2004 was very smooth and received excellent reviews from instructional staff and program directors (*ASA Targeted Projects*)
- Provided data from surveys, exit interviews, and data bases to instructional staff and administrators as needed for specific concerns- retention, discipline, etc... (*ASA Targeted Projects*)
- The EDGE program is in its fourth year and 3 programs for department chairs were held in the past year (*ASLS Focused Initiatives*)

**GOAL 4:**

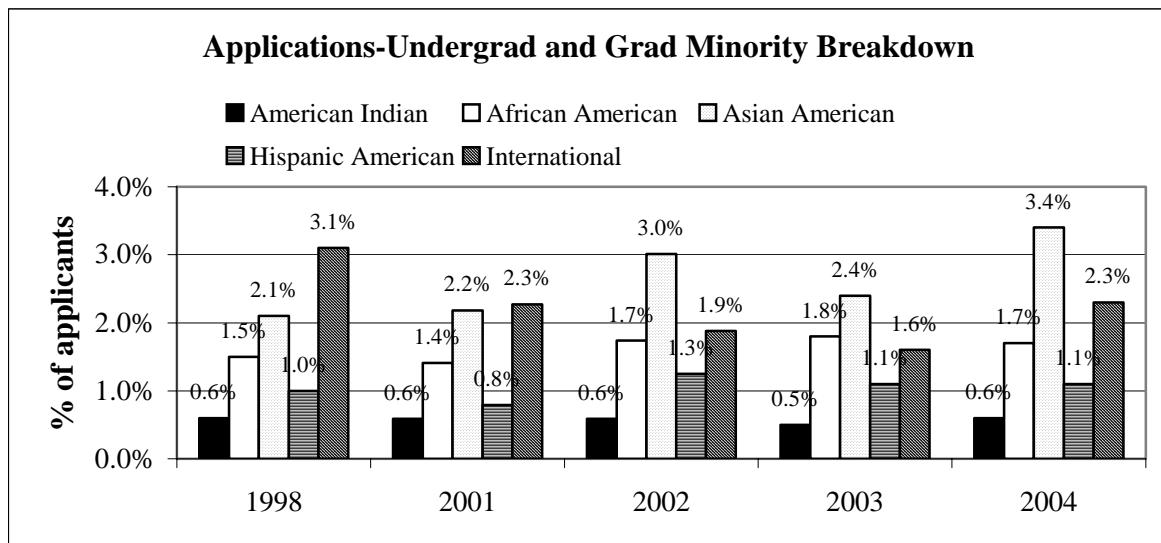
*Recruit and retain a diverse university population.*

**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 2008 target. Also shown is the breakdown of specific racial/ethnic minority groups that applied and enrolled at UW-Stout.



Source: Admissions office; “non-traditional” refers to undergraduates age 25 and older and graduates age 30 and older;



