

On a scale of "1" (minimal importance) to "7" (maximum importance), please provide a rating of how important you think each theme would be in better positioning UW- Whitewater relative to peers and rivals?

| | | | | | | | | | | | | | |
|--|-----|---|-----|---|---|---|---|---|-----|---|---|---|----------|
| Assure a robust and diverse enrollment | 4-6 | 6 | 7 | 6 | 5 | 6 | 5 | 5 | 5 | 6 | 7 | 6 | 5.818182 |
| Commit to student success through graduation | 5-7 | 7 | 7 | 6 | 6 | 7 | 7 | 7 | 5.5 | 6 | 7 | 6 | 6.5 |
| Evolve a curriculum aligning with societal and student | 6-7 | 5 | 6 | 6 | 6 | 5 | 6 | 6 | 4 | 4 | 6 | 4 | 5.272727 |
| Diversify and expand revenue sources | 5-7 | 5 | 5.5 | 7 | 6 | 6 | 7 | 6 | 5 | 6 | 5 | 6 | 5.863636 |
| Effectiveness and efficiency in operations/resources | 6 | 5 | 5 | 7 | 4 | 6 | 6 | 6 | 6 | 4 | 4 | 4 | 5.181818 |
| Live the Wisconsin Idea through engagement/partnership | 4-7 | 5 | 4.5 | 6 | 5 | 5 | 4 | 4 | 5 | 5 | 4 | 5 | 4.772727 |
| Communicate the value of UW Whitewater | 4 | 6 | 6 | 6 | 6 | 6 | 5 | 5 | 6 | 4 | 5 | 4 | 5.363636 |

What are strategic areas/themes not touched on by the above list that should be considered by the Strategic Planning Committee as it goes about creating strategic goals?

Promoting creativeness and Innovation
 Add on to Hyland Hall due to overcrowding
 Having adequate classrooms to teach in
 Include a more longterm vision- especially campus build
 Student development to include pre-college, during college
 Educational mission and developing the whole person
 environment for faculty and staff
 Faculty retention and Key leadership
 connected with resources (\$) and opportunities- inter
 Effectiveness and efficiency feels like it could be more a component of each theme rather than a stand alone
 Modernization of facilities- SLP Lab
 Overall reduce student debt- scholarships -curriculum -advising
 Assure robust and diverse faculty and staff
 Maintain university infrastructure (roads, buildings)
 Decentralize planning and accountability
 How does university value pure research (vs applied)
 Commit to student success beyond graduation
 Develop strategic partnerships with UW Alum
 Faculty/ staff roles in achieving goals
 create well- informed alumni base
 Develop highly competent staff
 pursue excellence in our faculty and academic staff
 state leaders in inclusive excellence as demonstration
 by a campus climate that welcomes and honors diverse faculty, staff and students and communicates and collaborates effectively as a learning community
 Engaging students in big ideas
 Pursuit of external (perhaps captured by engagement/partnership) -community based -service learning -internships

Assure a robust and Diverse enrollment

target for URM and First gen students- goals for graduation and enrollment
 Compare to local/ regional demographics
 set goals based on URM, international, etc.
 online student goals, nontraditional, special students
 expand programs that bring student prospective students on campus, look at outcomes
 transfer programs- ensure smooth transition
 need to better define robust and diverse
 be "strategic" about identification diversity
 set realistic goals
 what is our target recruitment areas? Match it
 understand cost implications

Need to better define robust & diverse
Be "strategic" about identifying diversity
Set realistic goals
What is our Target recruitment areas? Match it.
Understand cost implications

Commit to student success through graduation

beyond
retention, graduates, placement, lifetime "success"
retention rates
graduation rates
advising satisfaction
expand first year experience to extend through all the students careers at uwv
student feedback surveys
cross campus collaboration
awareness of students as to opportunities on campus
Beyond*** Graduation
Retention by "groups" (-socioeconomic-gender-race-ethnicity-etc.), graduation, placement, lifetime "success"

Evolve a curriculum aligning with societal and student needs and interests

alumni survey
businesses and employers for business needs
needs of national accrediting bodies
responsive to demographic and employment needs in the region and state
technology up to date and relevant for students
"Big Ideas" Citizen, Employer, incoming student surveys, etc.

Presuming, for a few minutes, that the strategic themes below become the basis for one (or more strategic goals), how would the campus judge if it has been successful in reaching these goals?

Diversify and Expand revenue Sources

Teaching load flexibility
flat org structure
courses taught overseas
exchange instructors, students
new overseas program
gift
Determine current number of revenue sources and the amount of revenue that they provide
look for a increase in both areas
increase state funding
more programatic/ course offerings
increase in grant participation
increase in capital improvements (e.g. dorms, upgrading building facilities, technology_
expansion/ Realization of diverse means of recruitment (e.g. faculty as recruiters not just admissions)
Additional monies spent, additional transparency about where that money is going
Expand grant writing and securing grant money- allows uwv to add new programs or initiatives with funding
Request grants office to research and notify departments as to what grants fit their programs
Private company sponsor gardens- sell flowers, seeds, birdhouses
look at the finances and compare budgets and figures now to before. What are the change in % or success
increase number/ types/ size of revenue
increase stability of budget
More funds are available to use
measure revenue from grants, contracts, fundraising and self funded programs and compare to the FY2016 level

Effectiveness and efficiency in operations/resources

to assist system with policy development so that we don't waste time fighting system policies
campus survey
measure funds saved or reallocated to other priorities
Reduce/ eliminate duplication

survey staff and or students
quantify changes in time frame for processes or changes in quantity processed
Ability to function with fewer administrators
evaluate administrative functions
how can technology improve efficiency
join services with similar or identical functions (ex: FP&M carpenter and residence life carpenter)
Train current staff as necessary to upgrade or maintain skills
staff and students consume/ take advantage of resources and services that already exist across campus
Creativity in curricular process (esp. re: new majors; were in competition with other institutions)
eliminate redundancies, low-enrolled majors/ programs would be no more
more out of the box thinking (e.g. partnerships with satellite institutions)
"because its always been that way" cant be the rationale, need to increase return on investment
retention and graduation rates- improvement
placement of students post-graduation
spend more money on instruction and support (ie student success center, library)

Live the Wisconsin Idea through engagement/partnerships

Do all uw campuses focus on WI idea?
of partnerships, length of partnership
identify which sustainable partnerships
Increase in # of meaningful and reciprocally- beneficial partnerships and internships
more real world experiences earlier in program of study, and more often (experiential learning, internships)
Encourage student internships across campus and with the local community for all colleges
increased participation by students
Set a goal for number of partnerships we create and maintain for a period of time
compare numbers of partnerships and students participating. Number of outside contacts requesting students for this opportunity
Increase participation in external programs
increase partners willing to contribute (#/ in kind/ time)
Increase number of internships
Count the number of partnerships. Assess the impact (where it meets its goals)

Communicate the value of UW Whitewater

Assess how our website engages stakeholders
regional surveys (pre and post)
Increase GPR funding
increase donations
increase alumni engagement
increase/ enhanced # and quality of applicants (students, faculty/ staff applicants)
publicize all the positives make some of the other programs highlighted so it becomes common knowledge like our athletics. Use many different methods. So many programs that are not widely known
by increasing enrollment from the same geographic areas and demographics where we already attract students, but new geographic areas and larger groups. Increased media coverage
Improve communication comparing uw statistics to other campuses
improve outreach past 100 mile radius
improve success stories of alumni communication
uw as asset/incubator/ community resources
university tied to larger community asset; increase in number of faculty living in whitewater
survey community, highschool students and teachers, peer institutions on thoughts of uw
focus groups asking about social media
retention rates, enrollment figures (increased)
Step up MMR

On a scale of "1" (minimal importance) to "7" (maximum importance), please provide a rating of how important you think each theme would be in better positioning UW-

| Whitewater relative to peers and rivals? | | | | | | | | | | | MEAN |
|--|---|---|---|---|---|---|---|---|---|---|----------|
| Assure a robust and diverse enrollment | 6 | 6 | 6 | 7 | 6 | 5 | 5 | 6 | 6 | 6 | 5.888889 |
| Commit to student success through graduation | 7 | 7 | 7 | 7 | 7 | 6 | 7 | 7 | 7 | 6 | 6.777778 |
| Evolve a curriculum aligning with societal and s | 7 | 5 | 2 | 6 | 5 | 5 | 6 | 5 | 6 | 6 | 5.111111 |
| Diversify and expand revenue sources | 6 | 6 | 6 | 6 | 5 | 7 | 6 | 6 | 6 | 7 | 6.111111 |
| Effectiveness and efficiency in operations/reso | 6 | 5 | 2 | 5 | 5 | 4 | 6 | 6 | 6 | 6 | 5 |
| Live the Wisconsin Idea through engagement/p | 7 | 6 | 6 | 5 | 5 | 5 | 6 | 4 | 5 | 5 | 5.222222 |
| Communicate the value of UW Whitewater | 6 | 7 | 7 | 6 | 4 | 5 | 6 | 5 | 5 | 5 | 5.555556 |

What are strategic areas/themes not touched on by the above list that should be considered by the Strategic Planning Committee as it goes about creating strategic goals?

