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

<table>
<thead>
<tr>
<th>Category 1: Leadership</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neither Agree nor Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Senior Leadership Direction</td>
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<tr>
<td>Senior (Top) leadership is actively involved in quality related activities (example: goal setting, planning, reviewing institutional performance, communicating, and recognizing employee contributions).</td>
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<tr>
<td>2. Organization Performance Review</td>
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<tr>
<td>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.</td>
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<td>3. Public Responsibility and Citizenship</td>
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<tr>
<td>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.</td>
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## Category 2: Strategic Planning & Deployment

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<tbody>
<tr>
<td></td>
<td>Strongly Disagree</td>
<td>Disagree</td>
<td>Neither Agree nor Disagree</td>
<td>Agree</td>
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<tr>
<td>4. <strong>Strategy Development</strong></td>
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<tr>
<td>The university has an effective process in place for goal setting стратегическое планирование to improve the overall universities ability to make possible student achievement.</td>
<td>1</td>
<td>2</td>
<td>3</td>
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<tr>
<td>5. <strong>Quality Goals &amp; Plans</strong></td>
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<tr>
<td>The university actively develops and implements plans to achieve its goals/strategic plans.</td>
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</table>

## Category 3: Student, Stakeholder, & Market Focus

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<tr>
<td></td>
<td>Strongly Disagree</td>
<td>Disagree</td>
<td>Neither Agree nor Disagree</td>
<td>Agree</td>
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<tr>
<td>6. <strong>Knowledge of student, stakeholder, &amp; Market Needs &amp; Expectations</strong></td>
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<tr>
<td>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.</td>
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<td>2</td>
<td>3</td>
<td>4</td>
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<tr>
<td>7. <strong>Student &amp; Stakeholder Relationships &amp; Satisfaction</strong></td>
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<tr>
<td>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.</td>
<td>1</td>
<td>2</td>
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<td>4</td>
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<tr>
<td>8. <strong>Knowledge of Student, Stakeholder, &amp; Market Needs &amp; Expectations</strong></td>
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<tr>
<td>The university targets specific student markets and/or segments (example: high schools &amp; middle schools) and monitors student populations in other educational markets (ex.: technical colleges, business and industry).</td>
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</tbody>
</table>
### Category 4
**Information & Analysis**

<table>
<thead>
<tr>
<th>9. Performance Measurement</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neither Agree nor Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>The university actively gathers and combines data/information from multiple sources regarding the performance of the university (example: surveys, focus groups, national comparisons).</td>
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<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>10. Performance Analysis</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neither Agree nor Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Data/information from university wide analysis (reviews) are available to support the decision making process for performance improvements.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>11. Data Availability</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neither Agree nor Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>1</td>
<td>2</td>
<td>3</td>
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<td>5</td>
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</tbody>
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<table>
<thead>
<tr>
<th>12. Hardware &amp; Software Quality</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neither Agree nor Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>1</td>
<td>2</td>
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<td>5</td>
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</table>

### Category 5
**Faculty and Staff Focus**

<table>
<thead>
<tr>
<th>13. Work Systems</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neither Agree nor Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>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).</td>
<td>1</td>
<td>2</td>
<td>3</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>14. Work Systems</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neither Agree nor Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>My colleagues work cooperatively as a team across the department(s) or job(s) through effective communication and or sharing of knowledge.</td>
<td>1</td>
<td>2</td>
<td>3</td>
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<td>5</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>15. Faculty &amp; Staff Education, Training &amp; Development</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neither Agree nor Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>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).</td>
<td>1</td>
<td>2</td>
<td>3</td>
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<td>5</td>
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<table>
<thead>
<tr>
<th>16. Faculty and Staff well-being &amp; Satisfaction</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neither Agree nor Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>The university is concerned about and regularly inquires formally or informally about my well-being, job satisfaction and motivation.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Category 6</td>
<td>Process Management</td>
<td>Strongly Disagree</td>
<td>Disagree</td>
<td>Neither Agree nor Disagree</td>
<td>Agree</td>
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<tr>
<td>17.</td>
<td><strong>Education Design Process</strong></td>
<td>Individual differences in student learning styles and learning rates are considered in the development and delivery of course curriculum.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>18.</td>
<td><strong>Educational Delivery Process</strong></td>
<td>Education programs and offerings are evaluated on a regular basis to facilitate improvements to key delivery and design requirements.</td>
<td>1</td>
<td>2</td>
<td>3</td>
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<tr>
<td>19.</td>
<td><strong>Student Services</strong></td>
<td>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.</td>
<td>1</td>
<td>2</td>
<td>3</td>
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<tr>
<td>20.</td>
<td><strong>Support Processes</strong></td>
<td>The university offers appropriate support services (technical and non-technical) to assist me in the daily operations of my job.</td>
<td>1</td>
<td>2</td>
<td>3</td>
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<thead>
<tr>
<th>Category 7</th>
<th>Organizational Performance Results</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neither Agree nor Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
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<tbody>
<tr>
<td>21.</td>
<td><strong>Student Learning Results</strong></td>
<td>The university measures student learning and improvements in order to determine their current level.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<tr>
<td>22.</td>
<td><strong>Student &amp; Stakeholder Focused Results</strong></td>
<td>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).</td>
<td>1</td>
<td>2</td>
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<tr>
<td>23.</td>
<td><strong>Budgetary, Financial &amp; Market Results</strong></td>
<td>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).</td>
<td>1</td>
<td>2</td>
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<td>4</td>
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<tr>
<td>24.</td>
<td><strong>Faculty &amp; Staff Results</strong></td>
<td>The university is actively concerned about the faculty and staffs well-being.</td>
<td>1</td>
<td>2</td>
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<td>25.</td>
<td><strong>Organizational Effectiveness</strong></td>
<td>The university creates an educational climate that leads to improved student performance/development.</td>
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<td>2</td>
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Organizational Effectiveness
The university measures its effectiveness in achieving its goals, which are unique to the institution.

Part C: Outcomes You Have Observed:

1. Please describe at least three positive outcomes you have observed as a result of the university winning the Malcolm Baldrige Award.

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2. Please describe at least three negative outcomes that you have observed as a result of the university winning the Malcolm Baldrige Award.

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