

# Achieving Excellence

**Accountability Report 2005-2006**  
University of Wisconsin System



# ACHIEVING EXCELLENCE

## The University of Wisconsin System Accountability Report

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## Status of UW Accountability Goals, 2005-06

Goal and Associated Indicators	Target/Benchmark	Status	Achieved Target	Pg.
<b>Goal I: Ensure widespread access to UW institutions and increase the pool of eligible traditional and non-traditional applicants.</b>				
Access to the UW System for Graduates of Wisconsin High Schools	<b>Target:</b> Maintain a service rate of at least 32% for Wisconsin high school graduates. Also, reduce the gap in service rates between white students and students of color.	In fall 2004, the most recent year available, the UW System service rate was 33%, an increase of 8 percentage points since fall 1976. Although the number of students of color has increased over the past five years, the service rate for students of color has remained relatively stable, with a value of 21% in fall 2004.	√	5
Access to the UW System for Non-Traditional Students	<b>Target:</b> Increase the number of non-traditional-aged students.	Fall enrollment of non-traditional-aged students decreased slightly from 29,811 in 2004 to 29,722 in 2005. The enrollment of non-traditional students is lower than it was ten years ago.	-	6
Access to the UW System through Precollege Programs	<b>Target:</b> Increase the number of students served by pre-college programs to achieve objectives of Plan 2008.	Annual enrollments in UW System multicultural and disadvantaged precollege programs increased from 11,424 in 2002-03 to 17,075 in 2004-05.	√	6
Access to the UW System through Distance Education and Continuing Education Courses	<b>Target:</b> Continue the development of distance education courses in order to address the needs of Wisconsin residents.	Both distance education courses and enrollments increased over the past year. Over the past five years, distance education enrollments have increased two and a half times, while course offerings have doubled.	√	6
<b>Goal II: Increase the levels at which students persist in higher education and complete degrees.</b>				
Retention of New Freshmen from the First to Second Year	<b>Target:</b> Increase the proportion of new freshmen retained at the same UW institution for the second year to 82.0%. Also, reduce the gap in retention rates between white students and students of color.	In fall 2004, 80.7% of new freshmen returned to the same UW institution for their second year, an increase from the previous year but short of the retention target. For new freshmen of color, 74.6% returned for the second year to the same UW institution, a slight increase from the previous year but insufficient to reduce the retention gap.	-	8
Six-Year Graduation Rates	<b>Target:</b> Increase to 61.8% the six-year graduation rate for new freshmen who graduate at any UW institution. Also, reduce the gap in graduation rates between white students and students of color.	The UW System has exceeded its six-year graduation rate target. For new freshmen entering a UW institution in fall 1999, 63.5% graduated within six years. For new freshmen of color, 45.8% graduated at a UW within six years of matriculation, the highest rate in a decade.	√	9

Goal and Associated Indicators	Target/Benchmark	Status	Achieved Target	Pg.
Academic Support Programs and Other Out-of-Classroom Retention-Related Activities	<b>Benchmark:</b> Utilize national survey benchmarks to evaluate academic support and advising.	Based on responses to the 2005 ACT Alumni Outcomes Survey, UW alumni were more satisfied with the academic support services they received than graduates of other universities, but they rated their satisfaction with academic advising lower than the national average.	√/-	10
<b>Goal III: Improve learning competencies and provide learning experiences that foster the development of critical thinking skills.</b>				
Fostering Critical Thinking Skills	<b>Benchmark:</b> Utilize national survey benchmarks to assess critical thinking.	UW alumni rated their education at or above the national average in its impact on their ability to develop original ideas, think objectively, and solve problems.	√	11
Assessing Learning Competencies and Outcomes	<b>Benchmark:</b> Utilize national and state benchmarks to rate performance on professional examinations.	UW System students performed above state and national averages on CPA, GRE, and MCAT examinations. On the Nursing Licensure Examination, UW System students had a pass rate within 1 percentage point of the national average.	√	11
<b>Goal IV: Provide a learning environment that fosters the ability to function in a dynamic world community.</b>				
Exploration of World Cultures	<b>Target:</b> Increase the proportion of bachelor's degree recipients who have studied abroad to 25%.	The percent of bachelor's degree recipients who studied abroad has grown steadily each year. In 2004-05, 12.0% studied abroad, compared with 6.7% in 1997-98. Increases in study abroad have been substantial toward the long-term goal of 25%.	-	13
Preparation for a Diverse World	<b>Benchmark:</b> Utilize national survey benchmarks to evaluate performance.	Most UW alumni believe their undergraduate experience had a positive impact on their understanding and appreciation of cultural and ethnic differences and their ability to get along with people with different attitudes and opinions. In this regard, UW alumni do not differ from alumni nationwide. However, UW alumni were less likely than alumni nationally to feel their undergraduate experiences developed their ability to get along with people of different racial and ethnic backgrounds.	√/-	13

Goal and Associated Indicators	Target/Benchmark	Status	Achieved Target	Pg.
<b>Goal V: Enhance the learning environment by providing opportunities for guided research, mentorship, and access to student services and resources that foster learning and citizenship.</b>				
Planned Learning Experiences Outside of the Classroom	<b>Benchmark:</b> Utilize national survey benchmarks to evaluate performance on learning outside of the classroom.	UW alumni reported significantly higher levels of satisfaction with the out-of-classroom activities and cultural events than did alumni nationwide.	√	15
Faculty Mentorship, Counseling Services, and other Out-of-Classroom Contacts that Support Learning	<b>Benchmark:</b> Utilize national survey benchmarks to evaluate out-of-classroom contacts.	UW alumni rated their institutions at or above the national average with regard to counseling services and opportunities for student/faculty interaction. They were less likely than their national counterparts to agree that most faculty were readily available outside of class time.	√/-	15
Participation in Activities that Promote Good Citizenship	<b>Benchmark:</b> Utilize national survey benchmarks to evaluate community service and civic participation.	UW alumni responded similarly to alumni from other universities regarding the impact of their education on the promotion of good citizenship and leadership skills.	√	16
Use of Technology in the Curriculum	<b>Benchmark:</b> Utilize national survey benchmarks to evaluate use of instructional technology.	Based on responses to the 2004 National Survey of Student Engagement (NSSE), UW seniors were more likely than seniors nationwide to communicate with an instructor via email. UW seniors were less likely to report use of electronic media to discuss or complete assignments. More than three-fourths of UW seniors said their undergraduate experience contributed to their knowledge of information technology, slightly below the national average.	√/-	17
<b>Goal VI: Efficient and effective stewardship of resources.</b>				
Condition of Classrooms and Maintenance of Other Facilities	<b>Target:</b> Reduce the gap between actual and needed classroom technology levels. Also, reduce the maintenance backlog.	Substantial progress has been made in upgrading Level 1 and 2 classrooms; but the need for Level 3 modernized classrooms still exceeds current levels. Maintenance backlogs persist.	√/-	18
Human Resources	<b>Target:</b> Allocate at least 1% of UW System payroll to professional development.	The UW System has consistently spent at least 1% of its payroll on professional development activities for faculty and staff in recent years. Current expenditures stand at 1.4%.	√	19

Goal and Associated Indicators	Target/Benchmark	Status	Achieved Target	Pg.
Utilization of Technology Resources	<b>Benchmark:</b> Utilize national survey benchmarks to evaluate availability of technology resources.	UW alumni were more likely to agree that their institution had extensive computer systems, services, equipment, and labs than were alumni nationally.	√	19
Allocation of Resources	<b>Target:</b> Increase the number of and growth of collaborative efforts, and maintain low administrative costs compared to peer systems.	<p>The number of collaborative academic programs within the UW System continues to expand. In addition, new collaborations with institutions in the Wisconsin Technical College System (WTCS) have been initiated.</p> <p>In 2005, over \$3 million in cost savings were negotiated for computer software licenses.</p> <p>Administrative (institutional support) costs comprised a smaller proportion of expenditures (6%) in the UW System compared to peer systems (10%).</p>	√	20
Average Number of Credits Taken by Bachelor's Degree Recipients	<b>Target:</b> Continue to decrease the average number of credits-to-degree.	UW System graduates in 2004-05 took an average of 135 credits by the time they graduated, a slight reduction from the average credits taken by graduates in the previous three years.	√	22

# Achieving Excellence

## The University of Wisconsin System Accountability Report

### Introduction

*Achieving Excellence* represents the UW System's continuing commitment to broad-based accountability to the citizens of Wisconsin. *Achieving Excellence* is designed with the mission of the UW System in mind, concentrating on the many ways in which the University of Wisconsin seeks to serve its students and the State of Wisconsin. While it is not feasible to report on every possible area of university activity in a single report, *Achieving Excellence* presents a balanced approach to accountability reporting, reflecting a broad diversity of stakeholder interests.

The form and format of *Achieving Excellence* evolved from an earlier publication, *Accountability for Achievement*, which was issued annually from 1993 through 1998. In 1999, the UW System Accountability Review Task Force, appointed by former President Katharine Lyall, established the blueprint for the current publication.

*Achieving Excellence* focuses on two distinct approaches to the measurement of university performance. First, it presents the UW System's progress toward its goals for specific student and institutional outcomes. Second, it examines the ways in which the University of Wisconsin provides positive campus environments that promote learning and student achievement. In order to address both of these accountability concerns, *Achieving Excellence* augments regularly reported systemwide data with findings from a variety of surveys that offer broader insights into the experiences of students and staff at the University of Wisconsin. Each of these surveys provides national benchmarks, affording the opportunity to make comparisons of UW System performance with that of other higher education institutions.

Each new edition of *Achieving Excellence*, published annually, includes updated information on university performance that addresses current accountability issues in higher education, both locally and on the national level. Small refinements are made to each edition in order to include new findings from a variety of systemwide surveys and other accountability measures of interest to the Wisconsin community. All of the accountability goals, as well as the basic structure of the publication, remain constant from year to year. This consistency makes *Achieving Excellence* a coherent and reliable resource for learning about the progress of the UW System.

*Achieving Excellence* is divided into three sections. Each of these sections captures an essential piece of the UW story.

### **Section I: Context and Capacity**

The capacity of the UW System to accomplish its core functions depends upon its resources and the competitive environment for faculty, staff, and students. This section provides background for the remainder of the report on the context in which the UW institutions function. The data provided in this section are not associated with specific targets or benchmarks.

### **Section II: Goals and Indicators**

This section presents six accountability goals, each with two to five indicators that demonstrate the progress being made toward these goals. Certain indicators may only be reported in two-year or three-year cycles, depending on the availability of data. Each indicator is viewed in relation to a target or benchmark for the purposes of assessment and comparison. For example, some indicators are compared with data from previous years, while others are compared with national norms.

### **Section III**

#### **Compendium of Other UW System Reports**

The UW System produces many specialized reports on various aspects of its operations. This section provides an annotated listing of reports produced by the UW System. These reports measure excellence in many different areas beyond those reported in Section II.

#### **Appendix**

Tables provided in the appendix offer institution-specific data for many of the indicators presented in Section II.

#### **Technical Notes**

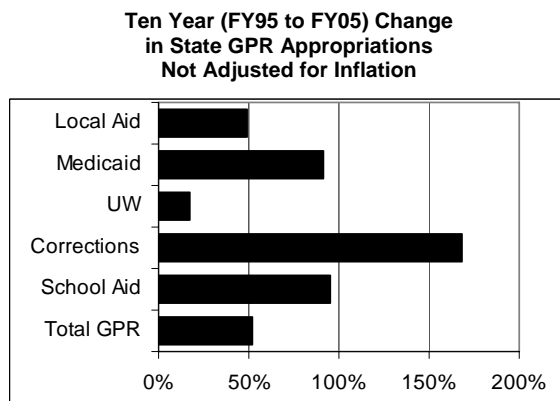
Technical Notes include sources of data as well as methodologies and other relevant information.

## SECTION I: Context and Capacity

The UW System's achievements are influenced by the economic, social, political, and demographic environment in which it operates. This section describes this environment and the resources available to the UW System to fulfill its mission as context for understanding progress on the six goals presented in Section II. The importance of the partnerships between the State and University is reflected in the relationship of the University and State budgets, Wisconsin's demographics and the makeup of the UW System student population, the affordability of a UW education and State support for higher education, and the contribution of the UW System to Wisconsin's overall economic health.

### Financial Resources

*The UW System must compete with other priorities for limited State dollars.*

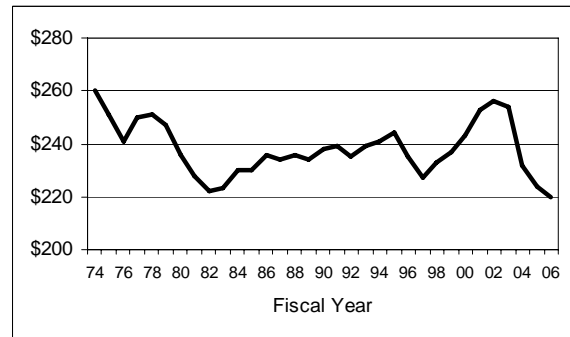


- ❖ Over the last ten years, State appropriations of general purpose revenue (GPR) to the UW System increased more slowly than other State priorities.
- ❖ GPR appropriations to the UW System increased by 17 percent between FY 1995 and FY 2005. However, when adjusted for inflation (Consumer Price Index), GPR actually decreased by 8 percent.