- Elevate academic standards for enrollment
- Create an exceptional student experience beyond the
- Being proactive by anticipating the needs of the state
- What will be the cost to students?
- Diversity/recruitment/retention of high quality faculty
- Development of faculty & staff (life learners) in order
- After graduation - Job placement, internships, etc
- Student housing - students living in dorm lobby
- Getting students into their major earlier
- Adult student learners
- Tuition affordability
- Enhancing student ability to think and reason/become a more educated person
- Assure robust & diverse faculty/staff too
- Support current info & technology communication
- Strategic Academic Plan and coinciding strategic program plan
- Impacts of physical environment
- Making sure strategic goals are integrated with physical and capital budget planning
- Attract & maintain quality staff
- Commitment to integrity, social justice & peaceful problem solvers
- Breadth of student experience beyond major/requirements
- Attract enrollment & faculty (all staff in all roles)
- School culture & climate
- Diversity of faculty & staff
- Retention of fac/staff with competitive wages

Assure a robust and Diverse enrollment

- Discussion
- The usual insti. Research data
- strength of enrollments compared to system/sister schools
- How diverse is our student body. Race, age, international
- Accessibility to campus both physical & virtual
- clear definitions of robust and diverse (can sometimes be used as a substitute term for race)
- then metrics can be put in place to measure these definitions

entrance/exit interviews for students
program event activity and org support should reflect student population and interests proportionately
Enrollment & retention rates. Attract students regionally & international students
count increased populations-student, staff, faculty
at minimum- attract diversity numbers relative to WI/U.S.
Check enrollment statistics
track involvement in diversity initiatives
maintain staff/faculty numbers relative to WI/US Statistics
Track resources & services available to diverse student body

Commit to student success through graduation

Revamp & analyze academic advising success. (Earlier curricular guided advising)
100% student employment post graduation-provide courses that are inline with societal needs
Involvement in cohorts/learning communities & support & expand programs like pathways
Enough money to subscribe to resources & technology to support student research (library)
Increase graduation percentage rate within 5 years matched traditional and diverse student graduation rates (equalize & increase)
Increased grad rates, and retention rates
1st year- advising satisfaction rating
retention data, awards, honors, undergrad research success, looking for key markers
Support for specific groups (undocumented students, 1st generation, disabilities)
Exit surveys (graduates & non-graduates)
Financial aide/scholarships
Grow academic support programs (grants, donations, etc)
Graduation rates, average GPA
Graduate follow-ups
Achievement gap
Discussion of retention: not keeping students who would not be good for a particular program's reputation, use more general benefits of good retention figures.
Advising students for more approp. Majors/programs

Evolve a curriculum aligning with societal and student needs and interests

Leverage: MOOCs, online, etc.
more tuition \$ & enrollment attached to new initiatives
Alumni surveys
impossible to measure gender studies minor
Balance of offering a comprehensive university along w/ depts evolving their programs are cutting edge, innovative, relevant.
Encourage more multi-diciplinary curriculum/opportunities in and out of class
new programs in place Pre PT
Seems to run counter to liberal arts education
program enrollments
meeting national standards & accrediting bodies
track statistics & measure student graduates in specific programs - adjust curriculum based on stats
National recognition for curriculum

Presuming, for a few minutes, that the strategic themes below become the basis for one (or more strategic goals), how would the campus judge if it has been successful in reaching these goals?

Diversify and Expand revenue Sources

Salary increases
Use benchmarks of past annual "buckets" and have
Growth of UW-Foundation dollars as well as diversity in awards (Not all to one college or student group)
Growth in enrollment due to new online programs
Growth of endowment

Percentage of budgets-Ex: alumni, donators, state funding, tuition- Where does money come from, how is it allowed to be used?

How much do we get in unrestricted funds?

More self-funded programs: Explore learning opportunities that are non-traditional either technology or partner-based w/ low-overhead, but heavy enrollment

Grants in new markets

Higher percentage of students in applied fields

Effectiveness and efficiency in operations/resources

More students graduating in a 4-yr period

Satisfaction surveys to determine inefficiencies- make changes b. Ex. Do dept's need to be centralized if do similar duties?

100% use of D2L

Track students taking courses outside of their plan

Live the Wisconsin Idea through engagement/partnerships

Move to required internships

Quantifiable

Get our faculty onto public media

About pursuit of knowledge, not outreach

Consistent course number to measure students taking internships

Measuring community engagement

How many businesses hire our students (internships)

Students studying abroad, How many stay & live here. WI Idea is about pursuit of knowledge, NOT corporate partnerships

Engagement in public service, civic organizations-does what we teach translate into better citizens of Wisconsin?

Communicate the value of UW Whitewater

Awards for non-faculty are few & far between

learning takes place in & outside the classroom

Not enough kudos to go around not everyone recognized - more on self-reported feature than a "this person did great"

Align marketing across the university, marketing department liaisons

"special" is that we do accept students who may not be outstanding through HS, but what we do with them here is key to communicate

share success stories strongly - include of older alumni

have an elevator pitch - value proposition- that everyone knows- and knows how they support it

Initial Report

Last Modified: 02/25/2016

1. Assure a robust and diverse enrollment This theme might include these sorts of activities: Recruit a student body that is inclusive and reflects the demographics of the 21st Century. Attend particularly to the recruitment of first generation students, students of color, students with disabilities and international students.

| # | Question | 7 | 6 | 5 | 4 | 3 | 2 | 1 | Total Responses | Mean |
|---|---|----|----|----|----|---|---|---|-----------------|------|
| 1 | 7 = maximum importance / 1 = minimal importance | 27 | 30 | 25 | 11 | 6 | 4 | 4 | 107 | 2.69 |

| Statistic | 7 = maximum importance / 1 = minimal importance |
|--------------------|---|
| Min Value | 1 |
| Max Value | 7 |
| Mean | 2.69 |
| Variance | 2.48 |
| Standard Deviation | 1.57 |
| Total Responses | 107 |

2. What are strategic areas/themes not touched on by the above list that should be considered by the Strategic Planning Committee as it goes about creating strategic goals?

