



# EXTRAORDINARY TOGETHER

MILWAUKEE  
SCHOOL OF  
ENGINEERING

STRATEGIC PLAN:  
2018–2023



UNIVERSITY

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Dear Friends,

After a year of hard work and dedication by a cross section of MSOE faculty, staff, students, alumni and Regents, I am pleased to present MSOE's strategic plan. It is the result of countless meetings, information gathering, brainstorming, feedback, analysis, careful thought and revision.

Throughout this process, our goal was to provide clear direction for the next five years at MSOE—and inspire us to be extraordinary together. We developed new mission and vision statements for the university and identified the core values that guide our actions.

The strategic plan is organized around three key commitments—Commitment to Engaging Our Community; Commitment to Learning and Discovery; and Commitment to Being Extraordinary. For each commitment we have identified a set of strategies and specific action items that support our mission and vision.

MSOE is continually evolving, and we pledge to frequently reference this plan, using key performance indicators to evaluate our progress, and making changes as necessary to keep the plan up-to-date. I invite you to follow our progress online at [msoe.edu/strategicplan](https://msoe.edu/strategicplan).

Sincerely,

John Y. Walz  
President

## OUR MISSION INSPIRES US

**MSOE is the university of choice for those seeking an inclusive community of experiential learners driven to solve the complex challenges of today and tomorrow.**

We welcome those seeking to study, teach, work, recruit or partner with our community. MSOE is a supportive environment where everyone is valued. Our method of learning by doing is our distinction: it is how we teach, how we learn, and how we serve. This approach to learning makes our students ready now as well as prepared for the future.

## OUR VISION CHALLENGES US

**MSOE will set the standard for preparing leaders to solve the diverse technical challenges of the 21st century.**

## OUR VALUES UNITE US

<b>Collaboration</b>	We value working together across boundaries.
<b>Excellence</b>	We value the pursuit and achievement of excellence.
<b>Inclusion</b>	We value authentic engagement with diverse people, beliefs and ideas.
<b>Innovation</b>	We value creativity and new ideas for lifelong service, discovery and growth.
<b>Integrity</b>	We value doing the right thing in a reliable way.
<b>Stewardship</b>	We value the responsible use of our resources.

We will fulfill our mission and live our values through three crucial commitments we make to **Engaging Our Community**, to **Learning and Discovery** and to **Being Extraordinary**.

## COMMITMENT

# Engaging Our Community

MSOE is an inclusive community of students, faculty and staff dedicated to continuous individual exploration and the academic freedom to explore fields of interests. We have a passion for engaging members in a respectful, responsive and ethical manner while providing opportunities for personal and professional growth. We extend this ethos beyond our campus by cultivating sustainable and mutually beneficial relationships that transcend the expectations of our partners. The KPIs to measure our commitment to engaging our community will be:

- **Alumni Engagement**
- **Brand Awareness**
- **Community Engagement**
- **Diversity and Inclusion**
- **High-Impact Practices**
- **Values-Driven Culture**

“Be the change that you wish to see in the world.”

—Mahatma Gandhi



### Strategy 1

Create a culture that embraces MSOE's shared values.

#### Actions

- a. Create and staff an Office of Campus Culture.

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- b. Complete a cultural assessment.

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- c. Engage the community in implementing the ideal culture through seminars, workshops, retreats or other deliberate training sessions.

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- d. Continuously reinforce and sustain culture with language, celebrations and events that align with our shared values.

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### Strategy 2

Increase opportunities for meaningful and significant student, faculty and staff interactions.

#### Actions

- a. Provide common spaces that allow for and promote faculty, staff and student interaction.

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- b. Provide opportunities for faculty and staff to collaborate with students in curricular and co-curricular experiences.

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- c. Provide opportunities for faculty and staff to engage/collaborate.

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- d. Commit to the resources required for optimal class size for student outcomes while utilizing the highest quality faculty.

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- e. Continue to incorporate high-impact educational practices throughout campus.

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### Strategy 3

Increase awareness of MSOE throughout the communities we serve.

#### Actions

- a. Complete analysis to determine key audiences to meet marketing objectives.

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- b. Engage marketing and public relations staff to develop a reinvigorated and comprehensive marketing plan to support MSOE's strategic priorities.

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- c. Engage MSOE community to clearly articulate the MSOE brand (i.e., achievement of the mission) to all stakeholders.

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- d. Engage and support student organizations in community outreach events throughout southeast Wisconsin and in competitions throughout the U.S. and the world.

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- e. Launch, maintain and continually enhance the MSOE website.

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- f. Identify opportunities to increase outreach at industry events (e.g., conferences or trade shows).