*State funding has also been more volatile in recent years.*

- ❖ When adjusted for inflation, State GPR appropriations declined substantially from 1974 through the early 1980s, but then steadily increased for the next dozen years.
- ❖ In the mid 1990s, State funding declined sharply, followed by State reinvestment in higher education during the 1997-99 and 1999-01 biennia.
- ❖ Since 2001-02, GPR funding has plummeted, falling to the lowest level since merger in the early 1970s. During the 2003-05 biennium, the UW System received the largest GPR funding reduction, \$250 million biennially, in its history. This reduction was followed by another \$55.5 million in GPR operation reductions during 2005-06.

**GPR Appropriations (\$millions) to the UW System  
Adjusted for Inflation**



*The UW System self-generates more than three quarters of its funding.*

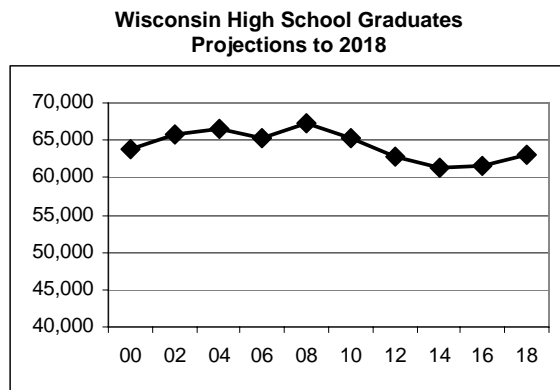
Between FY 1974 and FY 2006:

- ❖ GPR appropriations declined from 52 percent to 24 percent of the total UW budget.
- ❖ Tuition/fees rose from 13 percent to 21 percent of the total UW budget.
- ❖ Gifts and grants rose from 20 percent to 37 percent of the total UW budget.
- ❖ Program revenue increased from 15 percent to 18 percent of the total UW budget.

## Student Demographics

*Demographics of the Wisconsin population are changing.*

- ❖ The number of high school graduates is projected to remain relatively steady over the next few years, dipping slightly after 2008 before increasing again.



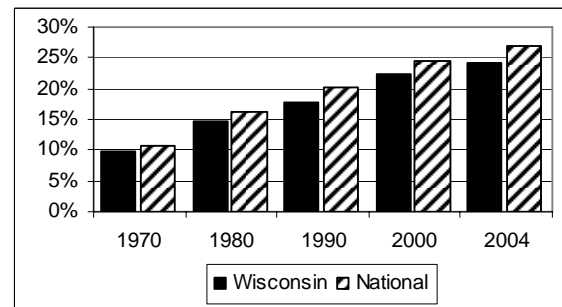
- ❖ As with high school graduates, Wisconsin residents ages 18 to 24 are projected to increase in number slightly through 2010, followed by a decline to current levels by 2020.
- ❖ The traditional college age group (18-24) will make up a smaller proportion of Wisconsin's total population by 2020, as aging Baby Boomers increase the ranks of individuals 65 and over.
- ❖ Though Wisconsin's overall population growth is projected to be modest relative to other states, racial and ethnic diversity will increase because of faster rates of growth among non-white minorities than among whites. The proportion of public high school graduates who are students of color is projected to increase from 14 percent in 2004 to 21 percent in 2018.

*The proportion of Wisconsin residents with a bachelor's degree is below the national average.*

- ❖ In 2004, approximately 27 percent of the national population age 25 and older had at least a bachelor's degree.
- ❖ Despite above average college-going rates and college graduation rates, only 24 percent of Wisconsin residents had at least a bachelor's degree in 2004.

- ❖ Wisconsin has made steady gains over the last three decades in the proportion of residents with a bachelor's degree, but still lags the national average by about 3 percentage points.

**Proportion of Population Age 25 Years and Older  
With at Least a Bachelor's Degree**



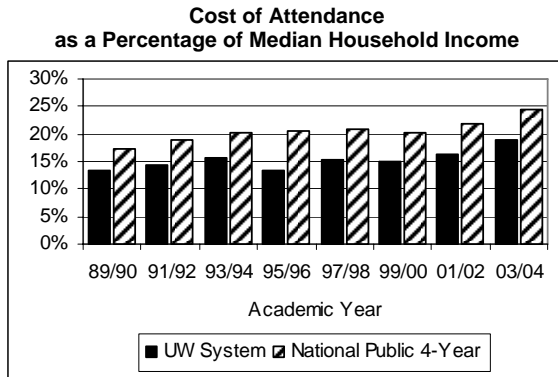
- ❖ More than 80 percent of UW graduates obtain employment within Wisconsin. However, the number of UW graduates who leave the state is not offset by in-migration of college graduates from other states.

## Affordability

*The cost of attending a UW institution for a Wisconsin resident remains modest compared to costs at similar institutions.*

- ❖ The average cost of attending a UW System institution was \$9,569 in 2004-05. This cost of tuition, fees, room, and board is an increase from \$8,758 in 2003-04.
- ❖ In 2003-04, the most recent year for which national comparison data are available, the UW System remained affordable compared to private and public four-year institutions nationally. The average cost of attendance for a resident undergraduate in the UW System was 18 percent less than the national average cost of attendance at public four-year institutions (\$10,720).
- ❖ One measure of the cost of higher education is college expenses relative to median household income. Nationally, the average cost of attendance at public four-year institutions consumed 25 percent of household income in 2003-04, up 4.1 percentage points over the previous five years.

- ❖ In contrast, the average UW System cost of attendance consumed 19 percent of a typical Wisconsin household's income in 2003-04, up 3.9 percentage points over the same five year period.



The UW System provides a nationally recognized quality education at an extremely affordable price, although affordability and access differ for students from lower-income families.

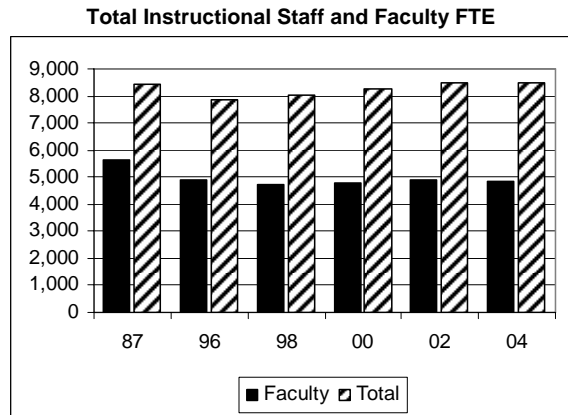
- ❖ Wisconsin ranked 4<sup>th</sup> among states in affordability at public four-year and community colleges in 2003-04, according to the National Center for Public Policy and Higher Education.
- ❖ The UW System is committed to continuing to provide an affordable education to the citizens of Wisconsin. However, continued State support, proportional to student enrollment demand, is essential to achieve this commitment.

### Instructional Resources

*Instructional staffing has been adjusted in response to changes in funding levels and enrollment fluctuations.*

- ❖ Total instructional FTE staff declined from 1987-88 through 1994-95, followed by a large decrease in the 1995-97 biennium. In the 1999-01 biennium, instructional staff increased slightly and has since remained relatively stable, reflecting an effort to protect faculty and staff positions devoted to classroom instruction.
- ❖ In 2004-05, there were a total of 8,500 instructional staff, the same level as in 1987-88. However, tenure and tenure-track

faculty declined 700 FTE from 1987-88 to 4,800 in 2004-05. The decline resulted primarily from the elimination of faculty positions in 1995-97.



- ❖ An increase in instructional academic staff following the elimination of faculty positions has allowed the ratio of total FTE enrollment to total instructional FTE to remain relatively constant at approximately 17:1.
- ❖ Systemwide, tenured/tenure track faculty members teach 60 percent of total student credit hours, instructional academic staff teach 33 percent of student credit hours, and teaching assistants teach the remaining 7 percent of student credit hours. See appendix for additional details on instructional workload.

### Technology

*Keeping pace with rapidly expanding demands for increased technology is one of the major challenges facing higher education today.*

- ❖ For the past five years, the UW System has relied solely upon base reallocation to upgrade technology. As part of the 2005-07 biennial budget, the University of Wisconsin Board of Regents requested \$4.6 million of State funds to support growing information technology and online needs. This initiative was not funded. In 2005-06, UW institutions will reallocate \$13.6 million of base resources to support information technology (IT).
- ❖ Reallocations alone cannot keep pace with the expanding demands for the replacement and upgrade of equipment. Due to limited campus funding, reallocations for informa-

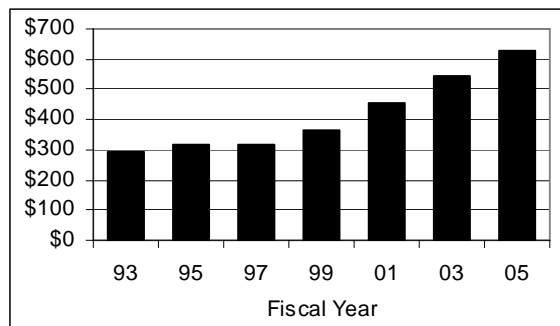
tion technology by UW System institutions have decreased 6 percent from 2004-05 to 2005-06. Consequently, additional State support is needed to ensure that the UW System maintains its role as a leader in providing high quality education for the increasingly technologically sophisticated economy.

## Research Funding

*The UW System attracts significant extramural research funding.*

- ❖ From fiscal year 1993 to 2005, Federal and privately-funded research increased by 116 percent from \$292 million to \$630 million. During this period, approximately \$5.4 billion accumulated from extramural sources supported research throughout the UW System.

**UW System Extramural Research Expenditures (\$millions)**



- ❖ In fiscal year 2005, 4,276 research staff, not including graduate assistants, were funded through extramural research support, with an economic impact of more than one billion dollars on the Wisconsin economy.

In addition, UW researchers have made contributions to knowledge in nanotechnology, neurological disorders, insecticides, veterinary care, medical imaging, organic/silicon substance research, vascular health and heart disease, agricultural blight, hydrogen as an energy source from bio-mass, plant breeding, water quality remediation, and stem cell research, including its application towards ALS, Parkinson's disease, juvenile diabetes, and cardiac failure.

The Wisconsin Technology Council report, "The Economic Value of Academic Research and Development in Wisconsin," documented the significant impact that academic research and development has on Wisconsin's economy. Academic research and development expenditures were \$883 million during the fiscal year 2002. These expenditures were responsible for more than 31,000 jobs, directly and indirectly, in Wisconsin. The report noted that academic research is continuing to grow, but could be at risk unless State support for the infrastructure supporting such research is maintained.

## Economic Impact

*The UW System has a major economic impact on the State of Wisconsin.*

- ❖ The UW System's 2004-05 budget of \$3.9 billion generates a \$10 billion annual contribution to the Wisconsin economy.
- ❖ This is a payback of almost ten times the State's one billion dollar investment in UW institutions.
- ❖ UW System operations provide over 150,000 Wisconsin jobs in communities large and small throughout the state.
- ❖ The UW System's most important impact is through its more than 32,000 skilled graduates annually.
- ❖ College graduates, on average, earn 85 percent more than those who only receive high school diplomas.
- ❖ Due to the higher salaries earned by college graduates, each UW graduating class contributes \$400 million annually to the Wisconsin economy.
- ❖ A college graduate in Wisconsin contributes approximately \$45,500 more in state income taxes over a lifetime than a high school graduate.

Other economic returns include UW System efforts that foster new business development, assist existing business development, promote innovation and the creation of new knowledge, and enhance the work force through human capital formation. Non-economic returns include many factors related to the quality of life, health care, and civic participation of Wisconsin residents which are significant but cannot readily be measured.

## SECTION II: Goals and Indicators

### Goal I

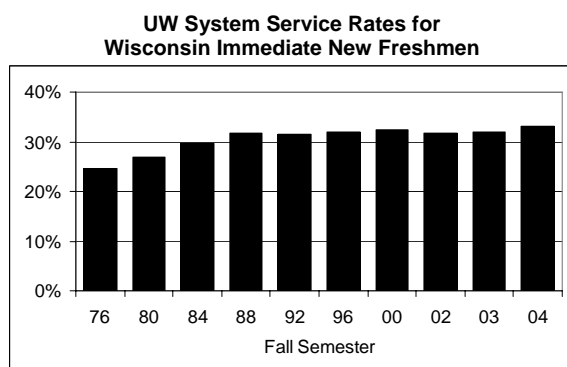
#### Ensure widespread access to UW institutions and increase the pool of eligible traditional and non-traditional applicants

##### Access to the UW System for Graduates of Wisconsin High Schools

*How well does the UW System serve high school graduates immediately after high school?*

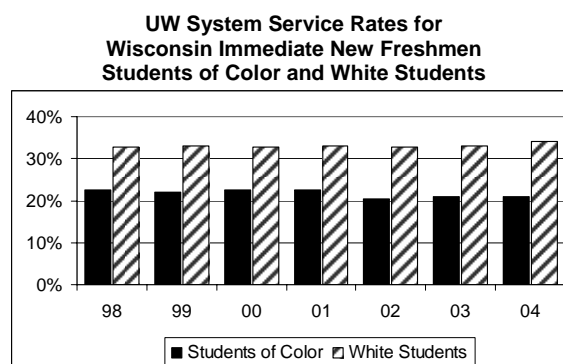
The UW System's mission is to provide access to a quality undergraduate education for the citizens of Wisconsin. A key measure, the service rate, is the proportion of Wisconsin high school graduates who enroll at a UW institution immediately following high school graduation. The UW System's goal is to serve at least 32 percent of Wisconsin high school graduates.

