

I. Mission Centrality: *Provide data, evidence, and commentary to address the following:*

I.1 *The purpose, (mission) goals, and outcomes of the unit and its services are clearly defined and support the mission of UW-Eau Claire in general and/or one or more of the goals of the strategic plan.*

What does this mean?

The mission to which this refers is the “lived mission” for our campus. As a byproduct of the HLC self-study, it has become obvious that most individuals on campus cannot quote our existing mission statement, but they *can* articulate a clear description of our shared commitment. This lived mission is at the heart of what we do at UW-Eau Claire and is a powerful, pervasive and guiding force. When asked to articulate our mission, faculty and staff say it is:

- Student learning and success
- Teaching effectiveness
- A distinctive, transformative student experience
- Faculty/student interaction
- A focus on liberal education
- Professional programs that serve our region
- Primarily undergraduate with focused, strong graduate programs
- Experiential, globally-focused learning
- Community engagement
- Facilitative of lifelong learning
- Preparing students to be effective, engaged citizens of a global society
- Undergraduate research opportunities
- Providing excellent quality for exceptional value

This lived mission is the basis for our mission centrality criteria. While individuals may debate the choice of words, the core meaning of the above list is our shared understanding and commitment. This is the purpose and mission which should be used to frame your response.

In addition, the strategic goals to which this refers are those articulated in the Centennial Plan.

Red → Unit demonstrates direct link to (and outcomes that advance) our mission and goals.

Blue → Unit has little or no link to our mission and goals.

I.2 *Identify the extent to which functions within your unit/program are required by statute, government regulation (federal or state), UW-System, or other internal or external mandates. Indicate any policies that you think should or could be re-examined to improve unit effectiveness.*

What does this mean?

This question asks if there are specific functions that your unit provides that are mandated by law or some other external requirement, and if so, what are they? In this regard, “mission centrality” is relevant in that we *must* do something required of us by an external entity. As appropriate, discuss ways in which your unit has taken steps to improve the effectiveness with which you meet external mandates while also addressing UW-Eau Claire needs or efficiencies. On the other hand, if the mandates are internal, or some function is required (or constrained) by an internal policy, then please highlight this as well – even if it doesn’t address mission centrality specifically, changing our self-imposed barriers is another of our goals.

Red → Unit has numerous functions required by law or external mandate; few if any functions can be outsourced; unit has taken steps to be efficient in meeting external mandates.

Blue → Unit has very few functions that are mandated by external entities, or unit has made no effort to find efficient ways to meet external mandates.

I.3 *The program/unit meets identifiable regional and/or state needs.*

What does this mean?

As a regional comprehensive university, we are expected to serve the needs of our region and state. This question asks you to describe the extent to which this is true of your unit and its functions – from the perspective of *external* demand. What is the region? Define this as you see fit, but please describe what “region” you are using, and why you chose it. If you have data or evidence that supports the need, be sure to include that – including surveys of those in the region, or externally generated trend data.

- Red → Evidence is clear for need in the region/state; surveys (employer/alumni, etc.) indicate regional/state demand and satisfaction; external trend data indicate regional/state demand (through legislative funding, donations or business/civic indicators).
- Blue → Little evidence is available to support regional/state need; no employer/alumni data available or provided; external trend data indicate little demand or are not available.

I.4 *The demand and or need for this unit and its services are clear; that is, there would be consequences if the function no longer existed. (In providing support for this question, please indicate who the key users of the unit/program are and how this has changed or will change).*

What does this mean?

This question asks you to describe what would happen if the unit and its functions did not exist – from the perspective of *internal* campus demand. Who would be affected, and in what ways? What needs and services would go unfulfilled / unmet? In this regard, “mission centrality” means that something important, valuable, and in great demand *within the campus* would be lost if the functions went away.

- Red → Unit’s services are in demand by internal campus constituencies and something of significance and value would be lost without them.
- Blue → The internal need for the unit’s services is unclear; the demand for the services is low; little of significance or value would be lost without the services.

II. Quality: *Provide data, evidence, and commentary to address the following:*

II.1 *The program has quality/innovative programming and services that support students and staff in ways that are in keeping with the strategic plan. List what you consider the major accomplishments of this program over the last several years.*

What does this mean?

The strategic plan to which this question refers is the Centennial Plan. So, this question asks you to describe programming and services (especially those demonstrated as high quality and/or innovative) that support any or all of the seven goals in that plan: foster purposeful learning, promote connected learning, accelerate global learning, nurture human resources, amplify financial resources, focus programmatic resources, steward physical resources.