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### Strategy 4

Increase community engagement to foster deeper connections between MSOE and educational, corporate and community organizations.

#### Actions

- a. Explore additional opportunities for attracting and engaging PLTW students from Wisconsin and beyond.

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- b. Explore additional educational partnerships with area colleges and universities.

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- c. Engage civic leaders as necessary to further the MSOE mission.

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- d. Develop a plan to better engage the community surrounding the MSOE campus.

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### Strategy 5

Increase alumni involvement to better connect them with one another and with MSOE.

#### Actions

- a. Reinvigorate the alumni relations plan.

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- b. Engage the Alumni Association board to develop a long-term plan to improve benefits and opportunities for alumni.

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- c. Strengthen engagement with the Alumni Association.

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- d. Maintain a commitment to lifelong learning and preparedness of our alumni through robust professional education offerings and career counseling that serve their expressed needs and the demands of a continuously changing market.

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### Strategy 6

Ensure satisfaction of our stakeholders in their interactions with MSOE.

#### Actions

- a. Develop a single contact (or portal) for educational, corporate and community organizations to use for engaging with MSOE.

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- b. Develop communications plans to streamline internal and external partnerships.

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- c. Work with the administration, faculty and staff to maximize the impact of the Career Services Office for alumni, students and corporate partners.

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- d. Research and implement best practices for a portal for disseminating communication across campus to stakeholders.

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## COMMITMENT

### **Learning and Discovery**

Our educational programs cultivate an environment of collaborative and professional experiences that drive our community of learners to create the extraordinary. Personalized, experiential learning is at the heart of our approach to education. Discovery also underpins the learning we do. The MSOE community creates, supports and facilitates scholarly activities—which includes guiding students to discover and explore their interests. The KPIs to measure our commitment to learning and discovery will be:

- **Community Engagement**
- **Scholarship**
- **Student Success**
- **Undergraduate Research**

“The art of teaching is the art of assisting discovery.”

—Mark Van Doren

Visit [msoe.edu/strategicplan](https://msoe.edu/strategicplan) to view plan updates.



### Strategy 1

Enhance success throughout our learning community for students, faculty and staff.

#### Actions

- a. Continuously study the opportunities and challenges that face incoming and current students; identify, pursue and implement strategies to improve student success.

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- b. Continue educating K–12 teachers, along with MSOE faculty, staff and administrators in methods that foster growth and expansion of educational excellence.

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### Strategy 2

Enhance MSOE’s educational programs to deepen experiential learning and focus on the development of the professional.

#### Actions

- a. Optimize review processes for existing educational programs to ensure their fitness with the university mission, values and strategy.

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- b. Pilot new educational programs with an emphasis on interdisciplinary engagement.

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- c. Continue to evaluate the ways in which MSOE articulates academic credit for its students.

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### Strategy 3

Ensure that all students use real-world projects and initiatives in their field of study or extracurricular interest to benefit society and the communities where we live and work.

#### Actions

- a. Establish a center responsible for defining, identifying and tracking success of such opportunities.

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- b. Expand and align MSOE's experiential opportunities and establish support programs to assist student participation.

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### Strategy 4

Develop a funded, nationally-recognized, application-oriented undergraduate research program (UR@MSOE).

#### Actions

- a. Create and fund a UR@MSOE program to identify and manage opportunities, set and maintain policies, and support students and faculty.

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- b. Engage external program review of UR@MSOE.

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- c. Align faculty hiring, retention and promotion practices to recognize undergraduate research emphasis.

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- d. Assign workload for undergraduate research faculty advising.

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- e. Allocate space and equipment for undergraduate researchers and explore establishing an undergraduate research living-learning community.

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- f. Specify undergraduate research curricular applicability for every undergraduate program at MSOE and institute a curricular colloquia series for undergraduate researchers.

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### Strategy 5

Enable all full-time faculty to engage in ongoing, meaningful and productive scholarly activities.

#### Actions

- a. Facilitate widespread faculty scholarly activities and professional development with mentorship, teaching assignments, space allocation, equipment and recognition.

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- b. Develop hiring, retention and promotion policies, and institute expectations within a balanced faculty workload framework.

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- c. Support faculty and research staff with the development, submission and management of research proposals.

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- d. Enable first-year faculty to establish and/or transition scholarly work to MSOE.

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### Strategy 6

Raise awareness and understanding of scholarship throughout MSOE.

#### Actions

- a. Have Faculty Senate and Faculty Council form working definition of “Scholarship at MSOE.”