The fall 2004 UW System service rate, combined for both Wisconsin public and private high school graduates, was 33 percent. This service rate has increased 8 percentage points since fall 1976, when the rate was 25 percent. The comparable national rate for public universities in fall 2004 was 26 percent. Currently, in fall 2005, the UW System provided access to the vast majority of applicants seeking admission. Ninety-five percent (95%) of Wisconsin new freshman applicants were admitted to at least one of the UW institutions to which they applied.

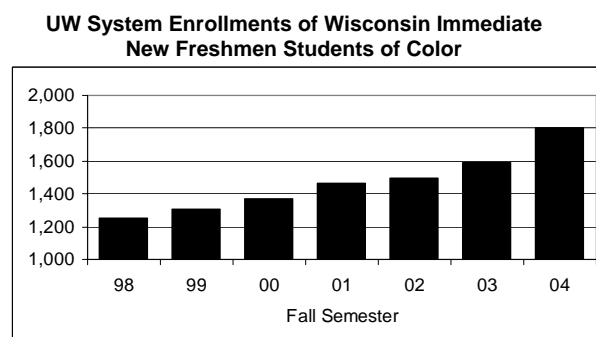


*How well does the UW System serve students of color?*

The UW System service rate for students of color (available only for public high school graduates; see Technical Notes) was 21 percent in fall 2004. Between 1998 and 2004, the UW System service rate for students of color has ranged from a high of 23 percent to a low of 21 percent. By comparison, the fall 2004 service rate for white students was 34 percent. The UW System's goal is to reduce the gap in service rates between white students and students of color.



The UW System continues to serve increasing numbers of students of color (see Technical Notes for definition). Enrollments of immediate new freshmen of color grew by 44 percent between 1998 and 2004. During this same time period, the number of public high school graduates of color grew by a rate of 91 percent, a pace over double the growth in enrollments of immediate new freshmen of color.

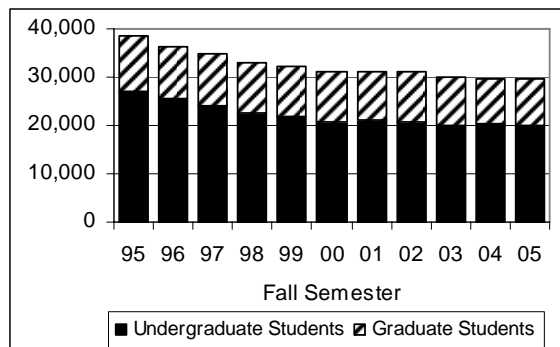


## Access to the UW System for Non-Traditional Students

*How well does the UW System serve non-traditional students?*

In order to support the State's transition to a "new economy" of high-skill and high-income jobs, the UW System is focusing on attracting adult, non-traditional students without reducing access for traditional populations. From 1995 to 2005, UW institutions maintained access for Wisconsin traditional undergraduates while enrollments of non-traditional aged students declined from 38,545 in 1995 to 29,791 in 2005. (Includes both undergraduate and graduate non-traditional aged students; see appendix for details.) The UWS/WTCS Committee on Baccalaureate Expansion (COBE) has recommended strategies to increase access for non-traditional students. Examples include enhancing opportunities for students to receive credit for non-traditional learning experiences, and developing on-line learning and other alternative delivery options targeted to working adult students. The UW System's goal is to increase the number of non-traditional students.

**UW System Enrollment of Non-Traditional Students**



## Access to the UW System Through Precollege Programs

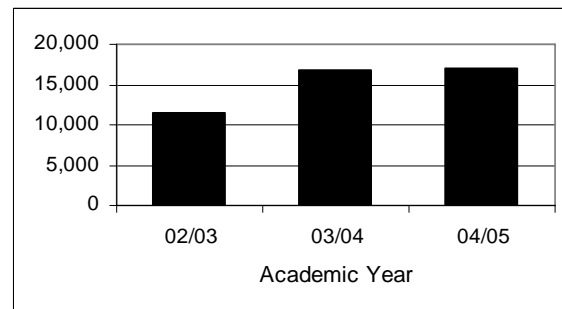
*How well does the UW System do in providing precollege programs for elementary and secondary students?*

UW System multicultural and disadvantaged (M/D) precollege programs work to ensure that students of color and economically disadvantaged students graduate from high school and are admissible to UW institutions. UW

institutions provide many precollege programs that address these issues in a variety of ways. The UW System's goal is to continue increasing the number of students served by precollege programs in order to achieve the objectives of Plan 2008. See reference information for Plan 2008 in the Compendium of Other UW System Reports.

Participation in UW System M/D precollege programs increased from 11,424 annual student enrollments in 2002-03, to 16,890 in 2003-04, and 17,075 in 2004-05. Over 80 percent of all students participating in UW System multicultural and disadvantaged precollege programs are students of color.

**UW System Multicultural/Disadvantaged Precollege Enrollments Unduplicated Annual Headcount**



## Access to the UW System Through Distance Education and Continuing Education Courses

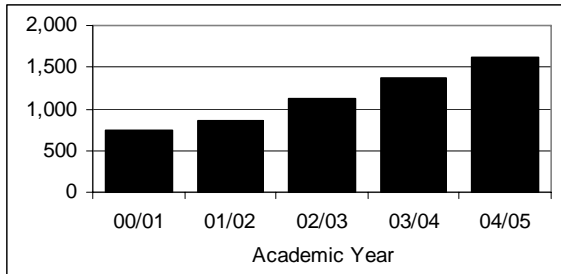
*To what extent do distance education and continuing education courses facilitate access to UW institutions?*

Distance education and continuing education courses provide access to UW institutions for people who live at a distance from a UW campus or who otherwise cannot attend a campus-based program. The UW System's goal is to continue the development of distance education courses in order to address the needs of Wisconsin residents.

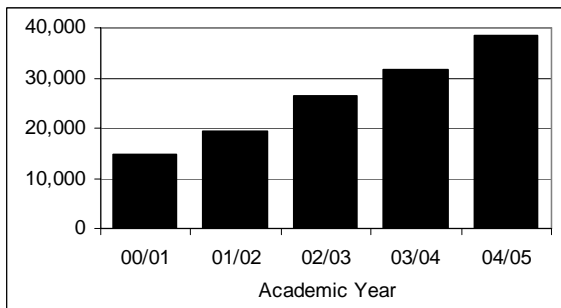
In order to provide access to as many constituents as possible, UW institutions are increasing the number of distance education opportunities. Over the past five years, enrollments in distance education courses have increased over two and a half times, and distance education course offerings have doubled.

Over the past year, distance education course offerings increased by 254, an increase of 19 percent. Similarly, distance education course enrollments increased by 6,723, or 21 percent, in the same year. See appendix for details.

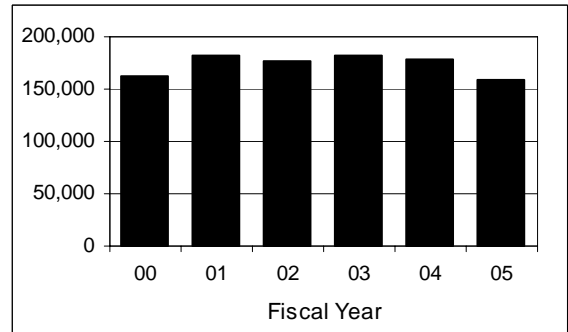
**UW System Distance Education Course Offerings**



**UW System Distance Education Course Enrollments**



**UW-Extension Continuing Education Annual Registrations in Non-Credit Courses**



The UW-Extension provides numerous opportunities for access to higher education for citizens of Wisconsin. Non-credit continuing education courses provide citizens with a variety of vocational and avocational educational opportunities. UW institutions also use continuing education programming as a means to address various social and workforce development issues facing the state.

UW-Extension provides continuing education courses to meet market demand of professional organizations, business, and local governments. The enrollments for FY 2005 are 19,000 lower than the previous year, but within the range of enrollments shown over the last six years.

## Goal II

### Increase the levels at which students persist in higher education and complete degrees

#### Retention of New Freshmen from the First to Second Year

*What proportion of UW new freshmen return for the second year?*

The successful completion of the first year of college is critical in the progression to a college degree. Students who start college and do not complete a degree are most likely to drop out between the first and second years. Positive experiences during the first year at college increase the likelihood that freshman students will persist to the second year and eventually to graduation. The UW System's long-term goal has been to increase to 82 percent the proportion of new freshmen retained to the second year at the same institution for the fall 2004 entering class.

For the fall 2004 entering cohort, 80.7 percent of new freshmen returned to the same institution for the second year. This rate is higher than the previous cohort but lags the established target. The rate for 2004 is above the most recent national average of approximately 71 percent. See appendix for details.

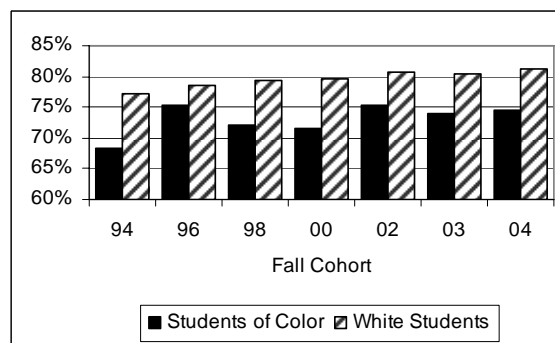
**First to Second Year Retention Rates  
UW New Freshmen  
Retained at the Institution Where Started**

Fall New Freshmen	2 <sup>nd</sup> Year Retention Rates	
	Actual	Target
1995	77.6%	n/a
1996	78.3%	n/a
1997	78.5%	n/a
1998	78.6%	n/a
1999	78.7%	78.4%
2000	78.8%	78.9%
2001	79.5%	79.5%
2002	80.1%	80.3%
2003	79.7%	81.1%
2004	80.7%	82.0%

*What proportion of UW new freshmen of color return for the second year?*

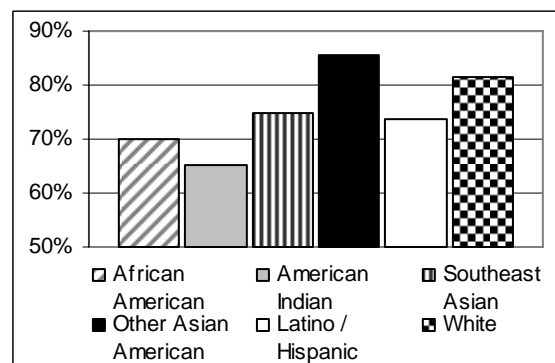
For fall 2004 new freshmen of color, 74.6 percent returned for the second year to the same UW institution. This proportion is slightly higher than the rate for fall 2003 new freshmen of color, 74.0 percent, but remains below the highest rate of the past decade, 75.4 percent in fall 2002. The UW System's goal is to reduce the gap in retention rates between white students and students of color.

**First to Second Year Retention Rates  
UW New Freshmen Students of Color & White Students  
Retained at the Institution Where Started**



First to second year retention rates differ across racial and ethnic groups. For the fall 2004 entering class, retention rates varied from a high of 85.5 percent for Asian American students (non-Southeast Asians) to a low of 65.1 percent for American Indian students. See appendix for details.

**First to Second Year Retention Rates by Race/Ethnicity  
Fall 2004 UW New Freshmen  
Retained at the Institution Where Started**



## Six-Year Graduation Rates

*What proportion of UW new freshmen graduate within six years?*

The six-year graduation rate is a standard metric, used nationally, for assessing institutional performance. For full-time new freshmen entering UW institutions in fall 1999 (the most recent year for which six-year graduation rates can be computed), 56.8 percent graduated from the same institution within six years of matriculation. This same-institution graduation rate is higher than the most recently available national average of 53.5 percent.

An additional 6.7 percent of fall 1999 full-time new freshmen graduated at another UW institution for a systemwide six-year graduation rate of 63.5 percent, which is above the established target. Although national data are available only for students who graduate from the institution where they started as new freshmen, the inclusion of students who graduate anywhere in the UW System recognizes the value of intra-system transfers, an important component of the UW System's mission. *The UW System's goal is to increase to 64 percent the six-year graduation rate at any UW institution for fall 2004 new freshmen.* See appendix for details.