| Text Response |
|---|
| Education is more than career preparation and job placement. We need to advocate for the value of well-educated citizens more broadly. If businesses value critical thinking and communication skills, that could also be reflected more directly. |
| Providing students with a liberal arts-based education that will provide them with broad-based learning and the ability to adapt to changing job markets. Following the "trend of the month" isn't a university education. |
| Invest in research by offering internal grants to support scholars. There is not enough grant money. |
| Addressing issues of campus culture. |
| Commit to faculty in all areas of their job responsibilities and comparable compensation. Recruit and maintain exceptional faculty. |
| I cannot think of any at this time |
| Update and expand physical resources on campus in support of our strategic priorities. This may include finding sources of funding too. |
| Resources will always be limited, so try not to be all things for all people. Focus down on the things the university can, and does, do well. |
| Promote high standards of excellence and an understanding of ethical imperative to students (i.e. in addition to focusing just on graduation rates and curriculum that benefits the workforce, we should also aim to be sure that students who graduate have LEARNED something and developed intellectually and morally in their time at UWW). Promote and support a diverse faculty by welcoming and supporting the hiring and retaining of culturally diverse professors who are experts in a variety of fields. |
| Morale and retention of FACULTY as the RESOURCE, which requires attention and cultivation. |
| Recruiting and retaining students with excellent preparation and talents to particular programs. Increased scholarship funds for recruit students with specific talents and abilities (e.g. music, theater) |
| Raise the bar. Let's focus on quality and increasing standards not just marketing ourselves as the "value provider." |
| FACULTY SALARIES OUTSIDE COBE MUST BE ENHANCED. As a faculty member, I had to save up five years to leave a bad marriage. This is NOT okay. |
| Holding students to high academic expectations and helping them meet those expectations. |
| Nearly everything above is framed to prioritize what might happen beyond and outside of the classroom (new modes of instructional delivery, partnerships that require class management of a different and sometimes difficult sort, development of student services, etc.). These are all good commitments, but it would be dangerous not to acknowledge the role and potential improvement of what happens in and through the classroom. Might we consider the pros and cons of changing our credit system (e.g. from 3 to 4 for many classes) to help us address more of the above priorities within existing course structures, to support faculty development and innovation within what is already a demanding schedule, and to allow students to focus more attentively on succeeding in each course? |
| Where are the FACULTY???? What about retention of high quality faculty to ensue higher student graduation rates, and to offer a diverse array of programs. |
| Leadership Development |
| commercialization of IP to further reduce reliance on a state that continues to insist the higher education is unimportant. |
| A bright line should be drawn between "the Wisconsin Idea" and "corporate partnerships." The Wisconsin Idea is not primarily about making connections to the business community, as important as that may be for our students and our fiscal concerns. Rather, community engagement and the use of research and expertise developed at the university to assist local communities in areas related to health, the environment, sustainable living, etc. should be emphasized. This is one part of our mission that is NOT principally about career development on the corporate model, but instead focuses on our responsibilities as experts within our communities. |
| Nothing is said about the need to RETAIN skilled faculty members by enhancing the current work environment. |
| Strive for effectiveness and efficiency... you have it but I would like to see something that reflects streamlining faculty administrative responsibilities to eliminate minutiae. Of course my wording is focusing on idea and not eloquence. |
| Striving for the hiring of professors and instructors with fair and equal grading scales that will help students have success through their graduation. |
| 1. Commitment to a liberal education that includes a broad array of departments and programs 2. Regional leadership in inclusive excellence (It isn't enough to diversify the student body. What about the faculty? We need to create a culture of inclusivity where the politics of gender, gender identity, race, class, sexuality, and ability are taken seriously). 3. Relay the importance of public education. 4. Continue to strive to make UW-Whitewater an excellent workplace for staff, faculty and administrators. |
| Please avoid jargon such as the "Wisconsin Idea". Instead, please clearly define/articulate any term(s) in order to avoid possible confusions among the audience. Please involve the Center for Global Educations in building/strengthening the relationships between UW-Whitewater and other higher education institutions via signed MOU (Memo. of Understanding). |
| UW - Whitewater should use its Administrative Functions as laboratories to help 'Practice What We Teach' from an Administrative perspective and use methodologies taught in our classrooms and used in the private sector to improve and make processes more efficient to achieve student success and satisfy the mission of our university. UW - Whitewater also needs to look at cycle times of administrative processes and compare our cycle times to those of our peers to help drive processes which need to be reviewed and modernized. |
| Ensuring UW-Whitewater is both a physically and socially safe environment for all students |
| strengthen faculty governance and tenure |
| I think we need to focus on getting more international students on campus and make a major investment in that because that is good for everyone. They bring diversity to our campus, and they can share with others about their cultures. They can inspire other students to travel. |
| Support staff growth and development. |
| An academic strategic plan on a college by college basis should be first priority. Too many time critical issues arise causing us to be more reactive rather than anticipating needs and being proactive. Establishing a plan and then developing the resources, faculty, technology, and facilities to support them is key to our success. |
| To assure advisors are giving the best advice and to review the course work to promote graduating in four years instead five and six. |
| Advising. Making sure students are on the right paths to major. |
| Support the humanities in developing an educated and informed citizenry. Support faculty and staff of color in their work at UWW, including supporting students of color. |
| Include a MANDATORY cultural competency/diversity course to make it clear that racist/sexist bigotry had NO place on our campus. |
| There is a major parking issue here. I personally paid two hundred plus for a parking permit and I commute from Madison to here and there is never any parking I have to wait another hour and a half to two hours to be able to get a parking space.. Also I dont see the reason that I should have to shell out extra money for a parking meter on top of what I paid for my permit. There are other ways a campus can make money FIND THEM!!!@!!!! |
| Evolve a curriculum that is relevant to living and thriving in a multicultural United States and an ever shrinking and overlapping global community. Students may not realize they need such a curriculum, so it is the responsibility of the faculty and administration to move our curriculum in this direction. |

Making sure that staff HAVE the resources needed to do their jobs and the we HAVE enough staff

How about doing something for the academic and classified staff in the strategic plan? The lack of reference to these staff members in these strategic talking points are a real slap in face to the people that make this campus run 12 months a year.

The recent campus master plan and how it fits into the strategic themes. A capital funding campaign for scholarships, construction, academic programs, etc.

Develop rigorous curricula that challenge even the most capable students. Cultural and Artistic experiences should be emphasized across all disciplines. Provide specialized training in areas of emphasis.

I am not certain if the, "...effectiveness and efficiency in operations and the use of resources," theme would include facility issues, but those should be incorporated somewhere in the plan.

Need for a faculty and staff that reflect the diversity of the 21st century. This should mean not only faculty and staff that reflect the demographics of the region, but one that also reflects the global experiences and cultural competency to which we want our students to aspire. This could include more "grow your own" faculty and staff, international recruitment of faculty and staff (as appropriate), expansion of UWW programs abroad including cooperative programs for students to take coursework with UWW faculty abroad OTHER than Faculty led travel study more/better foreign experiences for faculty and staff

Recruit skilled, diverse and dynamic faculty and staff.

Encourage international studies and recruitment.

Perhaps this would fall under "Strive for effectiveness and efficiency in operations and the use of resources," but I think there needs to be increased monetary commitment by the University to professional development for faculty and staff. The current funding levels, even with additional departmental funds, are not sufficient for faculty and staff to contribute to their respective fields through conferences, classes, etc.

Attract and retain quality & diverse faculty (including providing competitive starting salaries and competitive salary increases, supporting participation in student-centered research and creative projects according to field, and rewarding and supporting excellence in teaching.)

| Statistic | Value |
|-----------------|-------|
| Total Responses | 46 |

3. Commit to student success through graduation This theme might include these sorts of activities: Structure learning environments and support systems to promote the retention of all students from entry to graduation. Close retention gaps to equalize graduation prospects for all students. Coordinate and integrate support systems in student services and academic affairs.

| # | Question | 7 | 6 | 5 | 4 | 3 | 2 | 1 | Total Responses | Mean |
|---|---|----|----|----|---|---|---|---|-----------------|------|
| 1 | 7 = maximum importance / 1 = minimal importance | 50 | 29 | 19 | 2 | 3 | 2 | 2 | 107 | 2.00 |

| Statistic | 7 = maximum importance / 1 = minimal importance |
|--------------------|---|
| Min Value | 1 |
| Max Value | 7 |
| Mean | 2.00 |
| Variance | 1.75 |
| Standard Deviation | 1.32 |
| Total Responses | 107 |

4. Evolve a curriculum that anticipates advances in knowledge and aligns with societal and student needs and interests This theme might include these sorts of activities: Develop processes that encourage curriculum innovation and responsiveness to advances in knowledge. Support faculty development to meet future programmatic needs.

| # | Question | 7 | 6 | 5 | 4 | 3 | 2 | 1 | Total Responses | Mean |
|---|---|----|----|----|---|---|---|---|-----------------|------|
| 1 | 7 = maximum importance / 1 = minimal importance | 44 | 30 | 16 | 7 | 3 | 2 | 3 | 105 | 2.17 |

| Statistic | 7 = maximum importance / 1 = minimal importance |
|--------------------|---|
| Min Value | 1 |
| Max Value | 7 |
| Mean | 2.17 |
| Variance | 2.10 |
| Standard Deviation | 1.45 |
| Total Responses | 105 |

5. Diversify and expand revenue sources supportive of institutional flexibility
 This theme might include these sorts of activities: Develop an expanded array of programs and methods of instructional delivery to attract new student markets. Seek to increase revenue from grants and contracts, private donations and related business opportunities.