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- b. Use faculty governance to incorporate scholarship definition into applicable policies and procedures (e.g., faculty development program, Faculty Handbook, promotion and retention policies, etc.) and ensure alignment of MSOE scholarship with institutional mission.

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- c. Benchmark scholarship at MSOE (i.e., activities, resources, staffing levels) with peer-group institutions.

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- d. Publish regular updates on scholarship activity at MSOE, promoting scholarly achievements and “milestone” status reports from faculty and students on projects.

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## COMMITMENT

# Being Extraordinary

Achieving our mission and delivering on the bold commitments in this plan requires us to be extraordinary. For us, being extraordinary means delivering a customer-focused university experience built on our dedication to our community and the campus where we live, learn and work. The KPIs to measure our commitment to being extraordinary will be:

- **Diversity and Inclusion**
- **Facilities**
- **Professional Development**
- **Sustained Giving**

“Whatever you are thinking,  
think bigger.”

—Tony Hsieh, CEO of Zappos



### Strategy 1

Recruit, develop and retain outstanding faculty and staff who share our core values and who are committed to personal and professional growth.

#### Actions

- a. Create procedures and processes that support faculty and staff members in personal and professional growth.

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- b. Develop robust faculty and staff onboarding and mentorship programs.

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- c. Develop faculty and staff recruiting relationships with select institutions, professional associations, and other groups that are recognized for their quality and diversity.

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### Strategy 2

Recruit and retain a diverse and inclusive student population that is committed to personal and professional growth.

#### Actions

- a. Develop programs and support systems for recruiting and retaining underrepresented populations.

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- b. Continue to leverage co-curricular and extra-curricular programs that support students in their physical, social and emotional well-being.

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### Strategy 3

Implement visionary and comprehensive plans for campus buildings, instructional technologies, and information systems.

#### Actions

- a. Perform annual review of the master facilities plan and provide priority recommendations. Schedule and implement as appropriate.

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- b. Perform annual review of the IT strategic plan and provide priority recommendations. Schedule and implement as appropriate.

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- c. Conduct regular safety and security assessments for the campus, provide recommendations for improvements. Schedule and implement as appropriate.

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- d. Standardize classroom and instructional technology and offer regular training and up-to-date process documents.

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- e. Standardize IT technology and offer regular training and up-to-date process documents.

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### Strategy 4

Expand fundraising to ensure our sustainability and advance our strategic mission.

#### Actions

- a. Engage development personnel, President and Board of Regents to create fundraising strategies that engage multiple stakeholder groups and advance strategic initiatives.

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- b. Build a campus culture of philanthropy.

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### Strategy 5

Align our institutional structure and governance to support our mission.

#### Actions

- a. Research and recommend an organizational structure that supports MSOE's mission and vision.

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- b. Evaluate the current academic calendar model, as well as additional models, to ensure that the chosen model helps our stakeholders be successful in meeting their academic and professional goals.

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### Strategy 6

Apply an efficient and sustainable operations business model to fulfill our commitments.

#### Actions

- a. Evaluate faculty pay best practices compared to MSOE's macro/micro-load model and move to a system that is more fair and less complex.

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- b. Assess and develop funding resources for initiatives and to strengthen financial sustainability.

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- c. Perform an annual review of the enrollment level expected and the financial aid packaging plan that supports the overall strategic plan.

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- d. Expand to a multi-year financial plan that links mission to resources.

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- e. Evaluate key business processes to identify and implement improvements and efficiencies where possible.

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- f. Develop an enterprise risk management program.

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KEY PERFORMANCE INDICATORS (KPI)

## HOW WE WILL MEASURE OUR SUCCESS

Track our progress. Visit [msoe.edu/strategicplan](https://msoe.edu/strategicplan).



**Engaging Our Community**



**Learning and Discovery**



**Being Extraordinary**

# Alumni Engagement

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VALUES	FOCUS
Inclusion	Customer
Stewardship	Financial
Collaboration	

## OVERVIEW

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**Responsibility:** Development and Alumni Affairs

**Key Stakeholder(s):** Alumni

## GOAL AND RATIONALE

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**Goal:** To measure the extent of alumni involvement.

**Rationale:** The short-term indicator of alumni engagement can be measured through participation rates in MSOE activities, website usage, email campaigns, and Career Services interaction. Long-term engagement and overall satisfaction can be culminated in giving rates. Giving rates measures are standardized based on *U.S. News & World Report* definition.