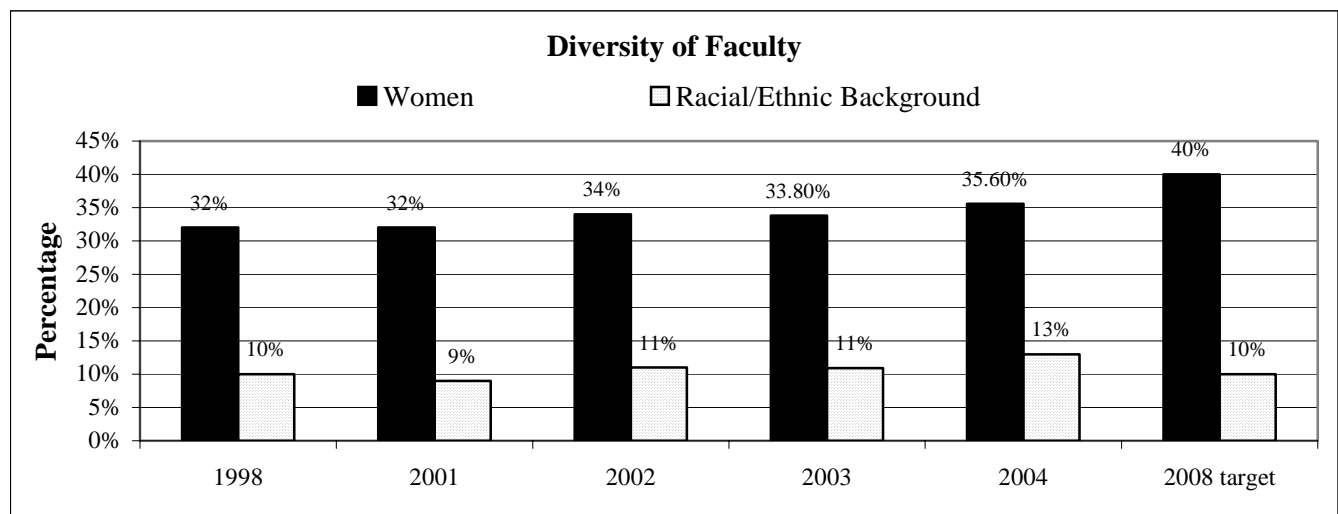
Source: Admissions office

| Enrollments - Undergrad and Grad      | 1999        | 2001        | 2002        | 2003        | 2004        | 2008 target |
|---------------------------------------|-------------|-------------|-------------|-------------|-------------|-------------|
| Women                                 | 50%         | 49%         | 49%         | 50%         | 51%         | 50%         |
| <b>Racial /Ethnic Background</b>      |             |             |             |             |             |             |
| American Indian                       | .4%         | .4%         | .4%         | .4%         | .4%         |             |
| African American                      | 1.0%        | 1.0%        | 1.0%        | 1.2%        | 1.2%        |             |
| Asian American                        | 1.9%        | 1.5%        | 1.9%        | 1.9%        | 2.2%        |             |
| Hispanic American                     | .7%         | .8%         | .9%         | .8%         | .8%         |             |
| International                         | 1.9%        | 1.4%        | 1.7%        | 1.1%        | 1.2%        | 2.0%        |
| <b>Total Racial/Ethnic Background</b> | <b>5.9%</b> | <b>5.1%</b> | <b>5.9%</b> | <b>5.4%</b> | <b>5.8%</b> | <b>7.0%</b> |
| <b>25 Years and Older</b>             | <b>14%</b>  | <b>14%</b>  | <b>14%</b>  | <b>14%</b>  | <b>14%</b>  |             |

Source: UW-Stout CDR Data Warehouse; indicator in accountability report (additional measure); "non-traditional" refers to undergraduates age 25 and older and graduates age 30 and older

### 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 2008 target. Also shown is the breakdown of specific racial/ethnic minority groups for faculty and academic staff.



Source: BPA Unclassified Database

### Faculty Voluntary Resignations

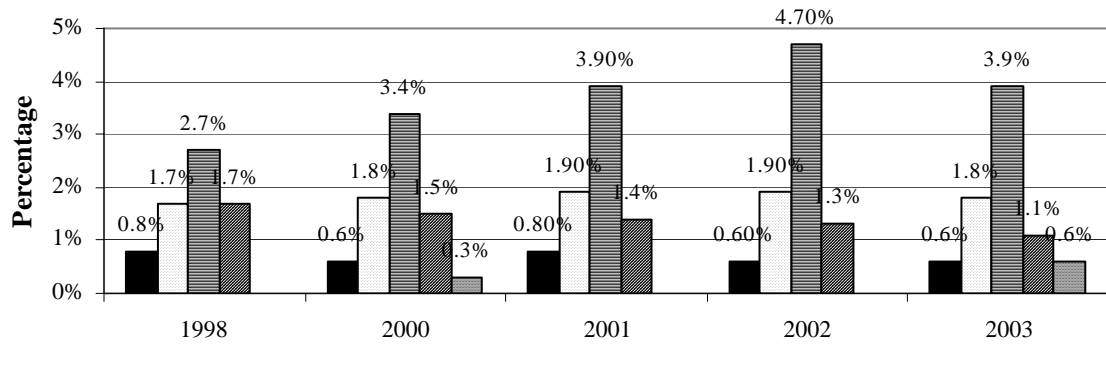
Shown below is the percentage of faculty who resigned each year in comparison to the 2008 target. Also shown is the percentage of faculty resignations that were from women, men and minorities.

|  | 98-99 | 00-01 | 01-02 | 02-03 | 03-04 | 2008 Target |
|--|-------|-------|-------|-------|-------|-------------|
| <b>Percent of Faculty who Resigned</b> | 4.0%  | 3.2%  | 3.2%  | 2.6%  | 2.8%  | <3.0%       |
| % women                                | 41.5% | 44.4% | 22.2% | 85.7% | 28.6% |             |
| % men                                  | 41.5% | 55.6% | 77.8% | 14.3% | 71.4% |             |
| % minority                             | 17%   | -     | 11.1% | 0%    | 28.6% |             |
| UW System Average                      | 4.7%  |       |       |       |       |             |

Source: Human Resources office

### Minority Breakdown of Faculty and Academic Staff

■ American Indian □ African American ▒ Asian American ▓ Hispanic American ■ International



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 2008 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 1994 | Fall 1995 | Fall 1996 | Fall 1997 | Fall 1998 | Fall 2002   |
|------------------|-----------|-----------|-----------|-----------|-----------|-----------|-------------|
| Graduation Year  | 1998      | 2000      | 2001      | 2002      | 2003      | 2004      | 2008 Target |
| UW-Stout         | 50.2%     | 44.7%     | 44.4%     | 52.5%     | 50.8%     | 52.5%*    | 60%         |
| UW System        | 58.5%     | 59.3%     | 60.5%     | 62%       | 62%       |           | 64%         |
| Best UW Comp     |           | 62.0%     | 63%       | 67%       | 68%       |           | 67%         |
| Best in Class    |           |           | 65%       |           |           |           |             |
| Peer 1           |           | 33.0%     | 35%       | 35%       |           |           | 35%         |
| Peer 3           | 40.0%     | 42%       | 45%       | 45%       |           |           | 45%         |
| Peer 2           | 59.8%     |           | 66%       | 66%       |           |           | 66%         |
| National Average |           | 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); \*preliminary