- Red → Unit provides many programs and services of demonstrated high quality that support one or more of the strategic goals of the university; support for students and staff are central.
- Blue → Unit provides few if any programs or services that support the strategic goals; services are of low value or quality or no verification is provided for determining quality; services often do not support students or staff.

II.2 *The program assessment process is well developed, adequately documented with measurable outcomes, and used to improve the program and its services.*

What does this mean?

PEEQ Self-Study: Administrative & Services Programs (Guidance: What Does this Mean?)

A sound assessment process is one that is regular, formalized (and documented), uses data to inform an evaluation of the outcomes, and then uses the resulting evaluation to take actions for improvement. A program with measurable outcomes and a formal process for assessing the extent to which those outcomes are met is one that is likely to ensure quality, and this question asks you to describe your efforts toward effective assessment. You are encouraged to provide examples of specific assessment outcomes and changes that have resulted from your assessment processes.

- Red** → The program has a formal assessment process in place, and the process is used on a regular basis; all staff are involved in ongoing assessment; the outcomes are measurable and have been evaluated using data; the program can demonstrate it has been responsive (e.g. changed) due to assessment efforts.
- Blue** → The program does not have an assessment process in place, or what is in place is not regularly used; staff participation in assessment is minimal; the outcomes are not easily measured and data are seldom used in the evaluation; the program cannot demonstrate that improvements have been made as a result of assessment efforts.

II.3 The unit/program demonstrates and promotes equity, diversity, and inclusivity in its hiring, retention, programming, activities and services.

What does this mean?

We are committed to promoting diversity in our staffing – in those we recruit, hire, and retain. Just as important, we are committed to promoting and demonstrating equity and inclusivity in our daily work, our programming, and our activities and services. And participation is encouraged and success is obtained through the representation and valuing of multiple perspectives, which include race, gender, sexual orientation, socio-economic status, ethnicity, age, and disability, in the people we employ and/or through the programs, activities, and materials we use. Because a quality program fosters a healthy workplace free from discrimination, and it recognizes the importance of actively moving toward greater equity for all individuals, this question asks you to describe the ways in which you demonstrate and promote E (equity), D (diversity), and I (inclusivity) as both separate and interacting values and practices.

- Red** → The unit's staff are diverse and actively recruit diverse candidate pools; diverse student employees are recruited and retained; unit programming and services include activities specifically focused on diversity and equity, and inclusive, multi-cultural perspectives are infused throughout all activities; any pedagogy supports diverse learners; diverse perspectives are regularly included and valued in decision making and implementation of policies and practices.
- Blue** → The unit's staff are not diverse and recent hiring has not involved diverse candidate pools; no demonstrated effort is made to recruit or retain diverse student employees; diverse and equitable programming and services are limited to very few if any activities; pedagogy is traditional; decisions are made without careful and thoughtful inclusion of diverse worldviews.

II.4 This unit/program compares well against available quality benchmarks of peer institutions in the UW-System and/or nationally.

What does this mean?

Providing high quality and valuable service is important, and being active in assessing and evaluating that service (on a regular basis) by comparing it to available quality benchmarks is one way that can be ensured. This question asks you to describe how you can be sure that your unit/program offers high quality and valuable service, without resorting to a simple “we just know we do” response.

- Red** → Unit actively benchmarks its activities, either within System or nationally; it compares well against quality benchmarks; has been recognized for high quality by its peers; has received awards for its quality and/or been cited by external reviewers or others; the unit/program is known within the region or state for its quality.
- Blue** → Unit does not benchmark its activities; does not compare well against quality benchmarks and has received little or no external recognition for quality or innovation.

PEEQ Self-Study: Administrative & Services Programs (Guidance: What Does this Mean?)

II.5 The unit/program collaborates with other units and/or departments on campus on a regular basis in a way that supports the purpose and goals of the university.

What does this mean?

This question asks you to describe any ways in which your unit supports the purpose and goals of the university by working together with other units in support of those shared goals.

Red → Unit has extensive collaborations with other units; purpose and goals of the university are enhanced by collaborations.

Blue → Unit has no collaborations with other units.

II.6 The individuals within this unit have the necessary qualifications and experience and engage in professional development.

What does this mean?

A quality program is one that has qualified and experienced personnel in it, and that has a culture that encourages and supports individuals to engage in continuous professional development. This question asks you to demonstrate that the staff in the unit are presently qualified and experienced to conduct the functions of the unit, and to demonstrate that they have remained actively engaged in ongoing professional development. By professional development we do not necessarily mean attending annual conferences, but rather engaging in learning activities that build competency in activities essential to the unit, that prepare staff for changing developments in the areas the unit serves, or that enhance the ability of administrative and classified staff to contribute effectively to the University's success and to our students.