## DEFINITION AND COLLECTION PLAN

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**Formal Definition:** Participation rates in MSOE activities include, but are not limited to, alumni sponsored events, adjunct teaching, course participation, or senior design mentoring as gathered and reported by Alumni Affairs. Website usage is determined from Google analytics for alumni-specific webpages. Email campaigns sent through an email service provider (ESP) from Development and Alumni Affairs are measured by open and click-through rates. Career Service interaction includes, but is not limited to, participation in university-wide or department sponsored career fairs and utilization of Career Services resources post-graduation. Alumni giving rates are defined as alumni donors divided by alumni of which we have current records.

**Frequency:** Quarterly

**Comparison Group(s):** 5-year Historical Trend / Aspirational Group / Peer Group

## ANALYSIS

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**Variables:** Alumni Participation / Alumni Giving Rate

**Audiences:** Alumni / Campus Community / General Public

# Brand Awareness

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**VALUES**  
Excellence

**FOCUS**  
Customer

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## OVERVIEW

**Responsibility:** Marketing & Community Engagement

**Key Stakeholder(s):** General Public

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## GOAL AND RATIONALE

**Goal:** To measure the extent of awareness of MSOE throughout the communities we serve.

**Rationale:** Short-term indicators of brand awareness include earned media and web interactions. Other indicators are tracked, but these are viewed as those that have a long-term impact and most relevancy to the current strategic plan. Specifically, impact of earned media is best measured through story count and feature story count. Web interaction is measured through total webpage visits along with new visitors. Long-term indicators are measured through top-of-mind (unaided) awareness.

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## DEFINITION AND COLLECTION PLAN

**Formal Definition:** Story count is a measure of total stories in which MSOE is represented as measured by Cision media monitoring service. Feature story count is a subset in which MSOE is the focus or feature of the media story as reported by Cision media monitoring service. Web metrics are provided by Google Analytics and include total site visits and new visitors as determined by IP address. Top-of-mind awareness is defined as the first brand that comes to mind when an individual is asked an unprompted question.

**Frequency:** Quarterly

**Comparison Group(s):** 5-year Historical Trend

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## ANALYSIS

**Variables:** Top-of-Mind Awareness / Web Analytics / Earned Media

**Audiences:** Administration / General Public

# Community Engagement

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VALUES	FOCUS
Collaboration	Customer
Excellence	Innovation &
Innovation	Learning

## OVERVIEW

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**Responsibility:** Institutional Effectiveness

**Key Stakeholder(s):** Faculty, Students, Community

## GOAL AND RATIONALE

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**Goal:** To measure community engagement and ensure all students use real-world projects.

**Rationale:** Community engagement, as defined by the Carnegie Foundation for the Advancement of Teaching, describes the collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity. This highly aligns with the commitments of the strategic plan and therefore measures related to the application for an elective classification of community engagement through the foundation will be utilized.

## DEFINITION AND COLLECTION PLAN

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**Formal Definition** The purpose of community engagement is the partnership of university knowledge and resources with those of the public and private sectors to enrich scholarship, research and creative activity; enhance curriculum, teaching and learning; prepare educated, engaged citizens; strengthen democratic values and civic responsibility; address critical societal issues; and contribute to the public good. The assessment of the impact on (1) students, (2) faculty, (3) community, and (4) institution will be developed and validated along with tracking of courses designated as service learning courses, with specific measures on department, faculty and student involvement.

**Frequency:** Quarterly

**Comparison Group(s):** 5-year Historical Trend

## ANALYSIS

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**Variables:** Impact Assessment, by constituent / Unique Student & Faculty Participants / Department Participation Distribution

**Audiences:** Faculty, Staff / Students

# Diversity & Inclusion

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## VALUES

Collaboration  
Inclusion  
Innovation  
Integrity

## FOCUS

Innovation &  
Learning

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### OVERVIEW

**Responsibility:** Institutional Effectiveness

**Key Stakeholder(s):** Faculty, Staff, Students

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### GOAL AND RATIONALE

**Goal:** To measure the extent of recruiting and retaining a diverse and inclusive student.

**Rationale:** The key to recruiting and retaining a diverse student population lies in the measure of inclusion as determined by the culture of the community in which they are engaged. In addition, research has shown that both recruitment and retention can be influenced by the representation of faculty and staff. Therefore, recruitment and retention goals will be established for similar diversity groups among faculty and staff. The extent that MSOE's culture aligns with the values which embrace an inclusive culture will be measured as a part of the Value-driven Culture KPI, so the focus of this KPI is on the impact to our student, faculty and staff populations.

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### DEFINITION AND COLLECTION PLAN

**Formal Definition:** The diverse populations in which recruitment and retention goals will be established will be determined after initial assessment of a variety of diversity indicators ranging from ethnicity, socio-economic, program, and more. From initial data goals will be established and annual achievement tracked. All established recruitment and retention goals will be based on a percentage of the total recruitment or cohort group for students, and total full-time employees for both faculty and staff.