### Persistence Rate

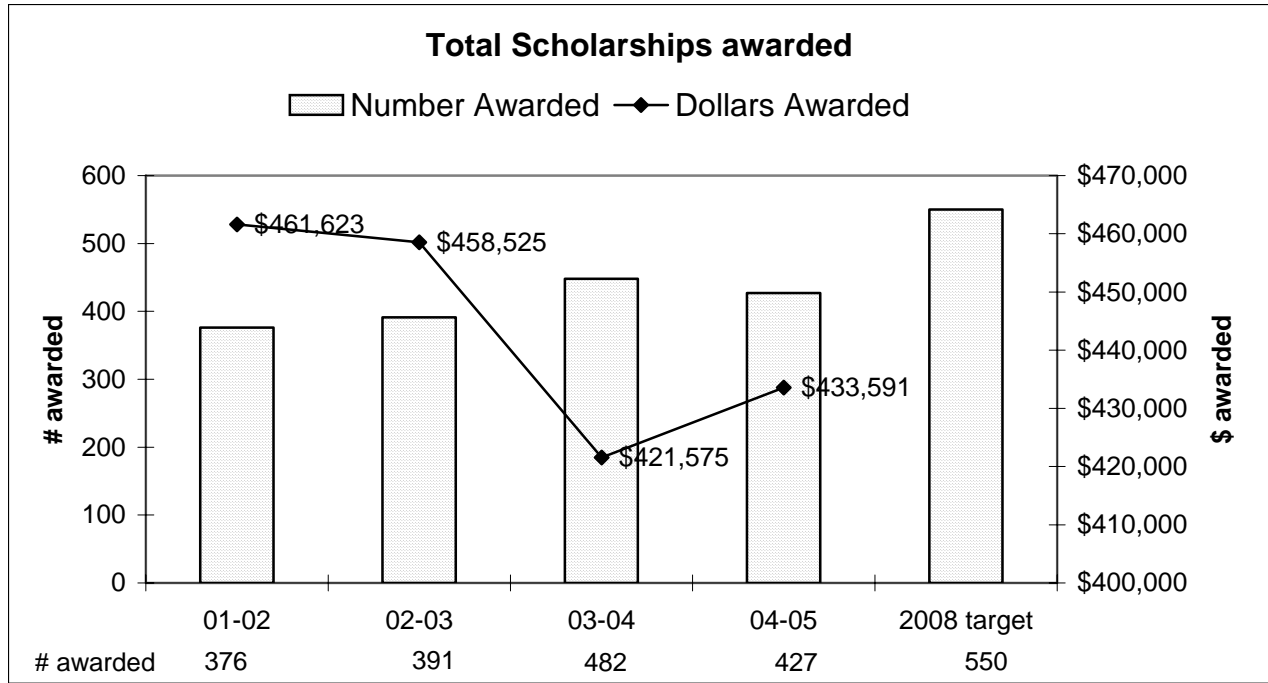
The following is the retention rate for first time, full-time freshmen from their first to second year. Comparisons are made to the 2008 target, to the UW System, to peer universities with similar missions, and to "best-in-class." The best-in-class measure shown below is from *Measuring Up*, a state-by-state 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 1999 | Fall 2000 | Fall 2001 | Fall 2002 | Fall 2003 | 2008 Target |
|--|-----------|-----------|-----------|-----------|-----------|-----------|-------------|
| UW-Stout   | 74%       | 77%       | 75%       | 73%       | 72%       | 73%*      | 80%         |
| UW System  | 79%       | 77%       | 79%       | 80%       | 80%       |           | 82%         |
| Best in Class  |           | 84%       | 84%       |           |           |           |             |
| Best UW Comprehensive  | 82%       | 82%       | 84%       | 85%       | 85%       |           |             |
| Peer 1   | 61%       | 59%       | 62%       | 65%       |           |           |             |
| Peer 2   | 87%       | 89%       | 89%       | 88%       |           |           |             |
| Peer 3   |           |           |           |           | 85%       |           |             |

Source: Achieving Excellence; Measuring Up 2000, 2002; Peers; retention at institution where started; indicators in accountability report (common measure); the retention rate for all freshmen in fall 2003 was 72.8%\*; \*preliminary