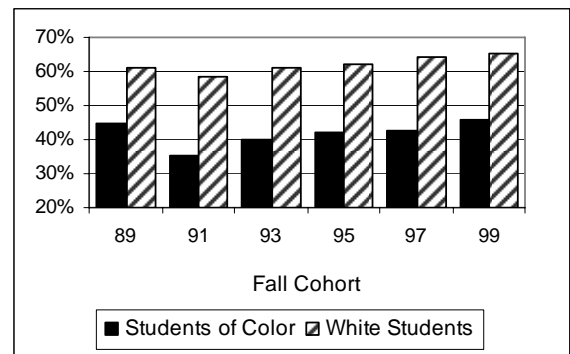
**Six-Year Graduation Rates  
UW New Freshmen  
Graduated at Any UW Institution**

Fall New Freshmen	6 <sup>th</sup> Year Graduation Rates	
	Actual	Target
1989	60.0%	n/a
1990	57.6%	n/a
1991	57.0%	n/a
1992	58.5%	n/a
1993	59.6%	n/a
1994	59.3%	59.0%
1995	60.6%	60.4%
1996	61.7%	60.7%
1997	62.1%	61.0%
1998	62.2%	61.5%
1999	63.5%	61.8%

*What proportion of UW new freshmen of color graduate within six years?*

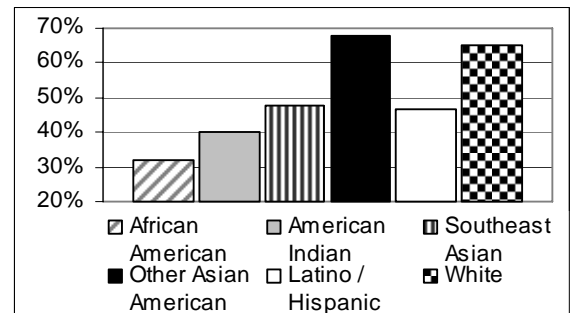
For fall 1999 new freshmen of color, 45.8 percent graduated within six years from a UW institution. The six-year graduation rate for new freshmen of color has increased steadily since 1991 and has surpassed the previous peak of 44.5 percent for the 1989 entering class. *The UW System's long-term goal is to reduce the gap in graduation rates between white students and students of color.*

**Six-Year Graduation Rates  
UW New Freshmen Students of Color & White Students  
Graduated at Any UW Institution**



As second year retention rates vary by race and ethnicity, so do six-year graduation rates. Among new freshmen entering in 1999, six-year graduation rates at any UW institution were highest for Asian American students (non-Southeast Asians), 67.7 percent, and lowest for African American students, 31.9 percent.

**Six-Year Graduation Rates by Race/Ethnicity  
Fall 1999 UW New Freshmen  
Graduated at Any UW Institution**



## Academic Support Programs and Other Out-of-Classroom Retention-Related Activities

*How well do UW institutions provide academic and other support services to students?*

Academic support programs and other retention-related activities outside of the classroom are critical to the progression from matriculation to graduation. Access to quality advising by either faculty members or professional academic advisors provides the support needed to help students choose a major, select appropriate courses, meet institutional and college requirements, and graduate in a timely manner. Other student support services, including orientation, personal counseling, and tutoring, assist with the transition to college and academic challenges that could, if not properly addressed, impede or delay progress to graduation. By comparing itself to national benchmarks, the UW System will assess how well it provides academic advising and other academic support services to students.

The following survey responses were taken from the ACT Alumni Outcomes Survey, administered in the summer of 2005 to University of Wisconsin alumni who graduated with a bachelor's degree during the years 2000-01, 2001-02, and 2002-03.

The proportion of UW alumni who were satisfied or very satisfied with the academic support services they received was 57 percent, which is higher than the national proportion of 52 percent. Satisfaction in this area may reflect the commitment of UW institutions to enhancing the first-year experience of undergraduate students. First-year experience programs assist students in the transition to college by acquainting them with services and resources and connecting them with faculty and students. Some examples of first-year experience programs are first-year seminars, residential learning communities, and freshmen interest groups.

Fifty-six percent (56%) of UW alumni said they were satisfied or very satisfied with the academic advising they received at their undergraduate institution. Although the majority of UW alumni were satisfied with the academic advising they received, this proportion was lower than the national percentage of 67 percent. The UW Academic and Career Advising Task Force

plans to investigate specific reasons why overall satisfaction is lower than the national average, as part of its broader charge to help institutions review, enhance, and assess advising.

Another measure of success beyond satisfaction is assessment of learning outcomes from the advising experience. During the past year, the UW Academic and Career Advising Task Force conducted three systemwide workshops on the assessment of advising. Participating UW institutions identified the desired learning outcomes of advising, the learning opportunities provided to students, and the evidence that will be gathered to assess the achievement of these outcomes. The UW System will continue to explore the connections between advising outcomes and student satisfaction in order to improve the quality of advising services.

2005 ACT Alumni Outcomes Survey

		UW System	National
Level of satisfaction of academic support services (e.g., tutoring, study skills) offered by your institution (satisfied or very satisfied)	*	57%	52%
Level of satisfaction of academic advising offered by your institution (satisfied or very satisfied)	*	56%	67%

\*Indicates difference between UW System average and National average is significant at the .05 level.

### Goal III

#### Improve learning competencies and provide learning experiences that foster the development of critical thinking skills

##### Fostering Critical Thinking Skills

*How well does a UW undergraduate education promote and foster critical thinking skills?*

Critical thinking skills include the ability to draw conclusions, analyze information, solve complex problems, clearly express original thought, and be objective. Critical thinking skills are one of the most essential and fundamental outcomes of learning and the foundation of a well-rounded educational curriculum. The UW System will assess how well it fosters the development of critical thinking skills by comparing itself to national benchmarks.

The 2005 ACT Alumni Outcomes Survey was administered to a sample of UW alumni from the classes of 2000-01, 2001-02, and 2002-03. These UW graduates were asked about the effect of their UW education on their ability to develop original ideas and/or products, on their ability to think objectively about beliefs, attitudes, and values, and on their ability to define and solve problems. UW alumni rated the impact of their education at levels equal to or exceeding college alumni nationally. Seventy-six percent (76%) of alumni felt their education had a moderate or major impact on developing original ideas and/or products. Eighty-one percent (81%) of UW alumni reported a moderate or major impact of their education on their ability to think objectively about beliefs, attitudes, and values. Eighty-seven percent (87%) indicated their UW institution had a moderate or major impact on their ability to define and solve problems, a proportion higher than the national average.

2005 ACT Alumni Outcomes Survey

	UW System	National
Impact of school on your ability to develop original ideas and/or products (major or moderate impact)	76%	76%
Impact of school on your ability to think objectively about beliefs, attitudes and values (major or moderate impact)	81%	80%
Impact of school on your ability to define and solve problems (major or moderate impact)	* 87%	85%

\*Indicates difference between UW System average and National average is significant at the .05 level.

##### Assessing Learning Competencies and Outcomes

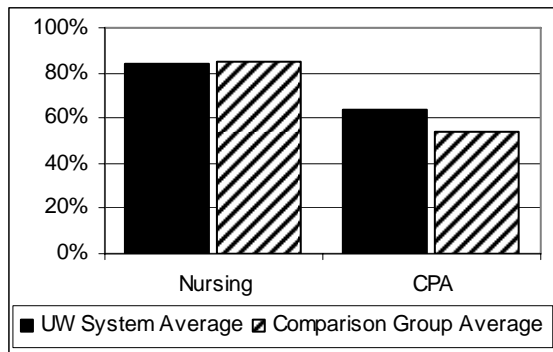
*How well does a UW undergraduate education prepare students for their chosen careers and/or for graduate study?*

In addition to providing a well-rounded education, the undergraduate experience prepares students for professional careers and provides the foundation for graduate study. The assessment of learning competencies, or the requisite skills and knowledge essential for competency in a profession or career, can be measured by performance on standardized post-baccalaureate examinations. Passage rates or average scores on these examinations are commonly utilized as undergraduate educational outcome measures. The UW System will assess how well it prepares students for careers and/or graduate study by comparing UW students' scores on post-baccalaureate examinations to national and state benchmarks.

In 2004, 558 UW graduates took the Professional Nursing Programs National Council Licensure Examination. Passage of this exam is necessary to be licensed as a registered nurse. Eighty-four percent (84%) of UW graduates who took the examination for the first time passed. This rate is 1 percentage point lower than the national average. In the three prior years, UW System pass rates have been within 3 percentage points of the national average.

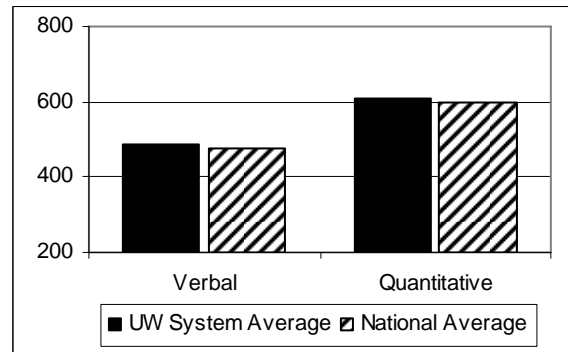
UW graduates who took the Wisconsin Uniform Certified Public Accountant (CPA) Examination, a state examination required to be a certified public accountant, had a pass rate of 64 percent. The comparable state average for graduates of all Wisconsin institutions is 54 percent. Over the years that CPA pass rates have been reported for *Achieving Excellence*, UW System has had consistently higher pass rates than the aggregate average for all Wisconsin institutions.

**2004 Pass Rates on the National Nursing Licensure Examination and the State CPA Exam UW System and Comparison Group Averages**



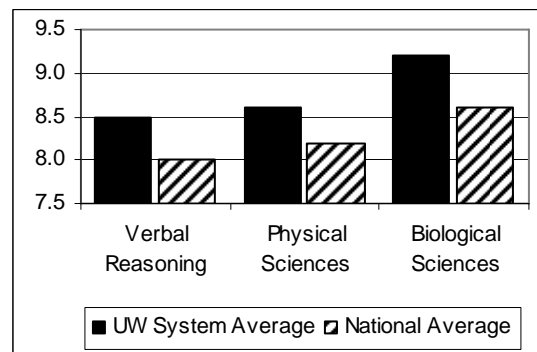
UW graduates who took the Graduate Record Examination (GRE) in 2003-04 exceeded national averages. The GRE is the most common entrance examination required for graduate school admission. On the verbal and quantitative sections, UW graduates had average scores above the national averages (489 UW System and 475 National verbal average, 609 UW System and 598 National quantitative average). In past years, UW students have consistently scored at or above national averages on the verbal and quantitative sections. On the new writing portion of the GRE exam, UW graduates scored an average of four out of a maximum five points, matching the national average score.

**2003-04 Graduate Record Examination (GRE) Scores Average Scores of UW Graduates and Graduates Nationally**



The Medical College Admissions Test (MCAT) was taken by 625 UW students in 2004. This examination is a large determinant of an applicant's admissibility to medical school. UW students scored well above national averages on all three sections. For the past few years, UW students have consistently outperformed national test takers.

**2004 Medical College Admissions Test (MCAT) Average Scores of UW Graduates and Graduates Nationally**



## Goal IV

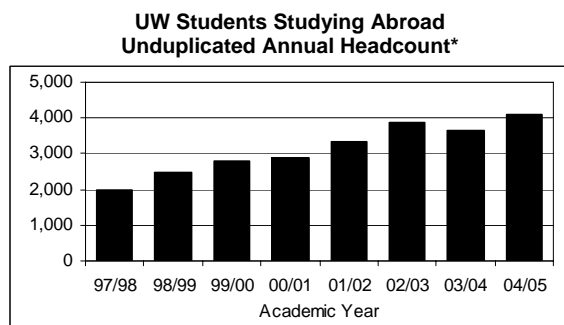
### Provide a learning environment that fosters the ability to function in a dynamic world community

#### Exploration of World Cultures

*How well is the UW System doing in providing an opportunity for students to explore world cultures?*

The ability to function in a global society has never been more important. An individual's ability to live and work in a dynamic world community necessitates a basic understanding of one's own and other's cultures and a respect for and appreciation of cultural differences. In addition to the on-campus presence of international students and faculty, UW institutions offer international exchange and study abroad opportunities to help students gain these valuable skills. The long-term goal of the UW System is to increase the proportion of bachelor's degree recipients who have studied abroad to 25 percent.

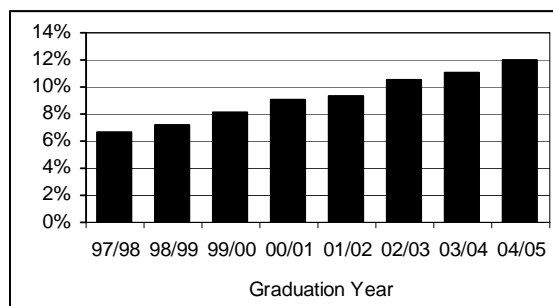
The number of students studying abroad in 2004-05 increased 12 percent, nearly 500 students, over the prior academic year. The number of students studying abroad during a given year has doubled since 1997-98. In the past academic year, 2004-05, 4,107 students took advantage of study abroad opportunities, including partial semester opportunities. This compares with the 1997-98 academic year, when 1,967 students studied abroad. See appendix for details.



\*Only includes students who studied abroad through a UW program.

The proportion of bachelor's degree recipients who studied abroad as an undergraduate has nearly doubled from 6.7 percent in 1997-98 to 12 percent in 2004-05. This proportion has increased slightly but steadily each year. The proportion of bachelor's degree recipients who studied abroad grew 1 percentage point (132 students) in the last academic year. See appendix for details.

**Proportion of UW Bachelor's Degree Recipients  
Who Studied Abroad\***



\*Only includes students who studied abroad through a UW program.

The UW System is committed to reducing the financial barriers that may prohibit financially needy students from taking advantage of study abroad opportunities. In 2004-05, 795 UW students were able to study abroad with help from the UW System's Study Abroad Grant Program.

#### Preparation for a Diverse World

*How well is the UW System doing in preparing students for a diverse world?*

One aspect of a well-rounded education is the exposure to a diverse group of people, cultures, beliefs, opinions, and attitudes. The UW System will evaluate its success in this area against national benchmark data.

