

Higher Learning Commission
Self-Study Questionnaire/Report for Non-Instructional Units

Non-Instructional Unit: University Center

Individual(s) Completing the Questionnaire/Report: Pat Freer

BACKGROUND INFORMATION

1. Describe in a paragraph or two what your unit does (i.e., the services it provides).
The University Center is comprised of a diverse group of departments that together provide services, maintain facilities and promote programs that are responsive to student development needs and to the physical, social, recreational and continuing education needs of the campus community. These departments include: Administration, Reservations/Facilities Coordination, Recreation Center, Center Gallery, Graphics/Public Relations, Facilities, HawkCard Office, University Dining Services and Information/Ticket Services.
2. Who is/are the constituency/ies you serve, and approximately how many of each constituency do you serve annually? (e.g., students, academic departments, classified staff, etc.)
 - 10,500 students
 - 1200 Staff & Faculty
 - Departments and offices on campus
 - Community guests and businesses
 - Average 6000 patrons daily
 - 100,000 tickets sold to patrons
 - 70,000 information calls answered
3. Overview and evaluate the adequacy of the human, physical, and fiscal resources your department deploys to serve students and meet other programmatic needs by answering the questions below:

Human Resources

Evaluate the general adequacy of the human resources (i.e., the # of employees (including student help) and their skills) relative to the unit's ability to serve the constituencies identified above and achieve other programmatic goals. Do this by assigning a number between "1" (**completely inadequate**) to "9" (**completely satisfies needs**).

8 1-9

In a paragraph or two, discuss why you've assigned the score you have. Include, in particular, a discussion of unique strengths as well as important needs not being met or opportunities not being explored because of limitations.

The University Center has a veteran staff that has the education and experience to perform their duties well. Being able to add a technical operations position in 2003-04 has made a tremendous difference in being able to meet ever-changing customer needs. It has been possible to continue to hire talented student employee that allows the University Center to be open for business 116+ hours per week. The combination of the Recreation Center Coordinator position with the Bowling coach has had positive and negative implications for this position.

Physical Resources

Evaluate the general adequacy of the physical resources (e.g., office and storage space, supporting technology, other equipment) allocated to the unit relative to the unit's ability to serve the constituencies identified above and achieve other programmatic goals. Do this by assigning a number between "1" (completely inadequate) to "9" (completely satisfies needs).

5 1-9

In a paragraph or two, discuss why you've assigned the score you have. Include, in particular, a discussion of unique strengths as well as important needs not being met or opportunities not being explored because of limitations.

The University Center is made up of three buildings constructed in 1958, 1963 and 1988. This has resulted in a building that has disconnected, not easily accessible and has no central gathering place. Even though there has been aesthetic improvement since the 1988 addition, the infrastructure of the 1958 and 1963 still needs upgrades. The facility, as it currently exists, does not meet the mission of a contemporary student union.

Fiscal Resources

While recognizing that every unit would benefit from a larger budget, evaluate the general adequacy of fiscal resources allocated to the unit to serve its constituencies and achieve other programmatic goals by assigning a number between "1" (completely inadequate) to "9" (completely satisfies needs).

7 1-9

In a paragraph or two, discuss why you've assigned the score you have. Include, in particular, a discussion of unique strengths as well as important needs not being met or opportunities not being explored because of limitations.

The student union fee has been adequate to maintain the operating budget at an acceptable level. Students approved an increase in fee to cover the debt service on the proposed \$19.6 million dollar addition/remodeling project. Because of the budget climate within the state, it is not possible to have a reserve balance for further capital expenditures. Even with the increase of \$135 per year for the remodeling project, UW-Whitewater student union fee will be only at the average of the 11 other comprehensive universities within the state of Wisconsin.

4. In a paragraph or two, overview significant changes made in your unit since 1996 (i.e., the last North Central Association Accreditation Visit). (e.g., re-organized, key staff changes, change in purposes, etc.) The Leadership Center was reorganized under the Dean of Student Life unit within the Division. University Dining Services and the HawkCard Office were added to the University Center organization. Williams Center and other athletic facilities were added to the supervision of the University Center. A new position, Technical Operations Coordinator, was added to the University Center organization.

In another paragraph or two, describe why these changes occurred.

A philosophical change in thinking within the Division caused realignment of student involvement units under the Dean of Student Life. Dining Services and the HawkCard Office were added to the University Center to increase efficiencies of the two units. The new Technical Operations Coordinator position was added to address the changing technical needs of patrons.