## 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 2008 target.



Source: Financial aid 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%        |
| 2001                 | 7,038  | 6,941  | +1.4%        |
| 2002                 | 7,042  | 6,991  | +0.7%        |
| 2003                 | 6,937  | 6,991  | -1.0%        |
| 2004*                | 6,750  | 6,991  | -3.4%        |

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

## 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     |
| 1999-00                             | 144     |
| 2000-01                             | 144     |
| 2001-02                             | 142     |
| 2002-03                             | 143     |
| 2003-04                             | 142     |
| Goal                                | <143    |

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

#### **Progress Toward Goal 4**

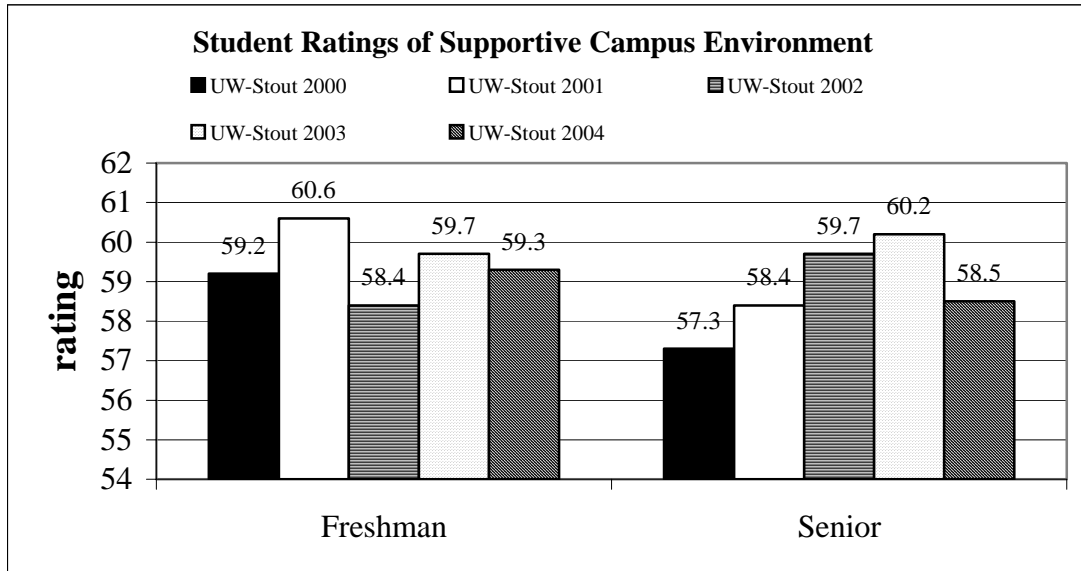
- 50% of all tenure track hires in CAS for this academic year were women and minorities (*ASA Targeted Projects*)
- A diversity awareness survey was completed in March 2004 (*ASLS Focused Initiatives*)
- IRHA, in conjunction with the Housing Department, sponsored L.A.U.G.H. week, which was a week-long series of diversity programs, including our highly successful “Boxes and Walls” program (*ASLS Focused Initiatives*)
- Orientation of new faculty and staff was revised to include a diversity module beginning August 2004 (*University Priorities-Campus Diversity Climate*)
- A research project was funded to support the work of two faculty members on the “Status of Minority Faculty and Staff at UW-Stout.” (*University Priorities-Campus Diversity Climate*)
- The ASLS division has a core value on diversity and all units do diversity awareness training at least twice annually (*University Priorities-Campus Diversity Climate*)

**GOAL 5:**

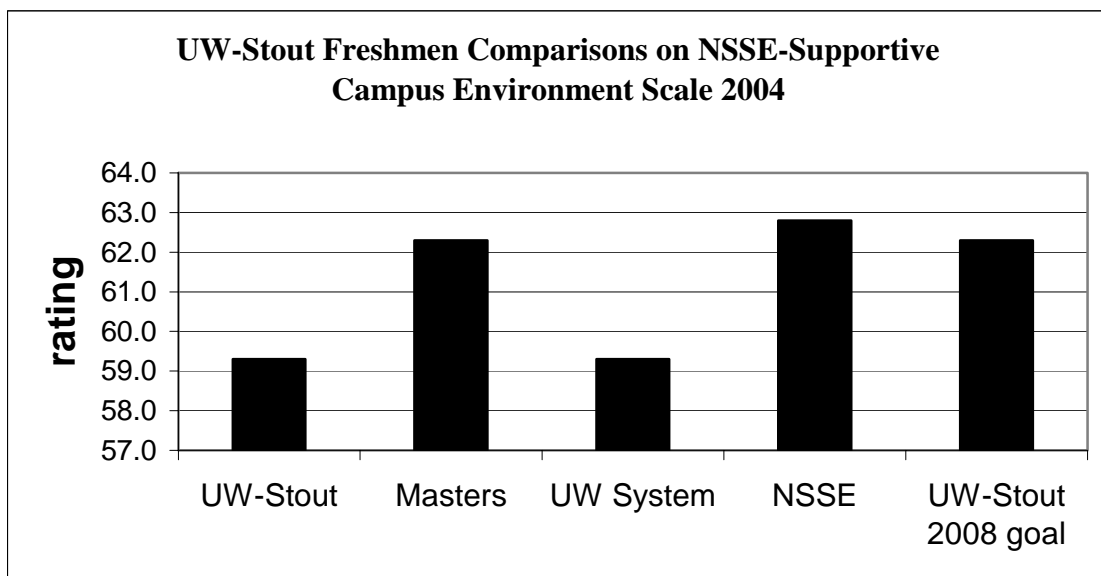
*Foster a collegial, trusting and tolerant campus climate.*