On the ACT Alumni Outcomes Survey, UW alumni were asked about the impact of their undergraduate education on exposure and openness to a diverse society. The majority of UW alumni believe that their undergraduate experience had a positive impact on their ability to get along with diverse peoples. Sixty-nine percent (69%) of UW alumni felt their UW institution had a moderate or major impact on their understanding and appreciation of cultural

and ethnic differences between people. Seventy-four percent (74%) indicated their education has helped them in getting along with people with different attitudes and opinions. However, not quite half of UW alumni (49%) were satisfied with the multicultural content of their courses. In these three cases, UW alumni perceptions are no different from those of alumni nationally.

In terms of getting along with people from various cultures, races, and backgrounds, the UW undergraduate experience had a moderate or major impact for 70 percent of UW alumni. This proportion is lower than that of alumni nationwide (75%).

**2005 ACT Alumni Outcomes Survey**

		<b>UW System</b>	<b>National</b>
Impact of school experiences on your ability to understand and appreciate cultural and ethnic differences between people (major impact or moderate impact)		69%	70%
Impact of school experiences on your ability to get along with people whose attitudes and opinions are different from your own (major impact or moderate impact)		74%	74%
Level of satisfaction with the multicultural content of your courses (very satisfied or satisfied)		49%	51%
Impact of school experiences on your ability to get along with people from various cultures, races, backgrounds, etc. (major impact or moderate impact)	*	70%	75%

\*Indicates difference between UW System average and National average is significant at the .05 level.

## Goal V

### Enhance the learning environment by providing opportunities for guided research, mentorship, and access to student services and resources that foster learning and citizenship

#### Planned Learning Experiences Outside of the Classroom

*How well does the UW System provide opportunities for learning outside of the classroom?*

Experiences such as cultural events, guest speakers, participation in student organizations, wellness programs, freshman interest groups, and other out-of-classroom activities provide an opportunity for students to apply what they have learned in the classroom, to develop a sense of community among fellow students and faculty members, and to learn new skills. These experiences contribute to a complete undergraduate experience and have been promoted by educational researchers as a means to improve student retention and graduation. The UW System will assess its progress in providing planned learning experiences outside of the classroom by comparing itself to national benchmarks.

Responses of UW graduates on the 2005 ACT Alumni Outcomes Survey were above the national average on questions about opportunities for student participation in experiences outside of the classroom. This indicates that the UW System is successful at providing an enhanced learning environment that offers a broad range of opportunities for students to explore and discover.

Almost three-fourths (73%) of UW alumni indicated that there were many opportunities for student involvement in campus activities. Eighty percent (80%) felt that their school had an intellectually stimulating atmosphere, and 57 percent felt there were many cultural or fine arts programs. Seventy percent (70%) of UW alumni were satisfied or very satisfied with health and wellness programs. All of these proportions are significantly higher than the national average.

2005 ACT Alumni Outcomes Survey

		UW System	National
Level of agreement that there were many opportunities for student involvement in campus activities (strongly agree or agree)	*	73%	60%
Level of agreement that overall the school had an intellectually stimulating atmosphere (strongly agree or agree)	*	80%	76%
Level of agreement that there were many cultural/fine arts/speaker programs (strongly agree or agree)	*	57%	45%
Level of satisfaction with the health and wellness programs/services for students (very satisfied or satisfied)	*	70%	62%

\*Indicates difference between UW System average and National average is significant at the .05 level.

#### Faculty Mentorship, Counseling Services, and Other Out-of-Classroom Contacts that Support Learning

*To what extent do UW faculty interact with students out-of-class? What other counseling support is offered outside of the classroom?*

Mentoring and counseling play a significant role in fostering student success. By advising, counseling, and mentoring students, faculty and staff members help to build a supportive learning environment. The UW System will assess its progress in providing mentoring and counseling support to students by comparing itself to national benchmarks.

Most UW graduates responding to the 2005 ACT Alumni Outcomes Survey indicated they were satisfied with faculty availability and out-of-class support services. Two-thirds (67%) of UW alumni reported many opportunities for student/faculty interaction, and three-fourths (75%) agreed that most faculty were readily available outside of class time. However, the perception of faculty availability outside of class was lower than the national rating of 80 percent.

Satisfaction with student support services equaled or exceeded the national average. Almost half of alumni (47%) were satisfied or very satisfied with personal counseling services, a rating higher than the national average. Roughly half of UW alumni (49%) were satisfied or very satisfied with financial aid counseling and services, a proportion not statistically different from the national average.

Virtually all UW alumni (91%) were satisfied or very satisfied with library services and materials at their institution. A separate survey of undergraduates conducted in 2004 revealed higher levels of satisfaction with some library functions than with others. On the LibQUAL survey, UW undergraduates gave their campus libraries relatively high marks in personal services, reporting that library employees are caring, are willing to help users, respond readily to questions, and give users individual attention. UW undergrads generally were less satisfied with information services, reporting less-than-desired levels of electronic accessibility of resources from home, office, or through a library website. This pattern of satisfaction was similar to that of undergraduates nationally, although national results were not available in detail sufficient for use as benchmarks.

2005 ACT Alumni Outcomes Survey

		UW System	National
Level of agreement that there were many opportunities for student/faculty interaction (strongly agree or agree)		67%	69%
Level of agreement that most faculty were readily available to students outside of class time (strongly agree or agree)	*	75%	80%
Level of satisfaction with personal counseling services (very satisfied or satisfied)	*	47%	43%
Level of satisfaction with financial aid counseling and related services (very satisfied or satisfied)		49%	47%
Level of satisfaction with library services and materials (very satisfied or satisfied)	*	91%	82%

\*Indicates difference between UW System average and National average is significant at the .05 level.

## Participation in Activities that Promote Good Citizenship

*How well does the UW System prepare students to be responsible community members and good citizens?*

Good citizenship is expressed through community service, membership and participation in civic groups, leadership in political causes, and other socially conscious activities. Preparing students to be good citizens is an important goal of the UW System. Assessment of success in this area will be evaluated by comparisons to national benchmarks.

UW alumni have very similar perceptions as alumni nationally regarding the impact of their education on the appreciation of citizens' rights and responsibilities, the development of leadership skills, and the understanding of international issues. Although the differences between UW alumni responses and the national averages were not statistically significant, there is room for the UW System to increase its impact on citizenship issues.

2005 ACT Alumni Outcomes Survey

	UW System	National
Impact of school experiences on appreciating and exercising my rights, responsibilities, and privileges as a citizen (major impact or moderate impact)	57%	58%
Impact of school experiences on developing and using effective leadership skills (major impact or moderate impact)	73%	72%
Impact of school experiences on understanding international issues (political, economic, etc.) (major impact or moderate impact)	53%	51%

\*Indicates difference between UW System average and National average is significant at the .05 level.

## Use of Technology in the Curriculum

*How well is technology incorporated into the undergraduate curriculum?*

The integration of technology into academic programs allows students to gain valuable computer skills and competencies and provides students an opportunity to apply these skills. These skills serve students well as they enter the job market or continue their education. *The UW System will assess its progress in incorporating technologies into the under-graduate curriculum.*

Since the ACT Alumni Outcomes Survey does not specifically address the use of technology in the curriculum, progress in this area is assessed through the responses of UW seniors to questions on the National Survey of Student Engagement (NSSE), conducted in spring 2004.

UW seniors were asked about their use of email to communicate with an instructor, their use of the electronic media to complete assignments, and the degree to which their institution has contributed to their knowledge of computer and information technology. More than four-fifths (81%) of UW seniors use email often or very often to communicate with instructors. This is above the national average of 76 percent. More than half (55%) of UW seniors surveyed said they had used electronic media that year to complete assignments. This was below the national average of 59 percent.

A substantial proportion (77%) of UW seniors report that their institution has contributed to their skills and knowledge in computing and information technology. This proportion is lower than the national average of 79 percent.

2004 National Survey of Student Engagement (NSSE)

Seniors	UW System	National
In your experience at your institution during the current school year, about how often have you used email to communicate with an instructor? (often or very often)	*	81% 76%
In your experience at your institution during the current school year, about how often have you used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment? (often or very often)	*	55% 59%
To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in using computing and information technology? (quite a bit or very much)	*	77% 79%

\*Indicates difference between UW System average and National average is significant at the .05 level.

## Goal VI

### Efficient and effective stewardship of resources

#### Condition of Classrooms and Maintenance of Other Facilities

*How technology-ready are UW System's classrooms?*

Technological advances over the past decade have dramatically altered traditional models of teaching and learning with electronic media playing an increasingly vital role in today's university curriculum. Both student and faculty expectations for access to technology-ready classrooms have risen in recent years. This has resulted in a substantial unmet demand for classrooms that offer the requisite technology needed in today's learning environment.

Overall, the UW System (excluding UW Colleges) has over 1,700 general assignment classrooms of varying sizes, encompassing over 1.4 million square feet of space. Currently, approximately 51 percent of these essential instructional spaces need technology improvements, and 57 percent require some degree of remodeling.

The UW System classifies its classroom technology readiness on a six-point scale ranging from a Level 0 classroom, which does not meet even basic classroom technology standards, to a distance learning classroom, which is capable of fully supporting distance education with a two-way video system.

Since 1995, substantial progress has been made in upgrading classrooms, moving the UW System closer to desired classroom technology levels. Over \$45 million (\$42.5 million in state GPR funding and \$2.7 million in non-GPR funding) has been approved over the past eight years to update nearly 430 classrooms, providing updated environments and contemporary technology and installing higher capacity data wiring in selected buildings at all institutions.

The Board of Regents reaffirmed the high priority of the UW System's Classroom Renovation/Instructional Technology program by

submitting a \$15 million request as part of the 2005-07 Capital Budget. Enumeration of the project at \$7 million and a need to reduce the UW System's enumerated projects by \$10 million has led to the Board of Regents' approval to a one-time, further reduction of this program to a budget level of \$2.5 million. UW System Administration plans to resurvey classrooms during 2006 to re-evaluate the extent of unmet classroom needs at each institution. *Progress in this area will be assessed in terms of the pace at which classrooms are funded for upgrades to meet needed technology levels.*

**Actual versus Needed  
Classroom Technology Levels**

Level	0-1	2	3	3+	Distance Learning
Prior to 1995	81%	12%	6%	*	1%
FY 1997	78%	14%	6%	*	2%
FY 1999	71%	19%	7%	*	3%
FY 2001	57%	15%	18%	7%	3%
FY 2003	54%	14%	21%	8%	3%
FY 2005	52%	14%	22%	9%	3%
<b>Needed</b>	<b>25%</b>	<b>8%</b>	<b>46%</b>	<b>16%</b>	<b>5%</b>

\* Technology Level 3+ added in 2000.

*How well are UW System facilities maintained?*

Recognizing its responsibility to preserve significant facilities investments, UW System approaches facilities maintenance through both operational and capital budget initiatives, addressing routine and life cycle maintenance. Computerized maintenance management systems and capital asset management systems have been implemented at each institution. These systems track current and projected future maintenance needs, and provide valuable references during long-range maintenance planning processes.

Considering the UW System's aging physical plant and the increasing complexities of facilities infrastructure needs, UW System has implemented a long-range maintenance planning process at each institution. Maintenance planning and campus physical development planning for the 2005-07 biennium have been formally documented and integrated into a single reference, providing a comprehensive context for all campus planning decisions and project implementation. The maintenance plan identi-

fies long-range (six to ten-year horizon) maintenance issues across each institution and short-term (two-year horizon) maintenance projects. Each planning cycle further refines the maintenance priorities for the UW System. Maintenance planning and documentation provide the basis for efficient project packaging and implementation.

The UW System receives General Fund Supported Borrowing biennially for maintenance projects, although a significant gap between the documented need for maintenance and funding has existed since 1993. Funding for maintenance has met only about half of the need since 2001. Progress in this area could be accelerated through increased maintenance funding allocations.

### Human Resources

Does the UW System allocate adequate funds to faculty and staff professional development?

In order to provide quality instructional and support services, UW faculty and staff need to update their skills and keep current in their chosen professional areas. Participation in ongoing training, professional organizations, and attending conferences allow faculty and staff members to develop professionally in order to serve students better. The UW System's goal is to maintain an allocation of at least 1 percent of its payroll to professional development.

The UW System has consistently spent at least 1 percent of its payroll on professional development activities for faculty and staff in recent years. These activities include conference travel and specific career-related training. The actual dollars spent on professional development have increased from \$16.7 million in 1996-97 to a high of \$22.9 million in the most recent fiscal year, 2004-05. Professional development dollars, as a proportion of the total payroll, have increased to 1.4 percent from 1.3 percent in 2003-04, but remain below the plateau of 1.6 percent from 1997-98 to 2000-01.

### UW System Professional Development Expenditures

Year	Annual \$ (Millions)	% of Payroll
1996-97	16.7	1.5
1997-98	18.6	1.6
1998-99	19.2	1.6
1999-00	20.4	1.6
2000-01	22.3	1.6
2001-02	20.6	1.4
2002-03	19.3	1.3
2003-04	20.6	1.3
2004-05	22.9	1.4

### Utilization of Technology Resources

How accessible are the UW System's computing services and technologies to students and staff members?

Providing accessible and modern computing facilities is critical to UW System's teaching, research, and public service mission in the twenty-first century. Accessible and modern computing facilities also serve to attract quality faculty and students. In order to expand the UW System's technology infrastructure and the distributed learning system to meet demands for upgraded computers, improved access, support, and training, the UW System must explore both reallocation of current dollars and new funding initiatives. The UW System will assess its progress in this area by comparing itself to national benchmarks.