| # | Question | 7 | 6 | 5 | 4 | 3 | 2 | 1 | Total Responses | Mean |
|---|---|----|----|----|----|---|---|---|-----------------|------|
| 1 | 7 = maximum importance / 1 = minimal importance | 30 | 28 | 21 | 12 | 8 | 3 | 3 | 105 | 2.63 |

| Statistic | 7 = maximum importance / 1 = minimal importance |
|--------------------|---|
| Min Value | 1 |
| Max Value | 7 |
| Mean | 2.63 |
| Variance | 2.43 |
| Standard Deviation | 1.56 |
| Total Responses | 105 |

6. Strive for effectiveness and efficiency in operations and the use of resources

This theme might include these sorts of activities: Identify processes that are roadblocks to student progress and revise them. Develop resource allocation systems that align with strategic priorities. Make effective use of technology to support teaching and learning.

| # | Question | 7 | 6 | 5 | 4 | 3 | 2 | 1 | Total Responses | Mean |
|---|---|----|----|----|----|---|---|---|-----------------|------|
| 1 | 7 = maximum importance / 1 = minimal importance | 30 | 32 | 24 | 10 | 3 | 2 | 4 | 105 | 2.49 |

| Statistic | 7 = maximum importance / 1 = minimal importance |
|--------------------|---|
| Min Value | 1 |
| Max Value | 7 |
| Mean | 2.49 |
| Variance | 2.19 |
| Standard Deviation | 1.48 |
| Total Responses | 105 |

7. Represent the Wisconsin Idea through engagement in community and corporate partnerships beyond the boundaries of the classroom. This theme might include these sorts of activities: Grow opportunities for student internships and experiential learning. Involve greater numbers of constituents in the activities of UW-Whitewater through advisory boards, campus events and collaborative projects.

| # | Question | 7 | 6 | 5 | 4 | 3 | 2 | 1 | Total Responses | Mean |
|---|---|----|----|----|---|---|---|---|-----------------|------|
| 1 | 7 = maximum importance / 1 = minimal importance | 36 | 34 | 22 | 7 | 3 | 1 | 2 | 105 | 2.22 |

| Statistic | 7 = maximum importance / 1 = minimal importance |
|--------------------|---|
| Min Value | 1 |
| Max Value | 7 |
| Mean | 2.22 |
| Variance | 1.67 |
| Standard Deviation | 1.29 |
| Total Responses | 105 |

8. Communicate the value of UW-Whitewater to its regional, national and international constituencies. This theme might include these sorts of activities: Focus communications highlighting the contributions of UW-Whitewater to critical constituencies. Target leadership opportunities for UW-Whitewater in regional, national and international arenas.

| # | Question | 7 | 6 | 5 | 4 | 3 | 2 | 1 | Total Responses | Mean |
|---|---|----|----|----|---|---|---|---|-----------------|------|
| 1 | 7 = maximum importance / 1 = minimal importance | 36 | 38 | 14 | 7 | 6 | 2 | 3 | 106 | 2.31 |

| Statistic | 7 = maximum importance / 1 = minimal importance |
|--------------------|---|
| Min Value | 1 |
| Max Value | 7 |
| Mean | 2.31 |
| Variance | 2.18 |
| Standard Deviation | 1.48 |
| Total Responses | 106 |

9. Assure a robust and diverse enrollment

| Text Response |
|---|
| Enrollment statistics Retention of different groups. Assess climate and involvement of all students in range of courses and activities. |
| Increased graduation of under-represented student groups |
| More international students and out-of-state students. |
| Nationalities represented in the student body. |
| Collection of baseline and annual enrollment, retention, and graduation data. Assess student retention and graduation across disciplines. Eliminate disparities based on race/ethnicity, generational status and income background. In addition to a diverse student enrollment, diversity of faculty and staff should also be addressed. |
| Diverse can be done through data collection. Robust? |
| Far higher enrollment number in the majority of the groups identified |
| Retention and positive, inclusive climate are important to this objective too. |
| This information is already tracked. Set goals accordingly. |
| More applications from more students, esp. more applications from students in underrepresented populations. More students (esp. students from these groups) who would/do recommend attending UW-W to their peers/family and can promote the institution after graduation. |
| Programs that need to recruit students with particular skills and abilities will have the resources to do so and will be able to attract desired students (Communicative Disorders clinical program, Music, etc.) |
| Enrollment figures. |
| Count heads? It's a peculiarly American thing to obsess so much about race etc. |
| no clue. |
| This would presumably be quite simple to quantify. |
| The composition of the student body will include higher percentages of students of color, international students, students with disabilities, and out-of-state students than it has during the past three years. |
| Data!! Use of benchmarks. |
| Enrollment of target populations will increase and graduation rates of those populations will increase. |
| demographics |
| Enrollment numbers (percentage of those admitted and retained from underrepresented minority groups. |
| Having a higher percentage of diversity with the University of Wisconsin Whitewater student enrollment from an academic year to year basis. |
| Student profiles and success rates |
| We can use 2012-2015 data as a point of departure (i.e., not picking a particular year as the base). If more than 10% of the international students and more than 10% of non first generation students are enrolled in UW-Whitewater, we may consider it a success. |
| Track enrollment numbers and demographics - increase in numbers of students from diverse backgrounds. Collect feedback from students throughout their years at UWW on their perception of success of the recruitment strategies. |
| Ask for voluntary information about race, generational student e.g. first generation student status, gender, veteran status, disability, sexual orientation preference, income, household information - all information would be given voluntarily of course to help measure certain indicators. Not only Federal indicators but also additional ones to go a step above. |
| Based on what UW - Whitewater determines its target mix of students to be it needs to report against it keeping in mind that reporting should include graduation rates, transfer rates, non-complete rates, post - professional endeavors, etc UW - Whitewater should strive to enroll a student population which is best qualified to succeed at UW - Whitewater regardless of race, religion, marital status or disability. UW - Whitewater should make sure that we have the facilities and capabilities available as required by law to work with a diverse student population and be ready to market and report to those populations in areas where we have strength but in the end students should be admitted based on their demonstrated abilities to be successful and graduate. |
| assess student body for diversity of various kinds |
| When out international student numbers rise, we will be on track with meeting the goal of a more diverse population. |
| student involvement/participation at campus events and activities demographics |
| increase minority enrollments, develop pipeline programs with regional schools to increase matriculation |
| The university will have measurable increases in its recruitment of first generation students, students of color, students with disabilities and international students. |
| Make sure that these students are getting stronger training from day one on the knowledge they or their families may be lacking due to inexperience. IE: Financial Aid, Resources to help in technology and coursework. |
| People who qualify for enrollment should be the ones who attend the University. Changing the enrollment standards to allow those who should not attend a 4 year university will only lower the amount of students graduating. |
| Students of color and students from other marginalized groups report that UWW is a safe and supportive environment for them. |
| Do not rely on statistics alone. I believe interviews, observation and comments add to the total picture. |
| Measure the baseline now and set goals each year to increase/decrease against the baseline each year. Create initiatives that will move us toward the goal. Measure completion of the initiatives and measure increase/decrease against the goals. We need a good definition of robust since I don't know what that means. It sounds like diverse has been defined by disability, race, international and first generation student. |
| Racial tension lessened, fewer hate crimes/hate speech on anonymous social media such as Yik Yak. |
| the classroom would be the only way that this would actually be able to be measured accurately. |
| Based upon the demographic makeup of the student body and staff |
| Set a goal amount of enrollment. |
| Increase the representation of faculty, staff, and student (especially persons of color) to reflect the demographics of the U.S. population in 2016. |
| The campus will know this through observing whether or not there has been an increase or decrease in student enrollment over a certain time frame. |

Collect data on students from underprivileged areas, and other minority status

Do it reflect the population of the region.

How do we adapt to a changing environment? Does that include partnerships with UW Colleges for 4 year programs (ex: UW Rock County - UW Platteville in engineering). Weekend coursework. Can a person earn a degree in 4 years with evening or weekend classes if they work a 40 hour workweek? Recruitment - the population that is underserved seems to be the Spanish speaking population. How are we equipped to communicate, recruit and retain that population? The recruiting of diverse faculty and staff is challenging given our depressed wages and the other opportunities for minority candidates. The "grow our own" program seems like a great endeavor and perhaps the conversation can be expanded - perhaps also beyond just the classroom to look at areas such as counseling, etc.