Red → All staff have the necessary qualifications and experience to conduct the work of the unit; evidence is available to demonstrate that all staff continue to engage in professional development that is of value to the effectiveness of the unit and to the University.

Blue → Many staff lack sufficient qualifications or experience to conduct the work of the unit; many staff do not engage in professional development, or they engage in development activities that do not primarily address the specific needs of the unit.

II.7 The unit/program is not vulnerable to personnel changes, and there is sufficient staffing to provide program/unit continuity and stability.

What does this mean?

A program that depends too heavily on the effort or expertise of one particular person is a program that cannot be easily sustained should that person become unavailable (or leave). Stronger programs have several "interchangeable parts" that provide continuity and stability in circumstances where personnel are unavailable. As appropriate, comment on any plans the unit may have to address retirements and leadership development in the future.

Red → Changes in individual personnel (retirements, resignations, leaves of absence, illness, etc.) do not affect the continuity or stability of the program; the program continues with high quality regardless of personnel changes; the unit has identified succession strategies and/or leadership development opportunities.

Blue → The entire program, or a significant portion of the program, depends exclusively on a particular person, the absence of whom would cause the program to lack sufficient support to continue. The unit has made no effort to develop succession strategies or develop leadership.

III. Cost: Provide data, evidence, and commentary to address the following:

III.1 The unit provides services that are unique within the university or, if performed elsewhere on campus, do not duplicate the service(s).

What does this mean?

PEEQ Self-Study: Administrative & Services Programs (Guidance: What Does this Mean?)

This question asks you to describe what is unique or distinctive about your program or service – the value that you add to the Eau Claire experience. If you provide service or activities that are also provided by other units, describe what is duplicated and why.

- Red →** Unit provides critical services or programs that are not provided by any other unit; the services or programs provide significant value to students, faculty and/or staff; the university would not be UW-Eau Claire without this program or service.
- Blue →** Services or programs are duplicates of others provided by other units; they are not distinctive or add value over similar services provided by other units.

III.2 *Compared to similar universities or national benchmarks, the program is cost effective (be sure to reference your budget summary, as posted on the PEEQ website).*

What does this mean?

This question asks you to look outside UW-Eau Claire and to benchmark your unit's cost effectiveness in comparison to national standards or our peers. While we do not have a common database to work with, we do have guidelines from the Council for the Advancement of Standards in Higher Education (CAS standards). And while these don't provide specific numeric data, they outline best practices for a wide range of functions, from Advising and Counseling Services to Financial Aid and Recreational programs. The CAS standards will be available on the PEEQ website after Monday, Nov. 24.

Other sources for comparative benchmarks are published comparisons in the *Chronicle of Higher Education*, national associations, and comparisons with our peers – within UW-System or regionally. If you choose to select a range of regional peers, the PEEQ website contains a list of our IPEDS-based peer group.

Note that this question asks you to comment on your cost *effectiveness*. For that reason, you should discuss the value you provide for the revenue spent and, as appropriate, the reasons why your unit may be more or less expensive than your peers. You are encouraged to select peer institutions that offer a fair comparison and are not skewed to provide only favorable comparisons. This question is designed to help units identify areas in which there may be opportunities for efficiency.

- Red →** Unit provides high value for its cost, both in its outcomes and relative to costs of similar units at peer institutions; specific peer comparative data are provided; unit demonstrates that they provide cost effectiveness relative to benchmarks, and that they make deliberate efforts to improve efficiencies.
- Blue →** Unit provides no specific peer comparative data and/or is significantly less cost-effective than peer institutions; unit makes no effort to improve cost effectiveness.

III.3 *The unit/program serves UW-Eau Claire students. Specifically address the ratio of full-time equivalent staff (FTE) to total number of students served annually.*

What does this mean?

This question asks you to describe how your unit *directly* serves students and to provide a ratio for the number of unit FTE staff over the number of student FTE served annually. Discuss why that ratio is appropriate (or not), and include a comparison to any national or System benchmark standards, if available, to support your conclusions. Your answer should address both the quantity of student interactions and the quality – how many times students are served, the kinds of services provided, etc.

- Red →** Unit provides high quality, high-impact services or programs to large numbers of students; staff levels are cost effective and sufficient for maintaining quality service.
- Blue →** Unit does not serve students directly.

III.4 *The program has made efforts within the last five years to cut costs or operate more efficiently and has examined ways to improve efficiency in the future.*

What does this mean?