On the ACT Alumni Outcomes Survey, UW alumni were asked if they felt their institution had an extensive computer system, including equipment, labs, and computer services. Three-fourths (75%) of alumni said they agreed or strongly agreed with this statement. This proportion is higher than the 64 percent of alumni at other public colleges and universities nationwide.

### 2005 ACT Alumni Outcomes Survey

	UW System	National
Level of agreement that there were extensive computer system, services, equipment, labs, etc. (strongly agree or agree)	* 75%	64%

\*Indicates difference between UW System average and National average is significant at the .05 level.

## Allocation of Resources

*How successful is the UW System in managing its resources creatively and efficiently, through the development of collaborative academic programs and initiatives?*

In order to leverage its resources, the UW System encourages and promotes collaboration among its institutions and with others through partnerships. The UW System seeks collaboration in both academic and administrative areas to operate efficiently and effectively. Progress in this area can be demonstrated by the number of collaborative efforts.

Academic collaborations include degree programs and initiatives among UW institutions and between UW and non-UW partners. A UW collaborative degree program is an academic program that is developed, implemented, administered, and provided by two or more UW System institutions. The number of UW collaborative degree programs continues to increase.

**Collaborative Degree Programs Between UW 4-Year Institutions**

Collaborative Programs	Partner Institutions
Collaborative Nursing Program	EAU, GBY, MSN, MIL, OSH
Masters of Business Administration	EAU, LAC, OSH, PKS, EXT
Doctorate in Physical Therapy	LAC, MIL
MS in Social Work	GBY, OSH
MS in Educational Psychology	GBY, MIL
BS in Nursing	EAU, GBY, MSN, MIL, OSH
MS in Administrative Leadership	MIL, GBY
MS in Educational Psychology	MIL, GBY
BS in Nursing	MIL, PKS
MS in Educational Admin.	MSN, OSH
Doctorate in Audiology	MSN, STP
MS in Educational Admin.	MSN, WTW
MS in Reading Education	OSH, GBY
MPA in Public Admin.	OSH, WTW
MS in Counselor Education	OSH, STP
MEd in Educational Admin.	SUP, STP, EAU

EAU=Eau Claire, GBY=Green Bay, LAC=La Crosse, MSN=Madison, MIL=Milwaukee, OSH=Oshkosh, PKS=Parkside, STP=Stevens Point, SUP=Superior, WTW=Whitewater, EXT=UW-Extension

In addition, UW institutions continue to explore other collaborative academic arrangements. For example, a recently-developed collaboration between UW-River Falls and UW-Eau Claire will allow education students to receive a certifi-

cation offered by one institution while attending the other. Students can earn the general education certification offered by UW-River Falls and also the special education certification offered by UW-Eau Claire, acquiring dual certification while attending one institution.

**Collaborative Degree Programs Between UW 4-Year Institutions and UW 2-Year Institutions**

Collaborative Programs	UW 4-Yr Inst.	UW 2-Yr Inst.
BA in Org. Admin.	MIL	Baraboo/Sauk Co., Barron Co., Fond du Lac, Manitowoc, Marinette, Richland, Rock Co., Sheboygan, Washington Co., Waukesha
BS in Info. Resources	MIL	Baraboo/Sauk Co., Barron Co., Fond du Lac, Manitowoc, Marinette, Richland, Rock Co., Sheboygan, Washington Co., Waukesha
BS in Nursing	MIL	Washington Co.
BA in Communication	MIL	Baraboo/Sauk Co., Barron Co., Fond du Lac, Manitowoc, Marinette, Richland, Rock Co., Sheboygan, Washington Co.
2+2 in School of Engineering	MIL	Washington Co., Waukesha
2+2 in School of Social Work	MIL	Waukesha
Extended Degree Prog.	GBY	Manitowoc
BLS in Org. Admin.	OSH	Fox Valley, Fond du Lac
BS in Nursing	OSH	Marathon Co.
BS in Engineering	PLT	Fox Valley, Rock Co.
BS in Industrial Mgmt.	STO	Fond du Lac, Sheboygan
BA in Business Admin.	STP	Marathon Co., Marshfield
BA in General Studies	STP	Barron Co., Fond du Lac, Fox Valley, Marathon Co., Marinette, Marshfield/ Wood Co.
BA in Web & Digital Media Development	STP	Marathon Co., Marshfield
BA in Liberal Studies	WTW	Rock Co.

GBY=Green Bay, MIL=Milwaukee, OSH=Oshkosh, PLT=Platteville, STP=Stevens Point, STO=Stout, WTW=Whitewater

UW institutions also partner with institutions outside of the UW System. An example of an external partnership is a recent Ph.D. program in Medical Informatics at UW-Milwaukee that is collaborative with the Medical College of

Wisconsin. This collaboration benefits from the skills, expertise, and facilities at both institutions.

The UW System and the Wisconsin Technical College System (WTCS) have also developed collaborative programs and initiatives. One recent collaboration seeks to increase access for non-traditional students by offering courses via instructional video at regional centers of the Fox Valley Technical College. The courses are taught by faculty from UW-Fox Valley and Fox Valley Technical College, and can be applied to an Associate of Arts and Science degree from the UW Colleges under existing transfer agreements. A similar program between UW-Barron County and Wisconsin Indianhead Technical College is slated to begin in spring 2006. These expanded opportunities for students are in addition to the over 500 existing program-to-program articulation agreements.

The UWS/WTCS Committee on Baccalaureate Expansion (COBE) was formed to examine the number of baccalaureate degree holders in Wisconsin as compared with other states, and recommend cost-effective and collaborative strategies to increase the number of degree recipients in the state. The UW System received funding in the 2005-07 biennium to develop new academic programs and degree completion opportunities that will increase baccalaureate attainment.

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*How successful is the UW System in managing its resources creatively and efficiently, through the development of service and contract collaborations?*

Over the past several years, efforts have been made to save money by collaborating on administrative software, service contracts, and licensure agreements. Examples of past collaborative administrative efforts among UW institutions include the Shared Financial System, the PeopleSoft Student Information System, the ESRI Geographical Information System, common library automation software, and license agreements with Oracle and Microsoft. Progress in this area can be demonstrated by the number and growth of service and contract collaborations.

The major source of cost avoidance in fiscal year 2005 was the consolidation of all PeopleSoft maintenance contracts to save \$3 million over ten years.

#### Cost Savings Agreements

Cost Agreement	Savings
PeopleSoft	\$3,000,000

To reduce costs from worker's compensation claims and maintain employee productivity, the UW System Office of Safety and Loss Prevention established a systemwide policy in 1995 for early-return-to-work (ERTW) programs. ERTW programs monitor the medical status of employees made ill or injured as the result of a workplace exposure or accident. The underlying purpose of these programs is to accommodate employee medical restrictions in order to allow employees to return to work earlier than they would be able to otherwise. Currently, ten UW institutions have formal ERTW programs while the remaining institutions accommodate employees on an individual basis. In fiscal year 2005, the UW System received and managed 1,853 new worker's compensation claims. Of these, 255 were lost time claims, resulting in time away from work. Lost time cases are most directly impacted by ERTW programs.

In addition to ERTW programs, UW campuses impact worker's compensation costs through proactive safety programs. During 2004-05, a major initiative designed to minimize injuries to custodial staff focused on supervisory accountability for employee safety and ergonomic training to identify workplace hazards and minimize injuries. A follow-up to this initiative is scheduled for fiscal year 2006.

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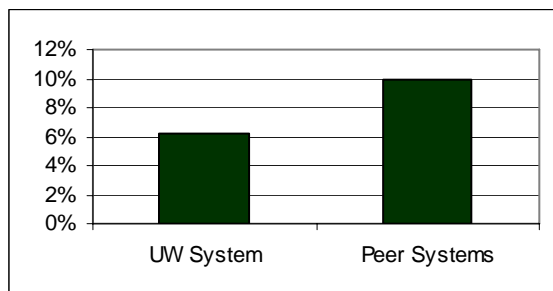
*How do the UW System's administrative costs compare to its peer systems?*

Keeping administrative costs low allows institutions to concentrate resources on instruction and other student related activities. The UW System takes pride in setting the benchmark for low administrative costs compared to peer institutions. The UW System will assess its success in maintaining low administrative costs by comparing itself to peer systems.

The UW System identifies administrative expenditures using a classification system developed by the National Association of College and University Business Officers (NACUBO). Under this classification, administrative activities include systemwide management and long-range planning, fiscal operations, administrative computing support, space management, personnel management, and some other functions. Because this classification system is used for reporting to the federal Integrated Postsecondary Education Data System (IPEDS), it permits comparisons of administrative costs between the UW System and other public university systems in the nation.

In 2003-04, the most recent year available, 6 percent of the UW System's expenditures were for administrative costs. In comparison, the UW System's peers expended an average of 10 percent for administrative costs. The UW System has consistently allocated a lower percentage of funds to administration than other higher education institutions nationally.

**Percent Budgeted for Administrative Costs in FY 2004  
UW System and Peer University System Averages**



**Average Number of Credits Taken by Bachelor's Degree Recipients**

*What is the average number of credits taken by UW System students earning bachelor's degrees?*

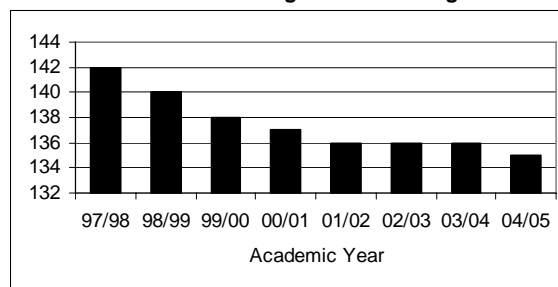
The UW System recognizes that students benefit from exploring new fields, taking extra classes for improved job marketability or for personal development, and completing more than one major or a certificate program in addition to their primary majors. However, these desires need to be balanced with the need for UW institutions to accommodate new students who would like to begin their undergraduate studies. For this reason, all UW institutions, with

the exception of certain professional degree programs, have reduced the total number of credits required for graduation to between 120 and 128, while maintaining educational quality. This allows students to take more credits than required for graduation but not at the expense of access for others.

Several factors influence the number of credits that undergraduate students take while earning bachelor's degrees. Students often change majors, transfer to other UW institutions, and take extra electives. Institution controlled factors include the number of credits required for degree completion, course availability, the availability of and quality of academic advising, the number of credits accepted for transfer, and the number of students who earn college credits while in high school.

The 2004-05 UW graduates took an average of 135 credits between the time they were new freshmen and the awarding of their bachelor's degrees. This is a reduction from 136 for graduates in the previous three years. By reducing credits to degree from 145 in 1993-94 to 135, the UW System has surpassed the target of 140 set by the UW Board of Regents. See appendix for details.

**Average Number of Attempted Credits  
UW Students Earning Bachelor's Degrees**



In an attempt to ensure that the number of credits taken prior to degree remains at or below the UW System target, the UW Board of Regents enacted a policy requiring UW institutions to review degree requirements and to counsel students who are accumulating a large number of credits. The policy also imposes a surcharge on students, effective fall 2004, who earn in excess of 165 credits or 30 more than required for a degree. *The UW System's goal is to continue to decrease the average credits to degree.*

## SECTION III: Compendium of Other UW System Reports

- 1) Access to the UW System for Wisconsin High School Graduates  
Contact: Office of Policy Analysis and Research  
Published in October 2000  
Provides detailed information regarding access to UW institutions.
- 2) Access to the UW System: Service Rates by Family Income  
Contact: Office of Policy Analysis and Research  
Published in June 2001  
Provides information on applications, admissions, and enrollments of new freshmen by family income level.
- 3) Expanding Access to Baccalaureate Education in Wisconsin  
Report of the Joint UWS/WTCS Committee on Baccalaureate Expansion  
Contact: Academic and Student Services/Office of Policy Analysis and Research  
Published in January 2005  
Examines the number and nature of baccalaureate degree holders in Wisconsin as compared with other states, determines why Wisconsin is lagging behind, and recommends cost effective and collaborative strategies to provide access and opportunities to expand the number of baccalaureate degree completers in the state.
- 4) Universal Access Whitepaper  
Contact: Office of Learning and Information Technology  
Published in March 2000  
Presents systemwide findings regarding the demand for access to various forms of information technology.
- 5) Accountability for Achievement Report  
Contact: Office of Policy Analysis and Research  
Published in December 1998  
Final iteration of the first mandated UW System accountability report.
- 6) Charting a New Course for the UW System  
Contact: Board of Regents Office  
Report by the Board of Regents, presented in June 2004  
Study by the Board of Regents in collaboration with students, faculty, staff, and others on ways to address the needs of Wisconsin's future.
- 7) Competitive Pay Report  
Contact: Office of Human Resources  
Prepared annually  
Provides information on the amounts given for UW pay increases for competitive reasons.
- 8) Continuing Appropriation  
Contact: Office of Budget and Planning  
Prepared annually  
Provides the amount by which expenditures from the tuition appropriation exceeded the amount shown in the appropriation schedule.