Enrollment statistics will tell the tale, but a clear definition of what constitutes a desirable enrollment mix should be established by the faculty of the university.

The various demographic data points already collected and measured will show an enrollment that more closely matches those same data points for the surrounding region, both in communities and in other higher education institutions similar to UWW.

Look at demographics of student body. I don't know how "robustness" is measured.

Compare minority enrollment percentages to national averages.

Data from the Admissions office

Increasing underrepresented student populations in incoming freshmen populations

| Statistic | Value |
|-----------------|-------|
| Total Responses | 52 |

10. Commit to student success through graduation

| Text Response |
|---|
| Graduation rates and achievement gap data. Use and impact of support services. |
| Don't lower standards to graduate more students (that doesn't help the student). Raise standards and then provide the means for students to succeed. Weed out students who would best do better at a 2-year campus or one that is less rigorous |
| Good placement after graduation. |
| Collection of baseline and annual enrollment, retention, and graduation data. Assess student retention and graduation across disciplines. Eliminate disparities based on race/ethnicity, generational status and income background. Ensure students have sufficient resources to reach graduation. Ensure faculty are rewarded for their commitment to student success. |
| Data collection |
| Higher graduation rates, and greater retention of students freshman to senior |
| This information is already tracked. Set goals accordingly. |
| Obviously, this is easiest measured by better first to second year retention rates, better matriculation rates, and a narrowing of the retention gap. Also, more students who feel at home and committed to campus would suggest greater retention in the longer term. However, if the plan is just to focus on having more students graduate, we should think about 2 things. 1) If we actively recruit more students who have less academic, social, and financial resources for success and then think that graduation rates will increase, we're foolish 2) if we promise to make graduation rates increase and can't because our students have fewer resources, we are setting ourselves up to have to lower standards/dilute the quality of education/inflate grades in order to matriculate more students with fewer skills. |
| We already have a significant number of initiatives to help students succeed, so student success through graduate will largely be a function of the preparation and qualifications of the students we admit, so I would tie this to recruiting success. |
| Graduation data. |
| Obtain feedback from employers and graduate/professional schools as the UWW student preparation relative to other schools' students' preparation. |
| Will need to have a system in place to start tracking students now and then after we implement retention programs. |
| Please examine "adjuncting" DEVED courses, or reimagining them so that the support courses that count toward degree and do not become a parallel curriculum. For example, a study skills course might be adjuncted to a GENED course so that students are applying their developing skills to a course that counts for credit. Engage the Dept. of Languages and Literatures in writing tutor training for English 090, 101 and 102, so that tutors are providing the support that faculty feel is best. Exploring new ways to make this a win-win would be great. |
| no clue. |
| This would presumably be quite simple to quantify. |
| Data. Use of benchmarks. |
| I have an issue with the word "All" in the example. Graduation rate of 100% is unrealistic but an increase... This is the most problematic for measurement IMO. |
| Higher graduation rate based on 5 years of enrollment |
| Retention and graduation rates. |
| Having a higher percentage of students graduating from the University of Wisconsin Whitewater from an academic year to year basis. |
| Advising practices, credits to graduation |
| We can use 2012-2015 data as a point of departure. If student graduation rate increases by 5%, we can consider it a success. On the other hand, we should also compare the UW-W student graduation rate with other universities in the UW system to ensure that our number makes logical sense. For example, we should NOT sacrifice the academic quality (e.g., through grade inflation) in order to achieve a higher graduation rate. |
| Track student retention and graduation statistics - increase retention and graduation rate. Collect feedback from students throughout their years at UWW to track road blocks and success of support services to circumvent these road blocks. |
| Following up with students if they have dropped out, encouragement. Poor word choice but could be considered, "Returning Customers" and ask them why they leave or what their difficulties were/are. Possibly redirecting to students to take advantage of the mental health clinic. If not free, possibility advocate for such services. |
| 1. Under Graduate Graduation Rates at 4,5 or 6 years 2. Is UW - Whitewater graduating students in careers which are in demand 3. Are UW - Whitewater graduates going onto pursue professional careers (Law, Medical, etc) which require additional studies |
| strengthen tutoring and other services to help students graduate |
| I think we need to find a way to support our international students academically beyond the special English classes. |
| immediate hiring (or entry in grad school) after graduation |
| Measurable increases in retention rates and decreased average time to graduation. Student survey results that indicate positive experiences in student services and academic affairs. |
| To assure advisors are giving the best advice and to review the course work to promote graduating in four years instead five and six. |
| Students are the only ones who can commit to graduation. Through handwork and dedication. The university would be doing the students a disservice by changing the curriculum. |
| Students not only graduate, but do so with the skills and knowledge expected of college graduates. |
| Placement information and student feedback. |
| Measure the baseline now and set goals each year to increase/decrease against the baseline each year. Create initiatives that will move us toward the goal. Measure completion of the initiatives and measure increase/decrease against the goals. Retention rates and graduation dates based on plan are the measures with initiatives set each year in student affairs and program offerings that should be tracked for completion and impact. |
| Higher graduation rate for those who came in as freshmen/ lower dropout rate |
| first you need to make sure you know why a student wouldn't graduate. There are a number of different reasons a student could come into academic stress. Not being able to attend class lectures because they cant find a parking space and have no money to spending on a parking meter could be one. Home issues, being teased and tormented in class could be another. Have resources available to students to help with these issues |
| Enrollment and retention rates through graduation |
| Make diverse classes worth more credits. |
| The campus will know this through the knowledge that they are providing the right types of educational services for their students. |

Support student success with services that are relevant to their success. Inclusion, mental health, wellness, etc.

Closing the achievement gap. I think job placement is also an important factor related to this concept.

100% is the goal but that is not achievable nor is it desirable as not everyone will be satisfied not matter what you do. It boils down to the fact that uw-w is simply not a fit for everyone that is enrolled and this can only be found out after the fact. Watch for an upward trend and see how it goes.

We struggle to get more than 57% of our students to graduation in 6 years and individuals want to get students out in three. How can we get students out in 4 years? Private institutions seem to have a greater ability to do this then public institutions do. Can't we make this a focal point?

I believe that faculty are committed to student success and provide opportunities of students to develop their skills and knowledge and to achieve their goals.

Obviously, a significant improvement in graduation rates, as well as alumni reporting they were able to achieve greater success, in the workplace, with further education, or in other ways, thanks to their UWW experiences. Perhaps even an increase in the credits obtained by students, even if graduation is not achieved, would be considered a success, as this would be evidence of greater student exposure to the learning we provide for their improvement.

Look at retention rates.

How long does it take the average student to graduate? What is their debt load? What is the percent graduation rate?

Data from the Admissions office and Academic Advising and Exploration Center

Decreasing DFW rates in key introductory classes, particularly for underrepresented student populations