**Frequency:** Annually

**Comparison**

**Group(s):** 5-year Historical Trend / Aspirational Group / Competitor Group / Peer Group

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### ANALYSIS

**Variables:** Percentage of Recruitment Goal Met / Percentage of Retention Goal Met

**Audiences:** Faculty, Staff / General Public

# Facilities

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## VALUES

Excellence  
Innovation  
Stewardship

## FOCUS

Internal Processes

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### OVERVIEW

**Responsibility:** Operations

**Key Stakeholder(s)::** Faculty, Students, Staff

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### GOAL AND RATIONALE

**Goal:** To measure the extent of implementing visionary and comprehensive plans for campus buildings.

**Rationale:** To ensure safe learning, living and work environments exist for all constituents of the campus community, overall deferred maintenance needs to be regularly monitored and include a long-term forecast and an overall long-term decrease in deferred maintenance costs. In addition, the loss of value, utility and building appearance in an increasingly competitive environment for students continues to emerge in the market therefore a measure of student satisfaction is also measured.

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### DEFINITION AND COLLECTION PLAN

**Formal Definition:** Deferred maintenance costs will be determined from the deferred maintenance schedule. This schedule will indicate the status of the major building systems to include HVAC, electrical, plumbing, elevators, roofing and exterior façade of each building and identify those systems that are failing or have exceeded their useful life. The dollar amount of the repairs or replacements will be determined as will the number of projects requiring service. In order to determine the useful life of each system we will use ASHRAE equipment life expectancy standards for HVAC, manufacturers' expected life time for roofs, consultant's recommendations for elevators, city and facilities inspections for building façades, facilities inspections for electrical and plumbing systems. Utilizing the Student Satisfaction Inventory (SSI) both the importance and satisfaction of the students is measured for: (1) Living conditions in the residence halls are comfortable (adequate space, lighting, heat, air, etc.) and (2) On a whole, the campus is well-maintained.

**Frequency:** Annually

**Comparison Group(s):** 5-year Historical Trend

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### ANALYSIS

**Variables:** Total Deferred Maintenance Costs / Importance and Satisfaction with Living Conditions / Importance and Satisfaction with Campus

**Audiences:** Administration, Board

# High-Impact Practices

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**VALUES**

Excellence

**FOCUS**Innovation &  
Learning

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**OVERVIEW**

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**Responsibility:** Institutional Effectiveness**Key Stakeholder(s):** Faculty, Students

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**GOAL AND RATIONALE**

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**Goal:** To measure the extent of increased opportunities for meaningful and significant student-faculty interactions.**Rationale:** High-impact practices (HIPs) have shown positive associations with student learning and retention and share the traits of demanding considerable time and effort, facilitate learning outside the classroom, require meaningful interactions with faculty and students, encourage collaboration with diverse others, and provide frequent and substantive feedback. It is nationally recommended that all students participate in at least two HIPs, one during their first year and one in the context of their major. This measure is collected from National Survey of Student Engagement (NSSE) a nationally administered and rigorously tested student survey tool. The impact of individual HIPs will be measured independently for actions within the Learning and Discovery Commitment, but these are not included in the current KPI.

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**DEFINITION AND COLLECTION PLAN**

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**Formal Definition:** High-impact practices include participation in a learning community where student groups take two or more classes together, courses that include community-based projects or service-learning, working with a faculty member on a research project, internships, co-op's, field experience, clinicals, study-abroad programs, and culminating senior experience. The percentage of first-year students participating in one HIP and percentage of seniors participating in two or more HIPs will be reported.**Frequency:** Bi-annually**Comparison Group(s):** 5-year Historical Trend / Aspirational Group / Competitor Group / Peer Group

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**ANALYSIS**

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**Variables:** First-Year Participation / Senior Year Participation**Audiences:** Faculty / Students / General Public

# Professional Development

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## VALUES

Excellence

Integrity

## FOCUS

Customer

Internal Processes

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## OVERVIEW

**Responsibility:** Human Resources

**Key Stakeholder(s):** Staff, Faculty

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## GOAL AND RATIONALE

**Goal:** To measure the extent of recruiting, developing, and retaining faculty and staff who are committed to personal and professional growth.

**Rationale:** Goals provide the benefits of setting priorities, tracking progress, and maintaining focus while providing a growth mindset and the desire for continuous improvement. Therefore, in addition to ensuring robust assessment of employees, an annual review process which includes professional development goal setting and follow-through is included for all employees of MSOE, inclusive of both faculty and staff. One aspect of professional development includes job-related course work, in which MSOE currently provides financial assistance through the Educational Assistance Program.