**Student Ratings of Supportive Campus Environment**

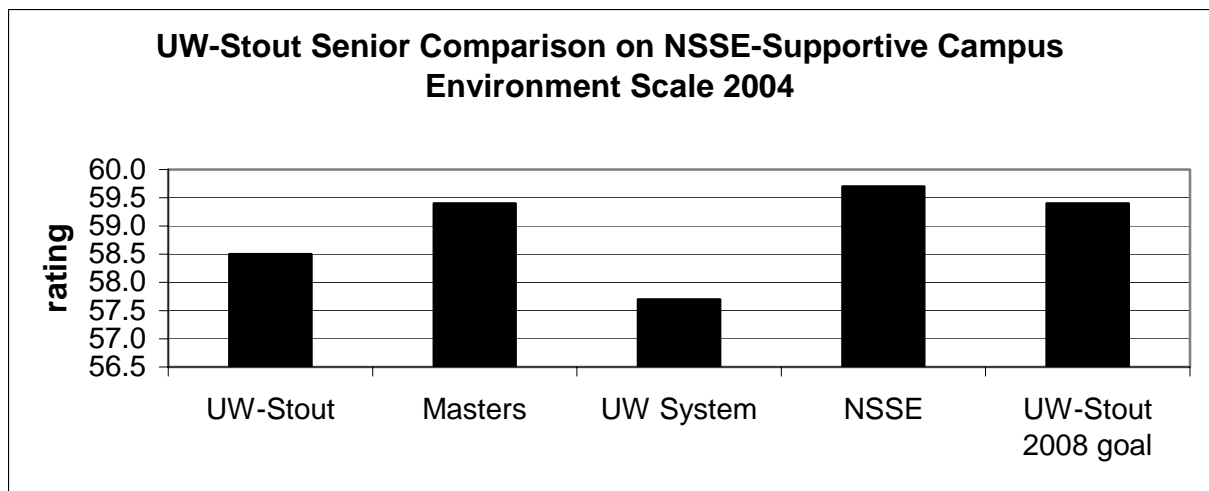
The following indicator is a composite from the National Survey of Student Engagement (NSSE) that was given to freshmen and senior students at UW-Stout and to students at other national colleges and universities. The "Supportive Campus Environment" composite includes information from six questions including: quality of relationships with faculty members, and campus environment emphasizes providing the support needed to succeed academically. In 2004, UW-Stout freshmen were in the 20<sup>th</sup> to 30<sup>th</sup> percentile and UW-Stout seniors were in the 40<sup>th</sup> to 50<sup>th</sup> 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; 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.

### 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 | 2008 Target |
|---|------|-------|------|------|-------------|
| 1. There is a spirit of cooperation among staff within my immediate unit toward common interests. | 3.84 |       | 3.66 | 3.65 |             |
| 2. There is a spirit of cooperation across units at UW-Stout toward common interests.             | 3.12 |       | 2.94 | 2.90 |             |
| 3. Relationships among peers are trusting and honest.   | 3.45 |       | 3.36 | 3.31 |             |
| 4. Relationships among staff and their immediate supervisor are trusting and honest.              | 3.54 |       | 3.35 | 3.34 |             |
| 5. UW-Stout values differences among people (e.g. sex, age, race, ethnicity).                     | 3.57 |       | 3.50 | 3.55 |             |
| 6. UW-Stout encourages the expression of different ideas and opinions.                            | 3.33 |       | 3.09 | 3.04 |             |
| 7. Please indicate your overall level of morale with respect to your work at UW-Stout.            | 3.51 | 3.40  | 3.07 | 3.11 | > 3.00      |

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

### Progress toward goal 5

- Obtained a sexual assault prevention grant beginning October 2004 (*ASA Targeted Projects*)
- Continued peer-theater (5 students) and delivered 9 days of skits and a Q and A session for some 3600 students and parents. Evaluations were extremely positive (*AODA prevention*)
- In the last year, an Environmental Change Committee was formed to work on “supply side” youth access to alcohol. Several prevention strategies have been selected and various sub-groups have begun project implementation (*AODA prevention*)
- The following are ongoing AOD programming initiatives: safety skills classes for drinking age law violations; classroom presentations “Watch your BAC”; counseling and consultation on AOD issues; drinker’s check-up; e-Chung online alcohol self-evaluation services; 21<sup>st</sup> birthday card program; and police party intervention project (*AODA prevention*)