| Statistic | Value |
|-----------------|-------|
| Total Responses | 49 |

11. Evolve a curriculum that anticipates advances in knowledge and aligns with societal and student needs and interests

| Text Response |
|--|
| Identification of broader skills and knowledge needed by students. Assess those abilities as students enter and leave. Not just training for specific jobs and/or placement in jobs. If we're involved in preparation for needs/jobs that don't currently exist, job placement isn't going to evaluate that. |
| Following needs and interests is a good way to become obsolete--don't do it |
| Benchmarking with other institutions. |
| Quantity pedagogical publications. |
| Conduct comparison to peer and striving peer institutions. Ensure dept. chairs have a roll in assessing curriculum advances |
| How do you define student needs and interests? From the students? Or from the work force employers? |
| Greater faculty attendance at conferences and other instructional opportunities for evolving issues |
| Be mindful to avoid fads. As much as this is a difficult item, perhaps we do need to review majors for which there is little interest and consider dropping them. |
| If enrollment in a program goes up, then you have it right. If enrollment in a program goes down, clearly there is a problem. If enrollment stays steady over time, either try and improve the program or leave it alone. |
| Be mindful of the need for the humanities and advances in technology. Read John Nichols and Robert McChesney's People Get Ready for an understanding of the future problems and solutions |
| Students are exposed to a variety of ideas that challenge their preconceived notions about the world. Students leave with different interests than they start with. Students leave with skills that prepare them to be good citizens. |
| Each academic department dies this through their curricular revisions, allocation of resources, and staffing decisions. It is an ongoing initiative that needs to be supported, rather than changed. |
| This is a questionable and risky goal. Faculty are supposed to be in charge of the curriculum. This sounds like the university is gearing up to use its newly found powers to cancel programs. |
| Students are meaningfully employed (locally) when they graduate and/or gain acceptance to their chosen graduate/professional schools. |
| rankings and awards from respected outlets. |
| This is a tricky one. "Anticipating advances" suggests, correctly, I think, that we should be ahead of the curve on these advances. That requires broad investment in a variety of areas, not least of which should be the broad-based skill development represented in a liberal arts education. This should include surveying graduates to see what variety of work they are engaging in after graduation, and on that basis surveying employers to find out what we are doing well and poorly in preparing students for the workforce. Note that we need to be sensitive to mismatches here. If we only survey business owners, then we miss the experiences of those of our students who find careers elsewhere (government, the public sector, the arts, etc.). |
| New major and minor programs will be approved in the curricular process and attract enrollment. |
| Difficult to evaluate. Not sure we can "anticipate advances in knowledge." Which part(s) of society are included? Must balance perceived student needs with their interests with skills required for employment with LEAP ELOs with..... |
| Curricular Review documents. |
| continued communication with employers and graduate schools |
| Having a higher student interest with their own personalized curriculum from an academic year to year basis. |
| I don't like the word "evolve" here. Also, who gets to decide what aligns with societal and student needs? |
| This is department based and departments should put in their annual reports how this is accomplished. |
| We should keep an eye on the UW-Madison program (a flagship university in the UW system) as well as programs in other regional universities when we continue to update our curriculum. |
| Through feedback from advisory board to track society needs/employment trends. Collect feedback from alumni to track society needs/employment trends and whether UWW curricula prepared them well. Allow a mechanism faculty and staff to voice their feedback/concern on the responsiveness of the curricular process and track feedback. Track number of new curricular proposals and trends. |
| More volunteer service hours required for graduation with confirmation of an authorized official. |
| Feedback which we are receiving from employers about the skills which graduates will need to succeed in the future and those feedback points are being implemented into the curriculum at UW - Whitewater |
| Tougher to evaluate because you can't do a retrospective survey of how you did when you're constantly looking to advance. Maybe seeing how you compare among other top schools with emerging programs |
| mechanism to create new market based programs and ability to sunset programs if enrollment declines. |
| Unsure |
| Making sure educators know what is going on in the real world as many have not been exposed in a long time. |
| Curriculum should evolve to give students the most up to date knowledge in the fields they are studying. But changing to students needs and interests is ridiculous. Professors are professors, if you catered to all the students wants and needs nothing would be taught at this University. Conflict creates areas for people to learn. |
| Rather than focus narrowly on job training, we should inculcate the skills our students will need to adapt to a rapidly changing world. We do not know what areas of the economy will be growing in 10 years. We cannot train for that, and that is not the purpose of a university. Technical schools train for the jobs of today and the next five to ten years. Universities educate citizens. We should emphasize analytic skills, evaluative skills, cultural competency, and the knowledge of histories and cultures required to be an informed citizen capable of participating fully in civic life. |
| this seems to indicate the curriculum is always in flux, changing as information from the public is evaluated. |
| Measure the baseline now and set goals each year to increase/decrease against the baseline each year. Create initiatives that will move us toward the goal. Measure completion of the initiatives and measure increase/decrease against the goals. Create a 3 - 5 year goal, then measure current state against to give us the baseline. The goal that defines the societal and student needs/interest should be based on information collected from businesses, students, etc. Align initiatives to move toward these goals each year and measure the initiatives for impact. |
| N/A |
| More diverse educators teaching these curriculums |
| Create more "checks and balances" of what is happening in the classrooms. Make sure all teachers (tenure and academic staff) are held to high levels of teaching |

accountability. More than an occasional "pop in" for an observation, and more than student evaluations. Are teachers giving feedback, on assignments, that help students learn? Are teachers giving timely feedback? Are assessments really showing what a student is learning? Courses need to make "real world" connections even if they are "general education" courses.

Our curriculum needs to become more multicultural. We need to work toward the inclusion of more multicultural courses into the required curriculum (not leave them to live or die as electives). We also need to create a second 2 or 3-credit Diversity requirement (gender, international, physical ability status, etc.).

The campus will know this through the different range and variety of services offered to students.

Job placement in careers that students want to be in is one measure.

stupid bullet point. how can anyone anticipate advances in knowledge.

What are the skills, traits and knowledge that students need in the different programs to be successful in those fields. It seems as though the accounting program has got it down to a science. Can't we do the same thing in more areas? It does seem as though professions desire more skills, traits and knowledge for our graduates, while we focus on the classes they take. Is there a disconnect - there certainly seems so and that seems to be what I am seeing from the politicians and public when they discuss higher education.

Societal and students desires are but one part of what constitutes a balanced college curriculum. The university needs to resist turing itself into a vocational school.

Need to stay in touch with area communities, businesses, K-12 educators, students, staff, and other institutions of learning to keep informed on trends, needs, and interests, especially within our areas of specialty, but also in a more broad way. Those outreach efforts can be counted, but the main measure will be the number of positive changes to our offerings, services, and content that realize more credits achieved in an area, greater placement of graduates, greater research achievements by faculty, etc.

Perhaps through Audit & Review

| Statistic | Value |
|-----------------|-------|
| Total Responses | 46 |

12. Diversify and expand revenue sources supportive of institutional flexibility

| Text Response | |
|--|-------|
| Tracking of funding sources and amounts. | |
| More outreach programs, including on-line. | |
| Fundraising and corporate partnerships. New legislature. | |
| Greater offering of, and student participation in, online and other non-traditional courses; greater funding for faculty and programs from sources other than student tuition | |
| Funding priorities will need to be established. Faculty retention is important here. Going backwards in pay is a problem. | |
| Does the spending per student increase when adjusted for inflation? | |
| With state government abdicating their responsibility to support public education at all levels, perhaps privatization is what they have in mind. Governmental decisions seem to be intended to disable the UW System sufficiently to make a case for closing campuses or selling off assets. In any case, they have succeeded in forcing campuses to compete with one another for resources and donors, and to make shortsighted decisions related marketing and vocational program offerings. | |
| Are we able to afford the things we need to afford? | |
| Good ideas come to fruition because they have the funding they need. | |
| I guess we'll know this has been successful whenever it is when faculty and staff actually get a raise. | |
| Skip the euphemisms; what are we looking for here? What is the goal we are pursuing re: funding? | |
| There will be more certificates/programs offered online and with non-conventional scheduling. Continue to develop the endowment with partnerships with the private/non-profit sector beyond traditional geographic limits. | |
| Money contributed. | |
| marketing | |
| Having more University of Wisconsin Whitewater students apply for scholarships and other revenue sources that they can use to pay for their tuition or other college expenses. | |
| Dollars raised, extra tuition revenues | |
| 1. Continue to lobby for more support from the state. 2. Check the SUNY system and the CSU system (California State Universities) to learn how these two large higher education systems survive in the difficult times. | |
| Track sources of new students and increase in the degree of diversification over time. Track revenue sources and increase in the degree of diversification over time | |
| Connecting with K-12 district administrators for possible program contracts, including creating partnerships with international institutions. | |
| 1. Set targets for different sources of revenue and start publishing pie charts showing actuals compared to plans. | |
| Through the development of alternative instructional delivery marketed towards particular groups of students (more online, evening and weekend options for working adults). Expand programs that draw a lot of students. Increases in revenue from grants and contracts, private donations and related business opportunities. | |
| This sounds like Canada, "We need..... more money." The University has a budget, use it. | |
| Where is the place of the humanities in this goal? All of these initiatives must also include the recognition that we cannot simply teach our students how to work out formulas. They must be able to think originally and creatively, and to do so, they need exposure to art, literature, history, and philosophy. Initiatives designed to expand revenue sources must recognize the role of the arts and humanities in educating the whole human being. That is what generates true innovation. | |
| this is the fund raisers background and experience not just the dollars. | |
| Measure the baseline now and set goals each year to increase/decrease against the baseline each year. Create initiatives that will move us toward the goal. Measure completion of the initiatives and measure increase/decrease against the goals. Baseline should be current courses, then create initiatives each year to diversify and expand, then measure completion of initiatives along with progress against the baseline. | |
| Lower tuition rates, less budgetary issues (free or reduced parking?) | |
| businesses talk to them develop a relationship | |
| Make more culture classes available | |
| The campus will know this based on the sources that they choose to receive revenue from. | |
| Measure it by the donations given. Keep in mind Chancellor Jack Miller's comments that the college of business has the rich alumni and the entire university needs to benefit from them and not just the business school. | |
| Capital campaigns, grant writing, direct connections with employers to majors across the board, are keys to our future success. | |
| What does this mean? | |
| Given the statutory limitations of higher education funding in WI, this effort may focus on limited methods, such as partnerships, sponsorships, alumni giving, foundations, grants, etc. Our success in these methods can be measured in terms of the number of opportunities attempted and achieved, as well as the financial impact realized. Since some of these methods may come with strings, there should also be a measure of the constraints imposed by some sources of resources obtained. | |
| How much of the operating budget came from the state of Wisconsin? From outside sources? From Alumni? How many new sources of income were developed? | |
| ORSP would be a good candidate for collecting grant data. Curriculum committees would also be helpful in assessing progress here. | |
| Statistic | Value |
| Total Responses | 35 |