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## DEFINITION AND COLLECTION PLAN

**Formal Definition:** An MSOE employee is any individual who is employed at the university with a part-time or full-time faculty or staff position. A section of the annual review document, collected and maintained by the Human Resources Office, will include defined professional development goals and notes on progress toward prior year professional development goals. To ensure that goals are set and communicated, we strive to attain 100% completion of annual reviews. To further provide a growth mindset and opportunities for continuous growth, MSOE strives to maintain or increase the participation rate in our Educational Assistance program.

**Frequency:** Annually

**Comparison Group(s):** 5-year Historical Trend

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## ANALYSIS

**Variables:** Percentage attainment by position type and total number / Budget Dollars Allocated to Professional Development / Unique Participants in Education Assistance Program

**Audiences:** Staff, Faculty / General Public

**VALUES**

Excellence  
Innovation  
Integrity

**FOCUS**

Customer  
Innovation &  
Learning

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**OVERVIEW**

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**Responsibility:** Office of Academics

**Key Stakeholder(s):** Faculty

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**GOAL AND RATIONALE**

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**Goal:** To measure the extent of enabling all full-time faculty to engage in ongoing, meaningful and productive scholarly activities, and raise awareness and understanding of scholarship.

**Rationale:** Benchmarking of key activities and comparison with peer institutions will provide a measure of faculty engagement. In addition, faculty development opportunity involvement will also provide insight into the culture and education of opportunities.

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**DEFINITION AND COLLECTION PLAN**

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**Formal Definition:** Scholarly activities include those that promote discovery and translation of knowledge, dissemination of knowledge, and proficiency within a chosen area of study, including the study of teaching and learning. Discovery and translation consist of participating in research or other advanced inquiry within a chosen area of study as well as applying learned concepts through consulting, creative endeavors, or improvement of products and services. Dissemination consists of transmitting and sharing knowledge within a chosen area of study to one's peers or the public at large. Proficiency consists of maintaining currency within a chosen area of study. The number of faculty, department allocation, along with time and budget dollars allocated to scholarship activities will be measured.

**Frequency:** Quarterly

**Comparison**

**Group(s):** 5-year Historical Trend

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**ANALYSIS**

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**Variables:** Percentage of faculty involved in scholarly activities / Department Distribution / Resource Allocations

**Audiences:** Faculty/Staff / General Public

<b>VALUES</b>	<b>FOCUS</b>
Collaboration	Innovation &
Excellence	Learning
Integrity	
Stewardship	

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## OVERVIEW

**Responsibility:** Institutional Effectiveness

**Key Stakeholder(s):** Students

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## GOAL AND RATIONALE

**Goal:** To measure the extent of enhancing success throughout our learning community for students.

**Rationale:** Student success is defined as measures of student retention, graduation and career outcome rates. These three measures are standardized by Integrated Postsecondary Education Data System (IPEDS) or National Association of Colleges and Employers (NACE).

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## DEFINITION AND COLLECTION PLAN

**Formal Definition:** Student retention will include the formal first-year retention rate as defined by IPEDS, and will be expanded to also include retention rates for all undergraduate students. Graduation rates will include 4-, 5-, and 6-year rates as reported annually to IPEDS. Career outcome rates include students' post-graduation engagement in full-time or part-time employment, volunteer service, serving in the U.S. Armed Forces, or enrollment in a program of continuing education. Career outcome rates will be determined for both undergraduate and graduate student populations. The graduate student career outcome success will be measured by the impact attainment of an additional degree had on the individual's change in status of their employment as measured by promotion or position changes. Student satisfaction will be determined from individual department exit surveys in which the extent to which a student would recommend or choose MSOE again will be assessed.

**Frequency:** Annually

**Comparison Group(s):** 5-year Historical Trend / Aspirational Group / Peer Group

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## ANALYSIS

**Variables:** Retention Rates / Graduation Rates / Career Outcomes Rate / Student Satisfaction

**Audiences:** All

# Sustained Giving

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VALUES	FOCUS
Collaboration	Financial
Excellence	
Stewardship	

## OVERVIEW

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**Responsibility:** Development and Alumni Affairs  
**Key Stakeholder(s):** Community, Faculty, Staff, Board

## GOAL AND RATIONALE

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**Goal:** To measure the extent of expanding fundraising.  
**Rationale:** Three main parameters provide an overall assessment of fundraising growth: (1) Donor Retention, (2) Donor Acquisition and (3) Constituent Giving. The first is a general measure of how many donors continue to donate, the second ensures year over year increases, and the third is a demonstration of the commitment of individuals directly engaged with the university.