- 9) Cost Recovery Activity, Credits Generated, and Unduplicated Student Headcount by Program and Age  
 Contact: Office of Policy Analysis and Research  
 Presented to the Board of Regents annually in October  
 Provides the number and the type of courses offered by the UW System that are charged on a fee-recovery basis and the number of students enrolled in such classes.
- 10) University of Wisconsin System and Wisconsin Technical College System Plan for Enhancing Credit Transfer and Expanding the Number of Baccalaureate Degree Holders in Wisconsin  
 Contact: Office of Academic and Student Services  
 Presented to the Board of Regents in November 2003  
 Provides information on proposed new transfer initiatives that will enhance opportunities for WTCS students transferring into UW institutions.
- 11) Degrees Conferred  
 Contact: Office of Policy Analysis and Research  
 Published annually  
 Reports on degrees conferred by discipline, level, race, and gender.
- 12) University of Wisconsin System Report on Efficiencies and Effectiveness  
 Contact: Office of Financial Administration  
 Presented to the Board of Regents in April 2000  
 Focuses on administrative and instructional efficiencies, as well as the effectiveness and efficiency of student support.
- 13) Equality for Women in the University of Wisconsin System  
 Contact: Office of Academic and Student Services  
 Prepared in 2000  
 Presents findings and recommendations from the Committee on the Status of Women in the University of Wisconsin System.
- 14) Expenditure of Gift and Grant Funds  
 Contact: Office of Financial Administration  
 Prepared annually  
 Provides information on expenditures during the preceding fiscal year from nonfederal funds.
- 15) University of Wisconsin System Fact Book  
 Contact: Communications Office  
 Prepared annually  
 Offers academic, financial, faculty, and general data.
- 16) Annual Financial Report  
 Contact: Office of Financial Administration  
 Presented to the Board of Regents annually in February  
 Provides detailed information on revenue sources and expenditures.
- 17) GPR Position Authority  
 Contact: Office of Budget and Planning  
 Prepared annually  
 Provides the number of FTE positions created or abolished within base resources in the prior fiscal year.

- 18) Industrial and Economic Development Research Report  
Contact: Office of Budget and Planning  
Prepared biennially  
Provides information on projects supported with industrial and economic development research funds.
- 19) University of Wisconsin System Information Technology Plan  
Contact: Office of Learning and Information Technology  
Prepared in 2001  
Presents plans for systemwide and campus-specific technology infrastructures.
- 20) Institutional Efficiency and Student Success: The Relationship Between Credits-to-Degree, Time-to-Degree, and Graduation Rates  
Contact: Office of Policy Analysis and Research  
Published in May 2002  
Provides information on the experience of UW institutions regarding the relationship of credits-to-degree, time-to-degree, and graduation rates.
- 21) Introduction to the University of Wisconsin System  
Contact: UW HELP Office  
Prepared annually  
Offers practical information for prospective students, parents, and other interested citizens of Wisconsin.
- 22) Report of the Joint Administrative Committee on Academic Programs (JACAP)  
Contact: Office of Policy Analysis and Research  
Prepared annually  
Provides information on enrollment, demographics, and outcomes of transfer students.
- 23) Management to Staff Ratio  
Contact: Office of Human Resources  
Prepared annually  
Provides definitions of the terms “management” and “staff” which includes: a) the definitions used by the Board to categorize the positions; b) a list of the position titles in each category; c) the criteria used by the Board to categorize the positions; and d) the current number of authorized positions in each category at each campus.
- 24) Minority and Disadvantaged Student Annual Report  
Contact: Office of Academic Diversity and Development  
Prepared annually  
Presents a wide range of data related to diversity and fulfills legislative requirements.
- 25) The University of Wisconsin Mission  
Contact: Board of Regents Office  
Revised in August 1999  
Provides information on systemwide and institutional missions.
- 26) The New Freshman Class  
Contact: Office of Policy Analysis and Research  
Published annually  
Provides demographic data about fall new freshmen entering the UW System.

- 27) New Freshman Outcomes: Retention and Graduation  
Contact: Office of Policy Analysis and Research  
Published annually  
Provides detailed information regarding the retention and graduation of UW students.
- 28) Plan 2008: Educational Quality through Racial and Ethnic Diversity  
Contact: Office of Academic Diversity and Development  
Presented to the Board of Regents in June 1999  
Presents the UW System's plans for promoting racial and ethnic diversity including data on precollege, admissions, enrollment, financial aid, faculty, unclassified and classified staff, and summary of institutional plans.
- 29) Plan 2008: Educational Quality through Racial and Ethnic Diversity (progress report)  
Contact: Office of Academic Diversity and Development  
Prepared biennially  
Provides a progress report on diversity programs across UW System.
- 30) Program Revenue Position Authority  
Contact: Office of Budget and Planning  
Prepared quarterly  
Provides information regarding positions created or abolished the previous quarter and their funding source.
- 31) Program Revenue Spending Authority  
Contact: Office of Financial Administration  
Prepared annually  
Provides information on expenditures in excess of the original annual allotments for auxiliary operations and general operational receipts.
- 32) Program Review and Planning in the UW System  
Contact: Office of Academic and Student Services  
Prepared annually  
Provides information on approval of programs, program reviews, and accreditation.
- 33) Report on the Recommendations of the Accountability Task Force  
Contact: Office of Policy Analysis and Research  
Presented to the Board of Regents in June 2000  
Provides the blueprint for *Achieving Excellence: The University of Wisconsin System* Accountability Report.
- 34) Remedial Education in the UW System  
Contact: Office of Policy Analysis and Research  
Presented to the Board of Regents in May 2003  
Presents information regarding students requiring Math and English remediation.
- 35) Research and Public Service Report  
Contact: Office of Budget and Planning  
Prepared biennially  
Provides information on the purpose, duration, cost, and anticipated completion date of all research and public service projects.

- 36) Student Financial Aid  
Contact: Office of Policy Analysis and Research  
Published annually  
Offers information regarding the types and quantities of financial assistance received by UW students.
- 37) Trends in Enrollment  
Contact: Office of Policy Analysis and Research  
Published annually  
Reports data regarding fall full-time equivalent and headcount enrollment.
- 38) Annual Report on Undergraduate Drop Rates  
Contact: Office of Policy Analysis and Research  
Presented to the Board of Regents annually in September  
Provides course drop rates by campus and systemwide.

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**Table 1**  
**University of Wisconsin System**  
**Fall Instructional Workload**

		UW-Madison*			UW-Milwaukee		
		FA	IAS	GA	FA	IAS	GA
<b>Weekly Group Contact Hours:</b>	2004	5.8	7.0	9.3	6.2	12.1	7.6
	2003	6.1	7.1	9.1	6.9	13.3	8.3
	2002	5.4	7.4	8.2	6.6	14.3	7.9
	2001	5.9	7.1	9.2	7.2	12.7	8.7
	2000	6.0	7.2	8.9	7.7	13.8	8.6
	1999	5.8	6.8	8.9	8.3	12.0	8.8
	1998	6.0	7.1	9.3	8.1	11.3	9.9
<b>Avg. Student Credit Hours:</b>	2004	208	202	120	156	331	154
	2003	222	200	115	161	333	175
	2002	196	212	133	162	345	157
	2001	199	205	135	157	304	170
	2000	197	212	130	168	321	173
	1999	193	201	137	172	302	180
	1998	198	202	145	174	296	187
<b>Avg. Group Instruction: (Primary Section)</b>	2004	1.9	1.9	0.9	2.0	4.1	1.1
	2003	2.0	1.9	0.8	2.0	4.0	1.0
	2002	1.9	2.0	0.9	2.0	4.3	1.0
	2001	1.9	1.9	0.9	2.2	3.7	1.0
	2000	1.9	1.9	0.8	2.3	4.0	1.0
	1999	1.9	1.9	0.9	2.4	3.6	1.0
	1998	1.9	1.9	1.0	2.5	3.6	1.0
<b>Avg. Individual Instruction: (Enrollment)</b>	2004	6.2	3.5	0.2	3.2	2.3	0.1
	2003	6.0	3.9	0.3	3.1	2.8	0.0
	2002	5.8	3.7	0.2	3.0	2.7	0.0
	2001	5.8	3.9	0.2	2.5	3.4	0.2
	2000	5.7	3.8	0.2	2.8	4.0	0.0
	1999	5.9	3.5	0.2	3.0	3.6	0.3
	1998	5.6	3.7	0.8	3.3	3.9	0.1

		UW Comprehensives			UW Colleges		
		FA	IAS	GA	FA	IAS	GA
<b>Weekly Group Contact Hours:</b>	2004	11.6	14.9		13.0	22.8	
	2003	11.7	14.7		13.1	21.6	
	2002	11.7	14.2		14.1	26.7	
	2001	11.7	14.7		14.4	25.4	
	2000	11.6	14.8		13.9	25.6	
	1999	11.6	14.2		13.6	22.4	
	1998	11.8	14.1		14.0	22.3	
<b>Avg. Student Credit Hours:</b>	2004	283	372		267	407	
	2003	291	364		271	418	
	2002	286	349		287	390	
	2001	282	353		290	403	
	2000	284	357		280	379	
	1999	287	350		282	372	
	1998	292	346		261	363	
<b>Avg. Group Instruction: (Primary Section)</b>	2004	3.4	4.7		3.9	7.8	
	2003	3.4	4.7		3.8	7.8	
	2002	3.4	4.5		4.0	9.1	
	2001	3.4	4.6		4.1	8.6	
	2000	3.3	4.6		3.9	8.3	
	1999	3.4	4.4		3.9	7.1	
	1998	3.4	4.3		4.0	7.2	
<b>Avg. Individual Instruction: (Enrollment)</b>	2004	3.8	4.7		0.1	0.1	
	2003	3.9	5.3		0.2	0.0	
	2002	4.1	5.0		0.2	0.2	
	2001	3.7	4.4		0.2	0.3	
	2000	3.8	4.5		0.1	1.0	
	1999	4.0	5.1		0.4	0.8	
	1998	4.0	5.3		0.3	0.6	

\*Excludes UW-Madison's Law, Med, and Vet Med.  
 FA = Faculty IAS = Instructional Academic Staff GA = Graduate Assistant

**Table 2**  
**University of Wisconsin System**  
**Enrollment of Non-Traditional Students**

		1995	1997	1999	2001	2003	2004	2005
<b>UW-Eau Claire</b>	Undergraduate	1,117	971	821	826	847	829	748
	Graduate	328	336	316	239	301	287	257
<b>UW-Green Bay</b>	Undergraduate	1,525	1,323	1,258	1,279	1,087	977	1,051
	Graduate	167	155	178	255	178	135	113
<b>UW-La Crosse</b>	Undergraduate	884	795	739	577	518	504	453
	Graduate	286	305	404	549	721	499	522
<b>UW-Madison</b>	Undergraduate	4,152	3,645	2,722	2,381	2,313	2,264	2,252
	Graduate	4,607	4,169	3,968	3,845	3,575	3,539	3,587
<b>UW-Milwaukee</b>	Undergraduate	6,512	5,703	5,152	4,837	4,321	4,681	4,495
	Graduate	2,493	2,430	2,317	2,228	2,086	2,169	2,215
<b>UW-Oshkosh</b>	Undergraduate	1,629	1,462	1,373	1,389	1,362	1,420	1,449
	Graduate	994	1,053	945	885	758	796	814
<b>UW-Parkside</b>	Undergraduate	1,675	1,416	1,414	1,297	1,188	1,171	1,163
	Graduate	186	154	99	77	89	57	52
<b>UW-Platteville</b>	Undergraduate	710	669	638	614	625	586	601
	Graduate	174	203	153	159	333	325	432
<b>UW-River Falls</b>	Undergraduate	777	641	514	446	470	466	498
	Graduate	398	231	176	254	274	256	240
<b>UW-Stevens Point</b>	Undergraduate	1,404	1,307	1,169	1,053	1,071	1,016	950
	Graduate	435	311	357	232	312	244	179
<b>UW-Stout</b>	Undergraduate	1,058	1,044	910	886	868	842	873
	Graduate	323	432	458	349	396	394	429
<b>UW-Superior</b>	Undergraduate	689	743	667	642	645	677	770
	Graduate	374	264	278	287	239	204	188
<b>UW-Whitewater</b>	Undergraduate	1,249	1,205	1,123	977	915	969	894
	Graduate	711	661	676	653	719	720	668
<b>UW Colleges</b>	Undergraduate	3,688	3,136	3,385	3,998	3,947	3,784	3,898
<b>UW System Total</b>	Undergraduate	27,069	24,060	21,885	21,202	20,177	20,186	20,095
	Graduate	11,476	10,704	10,325	10,012	9,981	9,625	9,696

**Table 3**  
**University of Wisconsin System**  
**Distance Education Course Offerings**

	<b>2000-01</b>	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05</b>
<b>UW-Eau Claire</b>	72	100	110	118	120
<b>UW-Green Bay</b>	50	57	59	66	67
<b>UW-La Crosse</b>	26	14	10	8	8
<b>UW-Madison</b>	106	162	197	220	251
<b>UW-Milwaukee</b>	45	24	79	175	197
<b>UW-Oshkosh</b>	65	68	66	65	127
<b>UW-Parkside</b>	19	19	21	25	15
<b>UW-Platteville</b>	25	35	84	106	121
<b>UW-River Falls</b>	6	4	11	7	5
<b>UW-Stevens Point</b>	64	64	82	119	153
<b>UW-Stout</b>	113	131	184	212	215
<b>UW-Superior</b>	6	14	17	19	50
<b>UW-Whitewater</b>	46	62	76	106	139
<b>UW Colleges</b>	108	107	129	118	150
<b>UW System Total</b>	751	861	1,125	1,364	1,618