**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 2008 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 |       |       |       | 2008 Target |
|-----------------------|-------|-------|-------|-------|-------|----------|-------|-------|-------|-------------|
|                       | 99-00 | 00-01 | 01-02 | 02-03 | 03-04 | 99-00    | 00-01 | 02-03 | 03-04 |             |
| Academic              | 3.79  | 3.81  | 3.74  | 3.80  | 3.75  | 3.86     | 3.85  | 3.84  | 3.84  |             |
| Admissions            | 3.70  | 3.77  | 3.73  | 3.68  | 3.63  | 3.72     | 3.73  | 3.73  | 3.73  |             |
| Rules and Regulations | 3.41  | 3.47  | 3.38  | 3.34  | 3.34  | 3.33     | 3.34  | 3.36  | 3.36  |             |
| Facilities            | 3.77  | 3.78  | 3.80  | 3.77  | 3.74  | 3.59     | 3.60  | 3.58  | 3.60  |             |
| Registration          | 3.36  | 3.49  | 3.47  | 3.45  | 3.37  | 3.50     | 3.53  | 3.52  | 3.52  |             |
| General               | 3.61  | 3.67  | 3.61  | 3.56  | 3.55  | 3.58     | 3.60  | 3.61  | 3.61  |             |
| Average               | 3.64  | 3.69  | 3.64  | 3.63  | 3.60  | 3.62     | 3.63  | 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 2008 target and to the UW System average.

| Crime Incidences   | 2000 | 2001 | 2002 | 2003 | 2008 target |
|--|------|------|------|------|-------------|
| Forcible sex offenses (including forcible rape)                                      | 3    | 7    | 2    | 4    |             |
| Aggravated assault   | 2    | 2    | 1    | 2    |             |
| Burglary   | 12   | 8    | 19   | 39   |             |
| Arson  | 2    | 5    | 0    | 0    |             |
| Liquor law violations (on-campus plus disciplinary actions/judicial referrals)       | 176  | 213  | 259  | 309  |             |
| Drug law violations (on-campus plus disciplinary actions/judicial referrals)         | 23   | 21   | 32   | 24   |             |
| Illegal weapons possessions (on-campus plus disciplinary actions/judicial referrals) | 0    | 2    | 2    | 2    |             |

*Source: IPEDS COOL*

**Progress Toward Goal 6:**

- Replaced selected Cisco 5500 building switches with Cisco 6500 building switches (*IT Plan*)
- Brought "room level" wireless connectivity to approximately 50 new classrooms (*IT Plan*)
- The construction for the new residence hall is on schedule (*Capital Plan*)
- The Jarvis Science/Classroom Project was discussed with the Administrator of Division of State Facilities and was advanced on the UW Project List for 2005-2007 (*Capital Plan*)
- The pool lift for the recreation complex was completed (*Capital Plan*)
- Project to replace Johnson Fieldhouse basketball court was completed in September 2003 and has been a great improvement for classes and events in the Fieldhouse (*Capital Plan*)
- Applied arts 210 renovation was ready for January 2004 classes (*Capital Plan*)

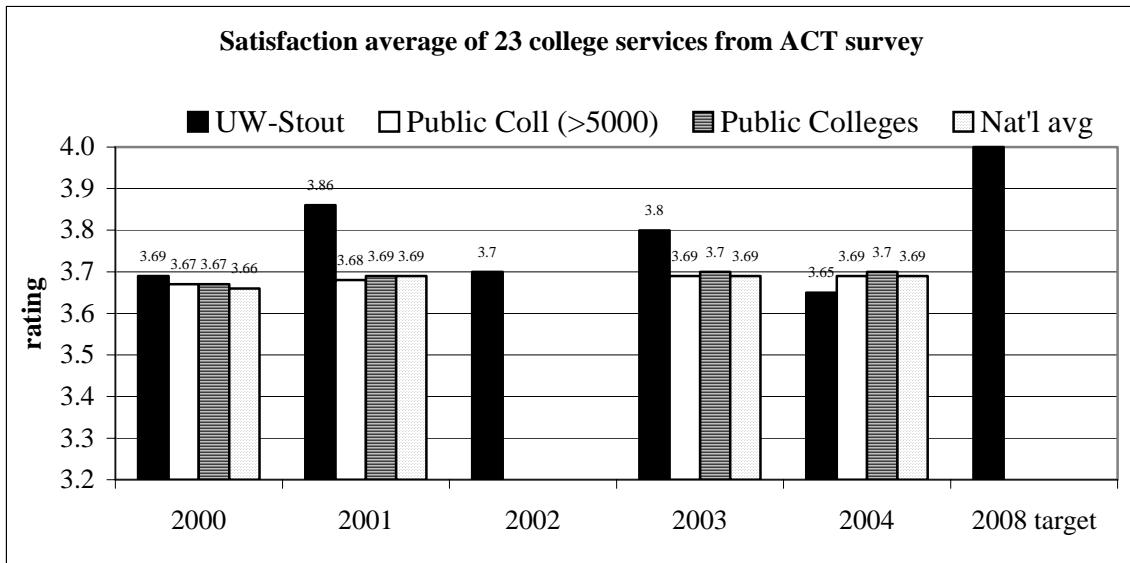
- Lab Mod allocations for 2003-2004 distributed and being used in the departments as proposed (*Capital Plan*)
- “S” restored to the Bowman Tower (*Capital Plan*)
- The campus is being rekeyed with one system for academic buildings and one system for Student Life Services buildings (*ASLS Focused Initiatives*)