## DEFINITION AND COLLECTION PLAN

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**Formal Definition:** Donor Retention is the number of donors retained year over year (the inverse is the attrition rate, or percentage of lost donors). Donor Acquisition is the total of new donors. Constituent Giving is calculated as the number of board members, faculty and staff donating in the current fiscal year divided by total board members and full-time and part-time faculty and staff as defined by the Nov. 1 census data provided to IPEDS. To ensure long-term sustained growth of the endowment per full-time equivalent (FTE) will also be utilized based on information provided to IPEDS.

**Frequency:** Annually

**Comparison Group(s):** 5-year Historical Trend / Aspirational Group / Peer Group

## ANALYSIS

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**Variables:** Donor Retention / Donor Acquisition / Constituent Giving / Endowment per FTE

**Audiences:** Faculty, Staff / Board Members / General Public

# Undergraduate Research

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## VALUES

Collaboration  
Excellence  
Innovation

## FOCUS

Innovation &  
Learning

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## OVERVIEW

**Responsibility:** Office of Academics

**Key Stakeholder(s):** Faculty, Students, Staff

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## GOAL AND RATIONALE

**Goal:** To measure the extent of development of a funded, nationally-recognized, application-oriented undergraduate research program.

**Rationale:** Participation in undergraduate research has been shown to have significant impact on student success through a number of mechanisms including, but not limited to, student engagement, increased knowledge, encouraged exploration, and critical thinking. Therefore any level of undergraduate research will be deemed valuable and count of unique students participating will be determined. Engagement of faculty is necessary for diverse participation and curriculum integration.

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## DEFINITION AND COLLECTION PLAN

**Formal Definition:** Participation in undergraduate research will include any faculty and student who participates in one or more research activities outside the classroom, within an undergraduate research or independent study course, or curriculum integration.

**Frequency:** Quarterly

**Comparison**

**Group(s):** 5-year Historical Trend

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## ANALYSIS

**Variables:** Unique Student Participants / Unique Faculty Participants / Participation Distribution (Year, Program, Type)

**Audiences:** Faculty, Staff, Students / General Public

# Values-Driven Culture

VALUES	FOCUS
Collaboration	Internal Process
Excellence	
Inclusion	
Innovation	
Integrity	
Stewardship	

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## OVERVIEW

**Responsibility:** President’s Office  
**Key Stakeholder(s):** Faculty, Staff, Students

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## GOAL AND RATIONALE

**Goal:** To measure the extent of creating a culture that embraces MSOE’s shared values.

**Rationale:** Understanding the institution’s culture has as significant effect on its ability to impact the lives of the students, faculty, staff and community in which we engage. When we align our behaviors and internal practices to our core values, we build a culture that supports achievement of our mission.

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## DEFINITION AND COLLECTION PLAN

**Formal Definition:** A culture assessment will solicit feedback regarding whether internal practices and behaviors align with the core values. The values are: collaboration—we value working together within and across boundaries; excellence—we value the pursuit and achievement of excellence; inclusion—we value authentic engagement with diverse people, beliefs and ideas; innovation—we value creativity and new ideas for lifelong service, discovery and growth; integrity—we value doing the right thing in a reliable way; stewardship—we value the responsible use of our resources. As a part of the annual review process in which all employees will engage, individuals will document an employee’s participation in activities that are pre-defined as demonstrating engagement with the values of MSOE. An MSOE employee is any individual who is employed at the university with a part-time or full-time faculty or staff position.

**Frequency:** Annually

**Comparison Group(s):** 5-year Historical Trend

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## ANALYSIS

**Variables:** Attainment for Each Value / Employee Participation

**Audiences:** Faculty, Staff, Students, Board / General Public

## COMPARISON GROUP DEFINITIONS

### KPIs

Alumni Engagement

Diversity &  
Inclusion

High-Impact  
Practices

Student Success

Sustained Giving

### ASPIRATIONAL GROUP

*The Aspirational Group includes those in which we aspire to be in many aspects, and may or may not be similar in program or scope.*

The Aspirational Group was determined by considering others that are ranked above us in recent *U.S. News* rankings in the following categories: Best Midwest Regional Universities, Best Engineering Programs, Best Midwest Regional Great Schools, Great Prices. Preference was given to institutions that offer an engineering program, but this was not a limiting characteristic.