MISSION & PLANNING

5. In a paragraph or two, describing any significant projects/initiatives that your unit is planning or currently has underway, but has not yet completed.

Students have approved a \$19.6 million additional/remodeling project that will address the limitations of the current facility. Ground breaking is scheduled for spring 2006 with completion the spring of 2008.

6. Below are five “core values” the University identifies as central to its purposes and operation. Please evaluate the importance of each core value in terms of how each aligns with the purposes of your unit (i.e., take a hypothetical 100 points and distribute them among the five values, with those values that align more closely to the purposes of your unit receiving more points).

Core Value	Importance (100 points)
Commitment to the pursuit of knowledge and understanding	10
Development of the individual	10
Personal and professional integrity	10
Commitment to serve	35
Commitment to develop a sense of community, respect for diversity, and global perspectives	35
Total=	100 points

7. Each and every academic and non-academic unit engages in planning for the future. Review the list of variables below and evaluate the extent to which each of the following influences decision-making behind the planning process for your unit (i.e., take a hypothetical 100 points and distribute them among the planning variables listed below, with those variables playing the larger role in your unit’s planning efforts receiving more points)

Planning Variables	Importance (100 points)
The mission of the university or the unit	15
Academic assessment data/information relevant to student performance against learning outcomes	0
Other data/information gathered relevant to performance (e.g., Audit & Review feedback)	10
Societal/Cultural trends (e.g., changes in demographics, lifestyles, professions)	15
Campus trends (e.g., changes in university-initiated needs and demands)	15
Technology trends (e.g., technology developments that affect delivery of service)	10
Professional trends (e.g., changes evident at other universities/colleges)	10
Available human resources (e.g., # of employees, talents, etc.) within the unit	5
Available financial resources (e.g., budget, available and accessible \$)	10
Available physical resources (e.g., space, existing technology, etc.)	10
Other:	0
Total=	100 points

8. Does your unit have a mission statement?
Yes

If you answered “yes,” please list the mission statement here. or, if your mission statement can be accessed on the web, please list the URL here.

To provide a welcoming and supportive environment that contributes to the educational process and enhances the college experience.

If you answered “yes,” please describe how, if at all, this mission statement plays a role in your unit’s planning and/or decision-making.

The Mission Statement along with University goals is used as the basis for setting the University Center annual goals and priorities.

OPERATION AND PERFORMANCE

9. What are the major or measurable objectives of the unit?

The measurable objectives of the University Center are: To maintain facilities that meet the needs of the campus. To provide services that meet the needs of the campus and larger community we serve. To provide and promote programs that are responsive to student developmental needs and to the physical, social, recreational and continuing education needs of the campus community. To be fiscally responsible with student dollars. To have a plan to provide opportunities for employees to enhance their knowledge and skills.

10. What outcome measures (i.e., data, information) provide evidence that your unit's objectives are being met?

A Facility Master Plan was developed as part of the Addition/Remodeling project to identify facilities needs based on student/staff feedback. TMA Maintenance Management System gives data in relation to preventive and corrective maintenance outcomes. Customer service surveys are completed in food service and facilities along with data on the efficiency of our tele-directory service. Student Employee program uses feedback survey to assess the effectiveness of student employee training and development opportunities. Annual goals are established for each staff member that is consistent with Division and University goals. An annual evaluation is completed of progress on these goals. An annual professional development plan is developed by each staff member and supported through budgeted dollars. Year-end reports are completed for each operation to give evidence of effectively and responsible use of student dollars.

11. Related to question #10, does the unit regularly collect data/information to evaluate how effectively it serves its constituency(ies)? (This might include surveys of constituencies.)

Yes

If "yes," please list specific data/information sets that the UW-W Self-Study Committees, and/or the Higher Learning Commission's Visiting Accreditation Team can access to review/consult.

- ACUI/EBI Student Customer Satisfaction Survey
- Faculty/Staff Satisfaction Survey
- Chartwells retail food service satisfaction survey
- Catering satisfaction survey
- Student Employee Climate Survey
- Staff Climate Survey
- University Center Addition/Remodeling Project Master Planning document
- Benchmarking Data
- Council for the Advancement of Standards in Higher Education (CAS) Self-Assessment

12. In a paragraph or two, describe specific changes to the unit's operation or planning, if any, have resulted from the collection and use of the data/information identified in the preceding questions. Please be specific.

