

Appendix B

Instrument

**Perception of Quality**

**Directions** – Please read each statement and then circle/write the appropriate response based on **Your** personal perceptions of the quality efforts at UW Stout. If you wish to contact me, please do so at Pdettmann@vt.edu. Please return this survey to “**Dettmann 210 Memorial Student Center**”

**Part A: Personal Information**

1. How would you best describe your primary position with UW Stout? (select one only)
  - a. Administrator (*examples: chancellor, provost, dean, assistant dean, director, assistant director*)
  - b. Faculty (*primary duty is teaching classroom curriculum*)
  - c. Staff/ Support Staff (*primary duties other than teaching classroom curriculum*)
  
2. How long have you been employed full-time with UW Stout? Year(s)\_\_\_\_\_ Month(s)\_\_\_\_\_
  
3. Have you been employed full-time by an industry or business(non-academic setting) prior to being employed at UW Stout?

Yes                      No

If **YES** how long were you employed full-time by business or industry?

Year(s)\_\_\_\_\_ Month(s)\_\_\_\_\_

**Part B: Personal Perception of Quality Efforts at UW Stout**

<b>Category 1: Leadership</b>		Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
1.	<b><u>Senior Leadership Direction</u></b> Senior (Top) leadership is actively involved in quality related activities (example: goal setting, planning, reviewing institutional performance, communicating, and recognizing employee contributions).	1	2	3	4	5
2.	<b><u>Organization Performance Review</u></b> Senior (Top) leadership actively reviews the organizational performance and capabilities of the university to assess the progress/successes relative to short and long-term goals.	1	2	3	4	5
3.	<b><u>Public Responsibility and Citizenship</u></b> Opportunities for organizational leadership to key external communities (outside the university organizations) are identified by university leaders and encouragement is given to me to participate in or support them.	1	2	3	4	5

<b>Category 2: Strategic Planning &amp; Deployment</b>		Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
4.	<b><u>Strategy Development</u></b> The university has an effective process in place for goal setting/strategic planning to improve the overall universities ability to make possible student achievement.	1	2	3	4	5
5.	<b><u>Quality Goals &amp; Plans</u></b> The university actively develops and implements plans to achieve its goals/strategic plans.	1	2	3	4	5

<b>Category 3: Student, Stakeholder, &amp; Market Focus</b>		Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
6.	<b><u>Knowledge of student, stakeholder, &amp; Market Needs &amp; Expectations</u></b> There is an effective process to determine student needs and market expectation, that is used to create an active learning environment and promotes student well-being and satisfaction.	1	2	3	4	5
7.	<b><u>Student &amp; Stakeholder Relationships &amp; Satisfaction</u></b> Feedback for continuous improvement of my work is sought from students and stakeholders (people directly or indirectly involved with the university) to determine their satisfaction or dissatisfaction with my performance.	1	2	3	4	5
8.	<b><u>Knowledge of Student, Stakeholder, &amp; Market Needs &amp; Expectations</u></b> The university targets specific student markets and/or segments (example: high schools & middle schools) and monitors student populations in other educational markets (ex.: technical colleges, business and industry).	1	2	3	4	5

<b>Category 4 Information &amp; Analysis</b>		Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
9.	<b><u>Performance Measurement</u></b> The university actively gathers and combines data/information from multiple sources regarding the performance of the university (example: surveys, focus groups, national comparisons).	1	2	3	4	5
10.	<b><u>Performance Analysis</u></b> Data/information from university wide analysis (reviews) are available to support the decision making process for performance improvements.	1	2	3	4	5
11.	<b><u>Data Availability</u></b> Information is made available (via websites, or paper copies) to me as how the university is doing regarding the organization's performance in accomplishing its goals/strategic objectives.	1	2	3	4	5
12.	<b><u>Hardware &amp; Software Quality</u></b> The university has a process to evaluate the hardware/software that it uses in order to ensure it is reliable, user friendly and up-to-date.	1	2	3	4	5

<b>Category 5 Faculty and Staff Focus</b>		Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
13.	<b><u>Work Systems</u></b> Administrators /supervisors encourage my development to its fullest potential so I can improve my contribution to the university community (example: recruitment, work flow, development, recognition).	1	2	3	4	5
14.	<b><u>Work Systems</u></b> My colleagues work cooperatively as a team across the department(s) or job(s) through effective communication and or sharing of knowledge.	1	2	3	4	5
15.	<b><u>Faculty &amp; Staff Education, Training &amp; Development</u></b> The university asks me and or my supervisor what formal/ informal education/training is needed for me to improve my job performance and the knowledge/skills learned are reinforced on the job (example: observations, application of skills on the job).	1	2	3	4	5
16.	<b><u>Faculty and Staff well-being &amp; Satisfaction</u></b> The university is concerned about and regularly inquires formally or informally about my well-being, job satisfaction and motivation.	1	2	3	4	5

<b>Category 6 Process Management</b>		Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
17.	<b><u>Education Design Process</u></b> Individual differences in student learning styles and learning rates are considered in the development and delivery of course curriculum.	1	2	3	4	5
18.	<b><u>Educational Delivery Process</u></b> Education programs and offerings are evaluated on a regular basis to facilitate improvements to key delivery and design requirements.	1	2	3	4	5
19.	<b><u>Student Services</u></b> Feedback from students, faculty/staff, and stakeholders (people directly or not directly involved with the university) is used to improve student services in order to keep them current and effective.	1	2	3	4	5
20.	<b><u>Support Processes</u></b> The university offers appropriate support services (technical and non technical) to assist me in the daily operations of my job.	1	2	3	4	5

<b>Category 7 Organizational Performance Results</b>		Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
21.	<b><u>Student Learning Results</u></b> The university measures student learning and improvements in order to determine their current level.	1	2	3	4	5
22.	<b><u>Student &amp; Stakeholder Focused Results</u></b> The university actively measures student/stakeholders (people directly or not directly involved with the university) perceived value of their affiliation with the university (ex: graduate follow up surveys).	1	2	3	4	5
23.	<b><u>Budgetary, Financial &amp; Market Results</u></b> Data (information) is available, showing how well the university is doing in its market share (example: type of students, types of majors, size of the university).	1	2	3	4	5
24.	<b><u>Faculty &amp; Staff Results</u></b> The university is actively concerned about the faculty and staffs well-being.	1	2	3	4	5
25.	<b><u>Organizational Effectiveness</u></b> The university creates an educational climate that leads to improved student performance/development.	1	2	3	4	5