PEEQ Self-Study: Administrative & Services Programs (Guidance: What Does this Mean?)

Almost every unit in the University has been asked to make budget cuts in the past five years. This question is focused on how decisions have been made to deal with the reality of reduced revenues in ways that preserve your unit's effectiveness and mission. In short, this question asks you about how you plan for the future. In this question, you should describe how you took steps to reduce costs while improving efficiency or re-prioritizing so that key activities in your unit continue to support your unit and/or university goals. Outline any processes or structures your unit has in place so that it can continue to monitor its effectiveness in the future.

Red → Unit has formal mechanisms in place that enables it to evaluate its effectiveness and make improvements; budget reductions are accomplished within a framework of collaborative planning that supports university goals and mission; planning for the future is ongoing.

Blue → Budget cuts, when mandated, are made across-the-board or without consideration for unit goals and mission; little effort is made to improve unit effectiveness; planning for the future is ad hoc or non-existent.

III.5 *Unit/program costs are within control of the unit and are not expected to change significantly in the near term. If significant change is expected, describe the impacted functions and scope of the change.*

What does this mean?

This question asks you to outline the level of control you have over your program or service costs. In some cases, costs may be outside your control, due to rising fuel prices, System mandates, federal or state regulations, etc. Describe any anticipated external factors that you expect to impact your unit in the next 2-5 years, and describe what steps you have taken to gain control over costs – through cost efficiencies, succession planning, or development of external revenue sources, among others.

Red → Unit's costs are stable and expected to remain stable in the next five years; unit has identified areas in which costs are expected to rise and has developed steps to address anticipated increases.

Blue → A significant portion of the unit's costs include those over which it has little control, either currently or into the next five years; no effort has been made to identify strategies to address the anticipated cost increases.

IV. Opportunity Analysis: Strategic Plan Fulfillment

IV.1 *Discuss opportunities within your unit/program to align with and contribute to the goals of the UW-Eau Claire Centennial Plan, if resources (positions, new facilities, administrative support, etc.) could be allocated to these opportunities via:*

a. *purely internal reallocation of program resources – through consolidation, elimination, outsourcing or the novel use of technology;*

What does this mean?

Perhaps the most important aspect of PEEQ is the explicit permission you are given to suggest ways in which you can reassign resources from within your own program(s) to other areas in your own program(s). Can you suggest ways to be more efficient with the resources that you have? If so, describe them here! Feel free to suggest some things that you could stop doing, and then what you would do with the newly available resources – keeping in mind the goals of the Centennial Plan.

Responses are not colorized.

b. *additional resources provided through campus reallocation;*

What does this mean?

The phrase “campus reallocation” means that the resources are on campus right now (typically in 102 type funding streams) and would need to be reassigned to your program from some other program. What you get in “new” funding would have to come from another program’s resource base. This is an opportunity to describe what you would do with such resources, understanding that reallocations of this form are a challenge to implement.

Responses are not colorized.

c. *new external revenue streams generated by the program.*

What does this mean?

New external revenue streams are ones that the program creates outside of the normal “102” funding stream. External grants, financial support from external partners (business or industry), collaborations with other universities, partnerships with Continuing Education, etc., would be just some examples. This is one of the few means we have for finding “new” resources that don’t require a DIN or moving existing base resources – so thinking broadly and “out of the box” is very important. By the way, writing that you will “seek a System DIN” is not a practical answer to generating new revenue streams, as DINs are driven by System priorities and, within the current economic environment, will likely be difficult to obtain in the near future.

Responses are not colorized.

IV.2 *If you could start fresh and totally restructure the program (and/or your unit), how would you do it?*

What does this mean?

Many of us, at one time or another, have dreamed about how we would organize our work to eliminate those activities that are redundant, no longer meet a need or just don’t make sense anymore. This is a chance to describe what you would do if you could start over in creating your unit, with a goal of higher quality outcomes and greater efficiency in the use of resources. If there are policies or procedures that prevent this, please mention them – we may be able to change those if the benefits are sufficiently great. Don’t be afraid to think big or creatively!

Responses are not colorized.

Appendix:

- A. Attach an organizational chart, including general responsibilities for each person (either within the chart or attached to it). To create the org chart, use the instructions provided on the PEEQ website.

What does this mean?

The purpose of the org chart is to provide a high level overview of the various functions and associated approximate resource allocations. All data you report should be approximate – this is not exact science. The point is to provide some context to the evaluation team so that they may better understand where the majority of resources are deployed in a unit. It indicates what you do, and about how much effort is applied to each such function.