Bradley University (Peoria, IL)

Bucknell University (Lewisburg, PA)

Butler University (Indianapolis, IN)

Drake University (Des Moines, IA)

Lafayette College (Easton, PA)

Rochester Institute of Technology (Rochester, NY)

Rose-Hulman Institute of Technology (Terre Haute, IN)

Valparaiso University (Valparaiso, IN)

Xavier University (Cincinnati, OH)

### KPIs

Diversity & Inclusion

High-Impact  
Practices

Student Success

### COMPETITOR GROUP

*The Competitor Group consists of institutions that compete with MSOE for enrolled students.*

The Competitor Group was determined from the three most recent years of admissions data. Specifically, this data is reflective of the institutions in which a student accepted to MSOE ultimately enrolled. Institutional data from the three most recent admission cycles (Fall 2015, 2016, 2017) along with data provided by the National Student Clearinghouse was utilized. Overall the ranking of institutions did not change significantly over the three-year period. The 14 institutions that represent this comparison group have accounted for approximately 56% of accepted students who did not enroll at MSOE in each of the past three years.

Bradley University (Peoria, IL)

Carroll University (Waukesha, WI)

Illinois Institute of Technology (Chicago, IL)

Iowa State University (Ames, IA)

Marquette University (Milwaukee, WI)  
 Michigan Tech University (Houghton, MI)  
 Purdue University–West Lafayette (IN)  
 Rose-Hulman Institute of Technology (Terre Haute, IN)  
 University of Illinois at Chicago  
 University of Illinois at Urbana  
 University of Minnesota–Twin Cities  
 University of Wisconsin–Madison  
 University of Wisconsin–Milwaukee  
 University of Wisconsin–Platteville

## KPIs

Alumni Engagement

Diversity & Inclusion

High-Impact  
Practices

Student Success

Sustained Giving

## PEER GROUP

*The Peer Group is intended to provide a comparison with other institutions which are similar to us in terms of region, classifications and size; and may or may not be similar to MSOE in program and scope.*

The Peer Group was determined based on a number of IPEDS data indicators. These included those institutions that were similar to MSOE with the following classifications: Great Lakes or Plains region; Private not-for-profit, 4-year or above; Carnegie Classification Master's College & Universities (all program sizes); Enrollment between 1,000–4,999, Unduplicated Undergraduate (Full-time Equivalent) FTE greater than 2,000; and Endowment per FTE between 15,000 and 28,000.

Capital University (Columbus, OH)  
 Carroll University (Waukesha, WI)  
 College of St. Scholastica (Duluth, MN)  
 Elmhurst College (Elmhurst, IL)  
 Hamline University (Saint Paul, MN)  
 Kettering University (Flint, MI)  
 Lawrence Tech University (Southfield, MI)  
 Nebraska Wesleyan University (Lincoln, NE)  
 Rockhurst University (Kansas City, MO)  
 Roosevelt University (Chicago, IL)  
 University of Mary (Bismark, ND)  
 Viterbo University (Lacrosse, WI)

## THE STRATEGIC PLANNING COMMITTEE

### Regents

Dr. Michael J. Barber '82  
Dr. Robert J. Hillis  
Mr. James C. Rahn  
Mr. David A. Selby '79, '00  
Mr. Mark Train  
Dr. Robert A. Wagner '64

### Faculty / Staff / Students / Alumni

Dr. Sheila Adams-Leander	Luke Muller '19
Sarah Alt '99	Diane Munzenmaier
Vince Anewenter '11	Dr. Leah Newman
Dr. Cynthia Barnicki	Dr. Robert Olsson
Dr. Eric Baumgartner	Dr. Carolyn Ottman
Paul Borens	Dr. Michael Payne
JoEllen Burdue	Kim Pettiford '93, '99
Dr. Michael Carriere	Rebecca Ploeckelman
Dr. Christopher Damm	Dr. Christopher Raebel '94
Dr. Alicia Domack	Dr. Carol Sabel
Nicole Duncan '01, '11	Josh Shefner '19
Paul Fabian	Jo Smith
Dr. Kseniya Fuhrman	Justin Sommer '93
Dr. Eryn Hassemer	Dr. Mary Spencer '82
Matthew Hughes '18	Dawn Thibedeau
Dr. Richard Kelnhofer	Michaela Thiry '20
Kip Kussman	Dr. Anthony Van Groningen
Andrew Landerholm '18	Emily Vogel
DeAnna Leitzke '98, '08	Dr. John Walz
Jeffrey MacDonald	Dr. Katherine Wikoff
Dr. Russell Meier	Dr. Stephen Williams
Seandra Mitchell	Rolf Zersen '17

**Thank you to all who worked on this committee.**



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