Surveys and focus groups along with facility and financial analysis data was used to make the decision regarding the addition/remodeling project.

13. Please provide a list of services, if any, that your unit provides for constituencies that are external to the university.

- Meeting Rooms

- Catering Services
- Ticket services
- Information Services
- Art Exhibits
- Off-Campus Purple Point Merchants

14. Please list any partnerships your unit has developed with the community (external to the campus, at the local, national, or global-level).

- Food Service Contractor
- Purple Point Merchants within the community
- UW Credit Union
- Tickets.com
- Amusement Game Contractor
- Park & Recreation Department
- Tourism Bureau

STUDENT LEARNING (COMPLETE THIS SECTION ONLY IF YOUR UNIT HAS AS PART OF ITS MISSION OR PURPOSES THE DEVELOPMENT OF STUDENTS)

15. If your unit serves students as its primary constituency, does the unit have learning or development-related objectives relevant to its work with students? That is, does your unit expect that students will acquire certain knowledge or skill sets as a direct result of working with your unit or its programming?

Yes

If "yes," please list these outcomes/objectives.

- Develop an appreciation for the value of diversity
- Develop competencies in learning teamwork, leadership, conflict resolution and dealing with others.
- Develop competence with decision/making, time management and organizational skills
- Develop communication skills, listen effectively and clearly articulate verbally
- Development knowledge of skills needed within the position
- Develop confidence and self-worth with movement from dependent to independent
- Develop self-awareness with physical image and wellness
- Develop vocational competence

16. Does the unit use data/information to evaluate the extent to which these learning or development-related objectives are, or are not being met?

Yes

If "yes," please list specific data/information sets that the UW-W Self-Study Committees, and/or the Higher Learning Commission's Visiting Accreditation Team can access to review/consult.

- At this time, only the Building manager program has established learning outcomes that are being tracked each year.
- All units do semester reviews with student employees

17. What specific changes to the unit's operation or planning, if any, have resulted from the collection and use of the data/information identified in question #15? Please be specific.
Ongoing adaptations of our student employee program. The Student Employee Committee has developed a customer service program called C.H.A.R.M that is used in all training. It stands for Connection, Have Fun, Respect and Make a Difference.

SELF-EVALUATION

Strengths

18. List and prioritize no more than three primary strengths that have emerged in your unit's efforts to meet its mission, goals, or objectives. To identify these strengths, you may wish to consider: What does your unit do very well? What good things do people say about your unit? How has your unit aided the campus in meeting its mission? In what ways has your unit "gone beyond the call of duty?"

After identifying each strength, specify supporting evidence that suggests that the statement is true. This may include data/information gathered relevant to unit performance, trend data, information gathered from audits or external agencies visit, etc.

1. Specific Strength: Customer focused approach to providing services
 - Supporting Evidence: ACUI-EBI survey, Facilities survey
2. Specific Strength: Well-educated, experienced and dedicated staff that are visible and involved across campus.
 - Supporting Evidence: Amount of committee work performed by staff. Number of collaborative projects the staff initiate or participate in
3. Specific Strength: Completed Facility Master Plan that is currently being implemented to solve the deficiencies of the current building.
 - Supporting Evidence: Student approved plan that is currently being implemented.

Concerns

19. List and prioritize no more than three primary concerns that have emerged in your unit's efforts to meet its mission, goals, or objectives. To identify these concerns, you may wish to consider: What could be improved? What is done poorly? What do we, as a unit, avoid doing, even though we know it's important?

After identifying each concern, specify supporting evidence that suggests that the statement is true. This may include data/information gathered relevant to unit performance, trend data, information gathered from audits or external agencies visit, etc.

Finally, identify one or more recommended actions to address the area of concern. This may include actions that your unit has already begun, actions being planned, or preliminary thinking about how to address the area of concern.

1. Specific Concern: Current facility limitations

- Supporting Evidence: Physical assessment that was performed by Workshop Architects as part of programming phase of the Addition/Remodeling Project. Analysis of meeting room space shortage. Food Service consultants report of retail dining services.
- Recommended Actions: Implement the University Center Master Plan as currently proposed.

2. Specific Concern: Inability to accumulate reserves for major projects in the future.

- Supporting Evidence: Reserves are not being allowed to increase.
- Recommended Actions: We can have no impact on state budget guidelines. We can only be creative in how we get projects completed.