13. Strive for effectiveness and efficiency in operations and the use of resources

| Text Response |
|--|
| Define 'efficiency' as more than saving money or doing more than less. Similarly, need to define "effectiveness". |
| Students should graduate with not too much credits in excess of what is requested of them. |
| Must look at program to program and throughout campus. Look for campus initiatives within departments and campus support programs that are overlapping. |
| Students report greater ease of use with processes and programs |
| As mentioned above, the need to review majors with little interest. |
| Somewhat more difficult. One means would be to put an effective tracking system in place for service departments, e.g. IT logs calls and closes them out when the problem is solved. |
| Success should be measured by the success we have in reducing administration positions and expenses in order to increase instructional positions to provide courses for more students. Additional gains could be made by removing administrators holding positions where responsibilities have not been efficiently-handled (e.g. instructional technology and IT infrastructure) |
| Are we able to save money on expenses/ |
| I don't know...??? |
| this is incredibly loaded. How is it measured, and who allocates it? |
| This is difficult. I would merely stress that, as valuable as efficiency is in many contexts, higher education is not necessarily one of these contexts. Public universities are public trusts, not businesses, and should be run as such. |
| This is going to be evil. Buy in and collaboration with be essential to success. |
| Faculty and student satisfaction surveys. Changes in policies. |
| Identify areas of highest resource use, determine im |
| Having more University of Wisconsin Whitewater students, faculty, and staff members fully and effectively using all of the operations and resources that the University of Wisconsin Whitewater offers on an academic year to year basis. |
| From a faculty point of view, if we are to maintain the integrity of our programs, we are about as efficient as possible. We threaten effectiveness through further efforts at efficiency. |
| Not sure on this one |
| Continue to encourage research, faculty development (e.g., the professional development fund), and faculty-student mentor programs. |
| Get feedback from students and support service providers on the effectiveness of services in overcoming roadblocks. Get feedback from students and instructors on the effectiveness of technology-assisted teaching. Develop mechanisms of collecting feedback on resource allocation and assess deliverables |
| Have more online verification with electronic signature requirements to avoid paper format. |
| 1. UW - Whitewater should bench-mark its use of resources, assets and administrative processes against other peer institutions and determine where we stand 2. UW - Whitewater then should strategically look at the resources, assets and administrative processes which which we feel provides us with a competitive advantage and for those critical ones verify that they are performing in the top XX% when bench-marked against our competitors. 3. Critical Resources, assets and administrative processes which are not performing to our expectations then should be reviewed 4. Return on Investment - State Costs to educate a student at our institution are \$###,### over this person's working career they have contributed in estimated income taxes, sales taxes, property taxes, foundation contributions, etc back to the society so the ROI for that student is XXX% 5. Our primary metric should be graduation rates with in 4, 5 or 6 years and we should follow our graduates for a 5 - 30 years after graduation to determine average salaries and Return on Investment. |
| Just ask around employees on campus to see where they see money going to waste. Fix what problems they point out and see if it shows in the budget |
| Keep staffing proportionate to facilities in operation and/or planned for the future. Keep an eye on how much maintenance is being deferred. |
| Identify processes that are roadblocks to student progress and revise them - this will lead to increased retention and student satisfaction Develop resource allocation systems that align with strategic priorities - unsure Make effective use of technology to support teaching and learning - develop more faculty, staff, and student technology training and track participation. Track use of technology in courses. |
| Of course you should use resources effectively. Like not having stupid committees to tell people things they already know, or not jumping to conclusions based off a vocal minority. |
| Do not sacrifice our commitment to a university education in pursuing this or other goals. |
| do not just consider staffing, lok at facilities, equipment used and available and reliable and accurate supply sources |
| Measure the baseline now and set goals each year to increase/decrease against the baseline each year. Create initiatives that will move us toward the goal. Measure completion of the initiatives and measure increase/decrease against the goals. Baseline should be costs/FTE in each administrative department. The goals should be set to reduce cost by some % each year. Departments should create initiatives to reduce cost or increase service levels with no net new spending without creating efficiency somewhere else. These initiatives should be measured for impact along with the overall goals. |
| Spend less on the damn football team and more on the rest of the students!!! |
| have supplies available for all of your classes not just some you lose business that way. Im not going to shop at the place where I can only get one or two items I'm going somewhere to get everything at a resonable price Amazon is the best |
| Have mini climate surveys once a week |
| The campus will know this based on the operations and resources it chooses to use. |
| Examine staffing. There are some departments on campus where positions could easily be eliminated and job duties combined. It's never fun to think about restructuring in a way that eliminates positions, but it should happen here. It is a huge waste of financial resources to fund positions in which the worker doesn't do hardly anything. |
| this sounds like "do more with less". this just means you "get less with less". run away from this discussion and bury it in a deep hole as I am tired of hearing about it in any manner that is it re-packaged to the staff. |
| It is challenging to be effective and efficient given the bureaucracy in which we find ourselves. I believe we all want to be as effective and efficient as humanly possible, yet the expectations of us by the students, state and federal government all have us working harder and being less effective. A different way of advising would also be something to look at. Students who drop out with at least two years of college behind them seem to have the same earning potential as someone who just graduated college, according to an article I read. Students leaving after two years with an associates would have a greater value. Can this work??? |
| Always. There are divisions on campus that are not as efficient or effective as they should be (like technology), and others that invest too large a percentage of resources on administration. The university should focus on the needs of the students and support the academic programs offered. |

Greater stakeholder (e.g.: students, staff, partners, families, community members, etc.) satisfaction, as likely measured in surveys, with their interactions with UWW. If other aspects of the strategic plan are achieved, it is likely we will be doing more than in the past, and there likely will be few, if any, significant increases in resources, so we will have achieved some measure of success in this area.

Not sure what this would look like

| Statistic | Value |
|-----------------|-------|
| Total Responses | 38 |

14. Represent the Wisconsin Idea through engagement in community and corporate partnerships beyond the boundaries of the classroom

Text Response

Participation and impact assessment.

One part of the Wisconsin Idea is the pursuit of truth. That is done through research. We need to develop non-instrumental and disinterested research. Another aspect of it is to provide learning opportunities that contribute to the development of the individual. That is done through the development of critical thinking. So, engaging the community can help in developing opportunities for students to focus on civic engagement. Although corporate partnerships can be of high value, these external stakeholders should not drive the curriculum development and/or research. Instead, they should provide internships and contribute to the innovation center by offering support to small and medium businesses.

Work with campus partners to identify opportunities for involvement of the university. Work with alumni to identify opportunities. Collect baseline data on current ways in which the Wisconsin Idea is implemented, collect longitudinal data to assess change over time.

Greater number of, and participation in, internships and field experiences; greater participation of community leaders in UW - Whitewater events and committees

This information is already tracked, although not in a very meaningful manner.