**GOAL 7:**

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

**Student Ratings of Satisfaction with Educational Support Programs and Services**

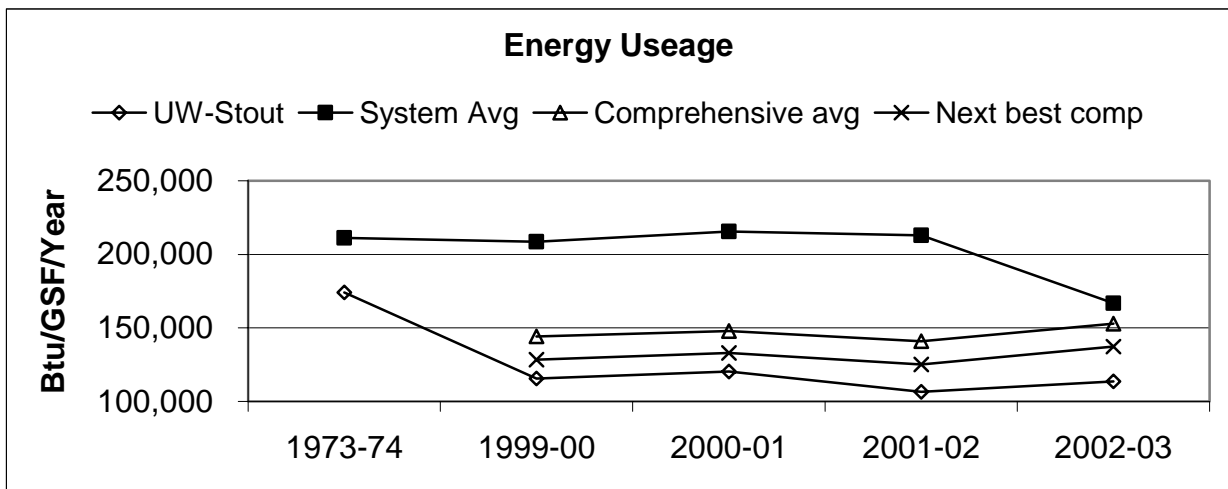
The following indicator highlights results from the 2000 through 2004 ACT student opinion survey given to current students. Shown below is a composite score of 23 survey questions that addressed college services, including job placement & food services. Comparisons are made to the 2008 target, the public 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**

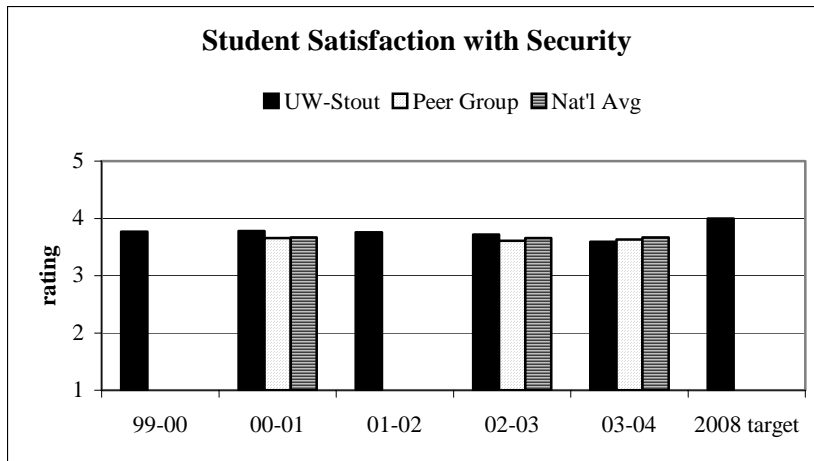
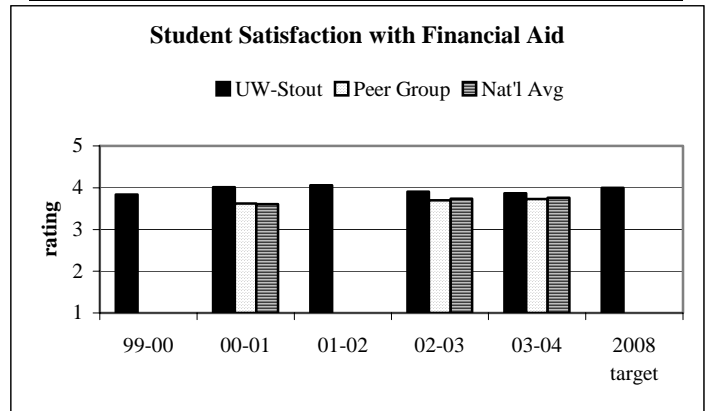
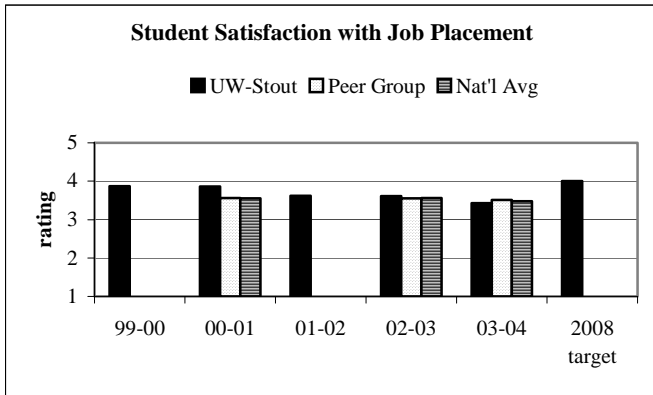
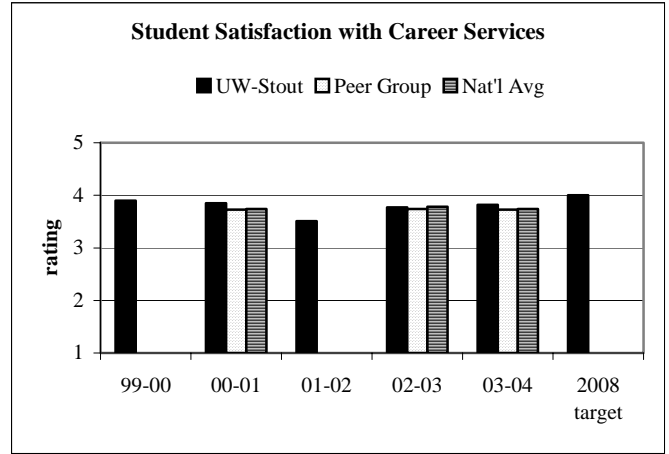
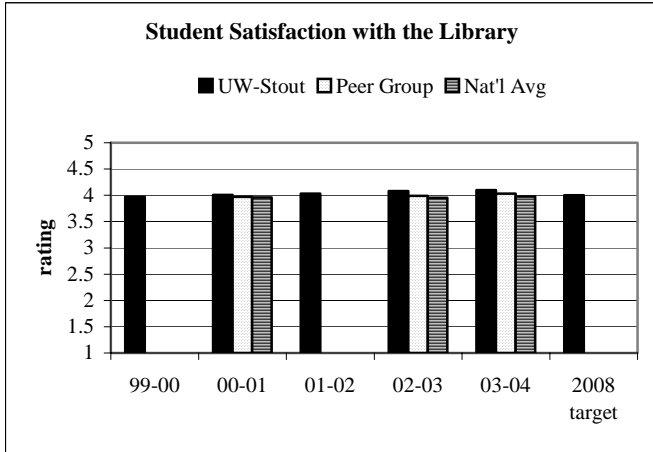
Shown below is the energy use at UW-Stout and in the UW System and UW Comprehensives per year. The goal is to remain number one or two in the overall ranking of UW campuses.



Source: WI Dept of Administration, Division of Facilities; indicator in Accountability Report (additional measure); UW-Stout ranks #1 of the UW Comprehensives

## 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)

## **Progress Toward Goal 7**

- Designed and implemented an advising module in the portal (*IT Plan*)
- Rolled out automated, on-line MIS Request and Tracking Form (*IT Plan*)
- Implemented Desire2Learn Course Management System (*IT Plan*)
- Implemented a campus-wide key server software license management system (*IT Plan*)
- The Math Department sent three people to Alabama to view their innovative math lab. We will be implementing a similar lab this fall (*ASA Targeted Projects*)
- Selected 5 new practicum students for fall 2004, 4 from Stout's MHC program. Developed a site description for marketing on our website and via direct mail to counseling departments (*ASA Targeted Projects*)
- Implemented electronic pay stub distribution for all employees (*ASLS Focused Initiatives*)
- Six retirement system sessions were offered in 2003-04, and sessions will continue to be held in 04-05 (*ASLS Focused Initiatives*)
- The Assessment and Continuous Improvement Center has been established and has provided services to internal and external audiences (*University Priorities-Assessment*)