While the Wisconsin Idea is worthwhile and laudable, state government has not shown demonstrable support for it. The Wisconsin Idea has (barely) survived recent attempts to dismantle it and it would be surprising to see it in place a decade from now if the current trajectory is maintained. Rather than promote the Wisconsin idea, resources and energy might be better spent in cultivating relationships with legislators, who hold the purse strings.

Number of partnerships available.

Expansion of the number of agencies, businesses, etc. with which UWW faculty, staff, and students have formed ongoing partnerships.

internships, recognition from the partners.

See above.

Data.

Survey

Increasing internship opportunities, as well as identifying community service opportunities in the Whitewater community.

Having more University of Wisconsin Whitewater students, faculty, and staff members engaged through Whitewater, Wisconsin and through various corporate partnerships, who have hired many University of Wisconsin Whitewater students who are now University of Wisconsin Whitewater alumni members.

Why corporate partnerships?

Number of internships, companies impacted, projects launched, job placement.

For certain programs (e.g., languages), we should encourage students to engage more in the communities (e.g., voluntarily to serve as tutors for local high school or middle school students). Likewise, CoBE may encourage its entrepreneurship or marketing faculty/students to help existing/potential entrepreneurs put together a marketing plan and diagnose possible business problems.

Track number of opportunities of student internships and experiential learning as well as number of participants. Follow outcomes of participants longitudinally. Track numbers of advisory boards, campus events and collaborative projects. Collect feedback on constituencies on their impressions of UWW

1. Provide an annual report with activities which UW - Whitewater has accomplished which align ourselves with the Wisconsin Idea and their economic and social impacts on our area.

increased support for faculty research, including professional development funding; measure connections between community & university

If we have more service learning projects, we can meet this goal.

Continue to highlight the positive impacts we have as an economic resource for the State in terms of taxpayers understanding the benefits that come from support of UWW in particular and the UW System in general. Engage the legislature and work to get more of them as fans of UWW.

Increased number of opportunities for student internships and experiential learning. Increase numbers of constituents participating in the activities of UW-Whitewater through advisory boards, campus events and collaborative projects.

Create better working relationships with area businesses with representatives or committees with the area Chambers of Commerce.

This is already being done in the business school. The Whitewater community is mostly older and wants nothing to do with college students.

Support faculty and staff initiatives to bring the humanities out of the classroom and into the community. All of this takes time. We need course releases and other support to take on these projects.

I like the idea that those initiating this did not just focus on commerce or agriculture, rather the people and their education.

internships trips to see local landmarks and historical sites prepare students for the real world

More community based events off campus

The campus will achieve this by offering services to as much of the state as possible.

Service and community-based learning project should be better supported.

Find out if these people even know what the Wisconsin Idea is as it seems to be something that is known to the UW Administration. There are employees on this campus that don't even know what this means.

It doesn't seem as the State Leadership or the public in Wisconsin has a good understanding of where UW-Whitewater fits in with the Wisconsin Idea (if they even understand that ideal at this point). That message needs to be articulated clearly and broadly by all UW institutions at the same time.

Outreach is good. The university should serve as a Cultural and educational resource for the region and beyond.

The number of students, staff, and alumni who become engaged with the community and in partnerships will be an obvious measure of success.

What outreach initiatives were done by each department? What collaborative efforts were made with businesses, schools, etc?

Data from Center for Global Education, possibly Academic Advising and Exploration Center, departmental reporting, etc.

| Statistic | Value |
|-----------------|-------|
| Total Responses | 37 |

15. Communicate the value of UW Whitewater to its regional, national and international constituencies

| Text Response | |
|--|--|
| Assess how the university is viewed by citizens. Maybe see if people could respond to "quiz" on "did you know that UWW provides/accomplishes, etc" | |
| Organizing conferences, hosting case competitions, sending faculty to teach abroad, research publications and presentations of faculty. | |
| One on one with the legislature. Bring them into the classroom, the labs, the performances. Have them follow around a faculty member or administrator for the day. Do not cater to them being there, allow them to actually see how hard UWW faculty and staff work. They will take that back to their communities. | |
| You would probably have do some random sampling to measure this. | |
| Have politicians and the press stopped badmouthing professors? Unless they do, then you haven't been successful in this endeavor. | |
| The UW System as a whole is not the first entity whose budget is cut when budgets are made, and there is citizen outcry in the media when cuts are made. | |
| university MMR is good, just too stretched. college marketing suffers from nepotism, and could be much better (CoBE) | |
| Community surveys could be very helpful here. My current impression is that the community ("constituency" is odd and off-putting in this context) consistently undervalues the contributions of UWW to the economy and culture of the region, but some data on this would be nice. | |
| Invest in expanded social media exposure about successes at UW-Whitewater to a national and international audience. Increase invitations of national and international speakers/visitors to campus. | |
| Data. | |
| Press releases. ADVERTISEMENT CAMPAIGN. Where are those billboards that other universities have on the sides of roads? | |
| Emphasize the financial significance of the University, and greater publicity as to graduates' achievements. Increasing awareness of impact of faculty research. | |
| Having more University of Wisconsin Whitewater students, faculty, and staff members fully communicate the value of University of Wisconsin Whitewater to its regional, national, and international constituencies through various platforms such as social media websites and campus tours. | |
| This is where we are horrible. UWW Marketing has no clue on how to generate good PR. | |
| Ditto. For certain programs (e.g., languages), we should encourage students to engage more in the communities (e.g., voluntarily to serve as tutors for local high school or middle school students). Likewise, CoBE may encourage its entrepreneurship or marketing faculty/students to help existing/potential entrepreneurs put together a marketing plan and diagnose possible business problems. | |
| Collect feedback from community on their impressions of UWW Collect articles, newsfeed, etc on the accomplishments of UWW | |
| 1. Provide an annual report with activities which UW - Whitewater has accomplished which align ourselves with the Wisconsin Idea and their economic and social impacts on our area. | |
| We have a lot to offer as a regional university and economic engine. Continued controlled enrollment increase and facilities to support the larger numbers will be the tale of the tape. | |
| Increased level of communication highlighting the contributions of UW-Whitewater to critical constituencies. Demonstrate the value of UW-Whitewater when advertising for leadership opportunities in regional, national and international arenas. | |
| Engage in the public dialogue about education that is happening at all levels. We need to convey the function and value of the university in producing an educated citizenry that possesses not just technical expertise, but the ability to engage in complex moral reasoning informed by an understanding of multiple cultural and historical contexts. | |
| lets be honest with all stakeholders and observers. | |
| diversity | |
| Making a continuous effort to promote UW-W's economic value to its regional, national and international constituencies--through its website, to alumni, to the media. | |
| The campus will do this by giving reports to regional, national, and international constituencies about the progress achieved by the campus. | |
| This needs to be done in a manner that is more than just UW-Whitewater contributes blah, blah, blah to the local the local and regional economy. How does it contribute to Fort Atkinson, Edgerton, Janesville, Delevan, Palmyra, etc. These people in these communities are the ones talking to their local legislature members and they have no idea. As a matter of fact, there are families within walking distance of the university that don't set foot on campus and would probably be hard pressed to know what uw-w does for them. | |
| The recent growth of UW-Whitewater has shown the value of UW-Whitewater to the current students and staff we have here on campus. How do we continue to refresh that message. The strategic planning being done by the Center for Students with Disabilities will assist on our global identity, but we still will need to put it into practice. Again, if we can get students in and out with a degree (in 4 years) at over 50 percent, that are prepared for their field of work & culturally competent, along with a growing job placement rate, that in and of itself would be deafening. How do you get it to happen. | |
| Taxpayers, the legislature, the board of regents and the governor need to be educated to understand the value of education in society. In the current climate, other factors are driving decisions and budget allocations. Some of our own graduates are among the state's elected leaders and they are not allies of the university. | |
| UWW in the news in a positive way will be an obvious measure. Surveys of these constituencies for their awareness and perception of UWW is another. Greater participation in UWW events, services, and offerings by these groups is another measure of success. | |
| If increased outreach and marketing has been effective, one would expect increased enrollment, more partnerships, etc. Not sure how you could attribute these increases to this strategy specifically, though. | |

| Statistic | Value |
|-----------------|-------|
| Total Responses | 29 |