**Table 4**  
**University of Wisconsin System**  
**Distance Education Course Enrollments**

	<b>2000-01</b>	<b>2001-02</b>	<b>2002-03</b>	<b>2003-04</b>	<b>2004-05</b>
<b>UW-Eau Claire</b>	752	1,261	1,606	2,112	2,179
<b>UW-Green Bay</b>	444	639	594	619	704
<b>UW-La Crosse</b>	148	62	38	32	57
<b>UW-Madison</b>	5,011	6,915	8,184	9,996	10,690
<b>UW-Milwaukee</b>	930	860	2,567	4,273	4,089
<b>UW-Oshkosh</b>	922	1,080	1,111	1,283	2,463
<b>UW-Parkside</b>	58	79	65	66	40
<b>UW-Platteville</b>	288	314	835	1,233	1,510
<b>UW-River Falls</b>	46	16	305	75	57
<b>UW-Stevens Point</b>	944	1,016	1,212	1,557	1,965
<b>UW-Stout</b>	1,372	2,051	3,548	4,163	5,009
<b>UW-Superior</b>	49	146	184	153	384
<b>UW-Whitewater</b>	1,358	1,957	2,416	2,887	4,299
<b>UW Colleges</b>	2,401	2,886	3,858	3,185	4,911
<b>UW System Total</b>	14,723	19,282	26,523	31,634	38,357

**Table 5**  
**University of Wisconsin System**  
**First to Second Year Retention Rates at Institution Where Started**  
**for New Freshmen Entering Full-Time**

	Fall 2000		Fall 2001		Fall 2002		Fall 2003		Fall 2004	
	#	%	#	%	#	%	#	%	#	%
UW-Eau Claire	2,078	78.3	2,125	80.1	2,050	81.1	1,867	79.1	2,019	83.0
UW-Green Bay	929	74.2	863	74.3	896	80.6	943	74.5	975	75.5
UW-La Crosse	1,609	84.0	1,590	85.0	1,552	84.5	1,502	85.8	1,535	87.2
UW-Madison	5,636	90.9	5,979	91.8	5,443	92.0	5,464	92.2	5,419	93.8
UW-Milwaukee	2,663	73.9	2,783	72.3	3,050	71.2	3,402	72.8	2,753	72.8
UW-Oshkosh	1,624	72.1	1,822	72.0	1,774	75.7	1,764	76.2	1,708	76.5
UW-Parkside	747	60.8	854	63.3	760	67.0	863	61.6	890	64.6
UW-Platteville	958	74.8	1,039	76.1	1,120	80.7	1,116	77.3	1,164	75.9
UW-River Falls	1,096	73.1	1,105	70.0	1,043	74.9	1,219	76.9	1,196	75.8
UW-Stevens Point	1,518	76.2	1,505	77.3	1,464	75.8	1,498	78.8	1,525	75.7
UW-Stout	1,307	74.9	1,272	73.3	1,303	72.3	1,245	73.3	1,245	73.3
UW-Superior	395	64.6	326	70.9	257	68.9	328	64.9	323	70.6
UW-Whitewater	2,052	74.2	1,857	77.1	2,004	77.9	1,824	76.8	1,745	76.7
<b>UW System Total</b>	<b>22,612</b>	<b>78.8</b>	<b>23,120</b>	<b>79.5</b>	<b>22,716</b>	<b>80.1</b>	<b>23,035</b>	<b>79.7</b>	<b>22,497</b>	<b>80.7</b>

**Table 6**  
**University of Wisconsin System**  
**Six-Year Graduation Rates at Any UW Institution**  
**for New Freshmen Entering Full-Time**

	Fall 1995		Fall 1996		Fall 1997		Fall 1998		Fall 1999	
	#	%	#	%	#	%	#	%	#	%
UW-Eau Claire	2,019	63.1	2,031	62.7	2,160	64.8	2,138	67.3	2,002	69.5
UW-Green Bay	779	54.9	939	52.2	895	57.2	946	57.8	879	57.5
UW-La Crosse	1,731	62.7	1,720	66.7	1,700	68.3	1,740	71.0	1,631	72.7
UW-Madison	5,101	78.3	5,394	77.8	5,828	78.3	5,548	79.0	5,520	79.8
UW-Milwaukee	1,785	42.9	2,033	43.9	2,272	43.1	2,513	41.4	2,694	47.1
UW-Oshkosh	1,487	53.9	1,501	52.0	1,719	53.9	1,894	53.2	1,834	57.2
UW-Parkside	637	35.9	606	34.3	726	38.8	790	37.5	811	37.7
UW-Platteville	926	56.3	933	62.0	978	56.4	1,118	55.1	1,093	59.7
UW-River Falls	957	51.8	1,149	56.7	1,144	60.4	1,199	62.0	1,104	61.1
UW-Stevens Point	1,474	62.7	1,555	64.5	1,527	63.9	1,503	67.1	1,490	67.2
UW-Stout	1,133	44.5	1,275	52.5	1,241	50.8	1,333	52.6	1,317	53.1
UW-Superior	288	37.5	308	37.7	326	37.1	376	38.8	406	41.1
UW-Whitewater	1,856	58.9	1,825	61.1	1,881	58.7	1,901	60.9	1,877	57.2
<b>UW System Total</b>	<b>20,173</b>	<b>60.6</b>	<b>21,269</b>	<b>61.7</b>	<b>22,397</b>	<b>62.1</b>	<b>22,999</b>	<b>62.2</b>	<b>22,658</b>	<b>63.5</b>

**Table 7**  
**University of Wisconsin System**  
**First to Second Year Retention Rates at Institution Where Started**  
**for New Freshmen Entering Full-Time, by Race/Ethnicity, Fall 2004**

<b>Institution</b>	<b>African American</b>	<b>American Indian</b>	<b>Southeast Asian</b>	<b>Other Asian American</b>	<b>Latino / Hispanic</b>	<b>Students of Color</b>	<b>White</b>	<b>Total**</b>
<b>UW-Eau Claire</b>								
Cohort	7	8	23	23	20	81	1,927	2,019
Rate (%)	*	87.5	87.0	91.3	75.0	84.0	83.0	83.0
<b>UW-Green Bay</b>								
Cohort	10	10	20	12	11	63	909	975
Rate (%)	70.0	*	75.0	66.7	81.8	66.7	76.1	75.5
<b>UW-La Crosse</b>								
Cohort	14	3	22	33	20	92	1,435	1,535
Rate (%)	78.6	*	68.2	69.7	95.0	77.2	87.9	87.2
<b>UW-Madison</b>								
Cohort	151	43	105	213	176	688	4,607	5,419
Rate (%)	91.4	81.4	90.5	94.8	85.8	90.3	94.4	93.8
<b>UW-Milwaukee</b>								
Cohort	176	18	90	53	97	434	2,314	2,753
Rate (%)	58.5	61.1	64.4	84.9	71.1	65.9	74.0	72.8
<b>UW-Oshkosh</b>								
Cohort	14	13	41	18	23	109	1,588	1,708
Rate (%)	71.4	61.5	73.2	77.8	78.3	73.4	76.6	76.5
<b>UW-Parkside</b>								
Cohort	119	6	0	26	63	214	674	890
Rate (%)	63.0	*	*	84.6	55.6	63.1	65.1	64.6
<b>UW-Platteville</b>								
Cohort	11	5	5	6	12	39	1,123	1,164
Rate (%)	*	*	*	*	50.0	46.2	77.0	75.9
<b>UW-River Falls</b>								
Cohort	16	5	39	14	21	95	1,099	1,196
Rate (%)	81.3	*	69.2	64.3	61.9	67.4	76.6	75.8
<b>UW-Stevens Point</b>								
Cohort	17	11	20	8	18	74	1,436	1,525
Rate (%)	82.4	63.6	80.0	87.5	55.6	73.0	76.2	75.7
<b>UW-Stout</b>								
Cohort	14	8	17	23	11	73	1,157	1,245
Rate (%)	57.1	*	52.9	78.3	*	58.9	74.4	73.3
<b>UW-Superior</b>								
Cohort	6	6	0	2	2	16	295	323
Rate (%)	*	*	*	*	*	68.8	70.5	70.6
<b>UW-Whitewater</b>								
Cohort	138	10	31	31	55	265	1,474	1,745
Rate (%)	66.7	70.0	71.0	64.5	72.7	68.3	78.2	76.7
<b>UW System</b>								
Cohort	693	146	413	462	529	2,243	20,038	22,497
Rate (%)	70.0	65.1	74.8	85.5	73.7	74.6	81.3	80.7

\* To protect student privacy, rates are not shown when there are 5 or fewer retained students.

\*\* Total includes international students. Data are insufficient to report separate rates for international students.

**Table 8**  
**University of Wisconsin System**  
**Six-Year Graduation Rates at Any UW Institution**  
**for New Freshmen Entering Full-Time, by Race/Ethnicity, Fall 1999**

<b>Institution</b>	<b>African American</b>	<b>American Indian</b>	<b>Southeast Asian</b>	<b>Other Asian American</b>	<b>Latino / Hispanic</b>	<b>Students of Color</b>	<b>White</b>	<b>Total**</b>
<b>UW-Eau Claire</b>								
Cohort	17	10	35	19	23	104	1,897	2,002
Rate (%)	76.5	*	48.6	47.4	69.6	57.7	70.2	69.5
<b>UW-Green Bay</b>								
Cohort	6	14	9	5	2	36	828	879
Rate (%)	*	*	66.7	*	*	38.9	58.6	57.5
<b>UW-La Crosse</b>								
Cohort	21	11	18	15	15	80	1,544	1,631
Rate (%)	47.6	63.6	66.7	53.3	53.3	56.3	73.8	72.7
<b>UW-Madison</b>								
Cohort	128	35	43	201	139	546	4,831	5,520
Rate (%)	58.6	48.6	46.5	77.1	64.7	65.4	81.9	79.8
<b>UW-Milwaukee</b>								
Cohort	190	17	71	48	110	436	2,243	2,694
Rate (%)	20.5	41.2	39.4	54.2	31.8	31.0	50.4	47.1
<b>UW-Oshkosh</b>								
Cohort	19	12	11	10	18	70	1,750	1,834
Rate (%)	47.4	*	63.6	*	55.6	50.0	57.5	57.2
<b>UW-Parkside</b>								
Cohort	84	5	3	14	58	164	644	811
Rate (%)	15.5	*	*	57.1	31.0	24.4	41.3	37.7
<b>UW-Platteville</b>								
Cohort	11	3	2	11	6	33	1,059	1,093
Rate (%)	*	*	*	63.6	*	33.3	60.6	59.7
<b>UW-River Falls</b>								
Cohort	11	8	15	10	11	55	1,038	1,104
Rate (%)	*	*	60.0	60.0	*	40.0	62.6	61.1
<b>UW-Stevens Point</b>								
Cohort	12	11	5	14	13	55	1,409	1,490
Rate (%)	50.0	*	*	64.3	*	49.1	68.7	67.2
<b>UW-Stout</b>								
Cohort	10	5	14	14	11	54	1,259	1,317
Rate (%)	*	*	*	64.3	*	44.4	53.5	53.1
<b>UW-Superior</b>								
Cohort	3	5	0	1	1	10	387	406
Rate (%)	*	*	*	*	*	*	41.3	41.1
<b>UW-Whitewater</b>								
Cohort	71	9	12	13	42	147	1,718	1,877
Rate (%)	21.1	*	50.0	61.5	40.5	32.7	59.6	57.2
<b>UW System Total</b>								
Cohort	583	145	238	375	449	1,790	20,607	22,658
Rate (%)	31.9	40.0	47.5	67.7	46.5	45.8	65.2	63.5

\* To protect student privacy, rates are not shown when there are 5 or fewer graduates.

\*\* Total includes international students. Data are insufficient to report separate rates for international students.

**Table 9**  
**University of Wisconsin System**  
**Bachelor's Degree Recipients Who Studied Abroad**  
**as a Proportion of All Bachelor's Degree Recipients\***

	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05
<b>UW-Eau Claire</b>	12.4%	12.9%	14.5%	14.9%	14.9%	17.3%	16.8%	20.0%
<b>UW-Green Bay</b>	11.9%	9.6%	9.5%	9.1%	9.9%	8.9%	9.6%	12.8%
<b>UW-La Crosse</b>	4.2%	5.4%	5.9%	6.7%	8.3%	8.5%	9.5%	13.0%
<b>UW-Madison</b>	9.1%	10.2%	11.2%	12.5%	13.7%	14.7%	16.3%	16.1%
<b>UW-Milwaukee</b>	4.5%	5.0%	5.6%	5.7%	5.7%	6.9%	6.8%	7.6%
<b>UW-Oshkosh</b>	4.1%	4.4%	5.7%	9.3%	8.6%	11.8%	11.7%	12.2%
<b>UW-Parkside</b>	0.4%	0.8%	0.9%	0.2%	0.4%	0.3%	0.7%	0.5%
<b>UW-Platteville</b>	0.2%	0.4%	0.7%	2.4%	3.1%	2.7%	4.6%	2.9%
<b>UW-River Falls</b>	7.1%	7.9%	7.5%	7.5%	5.8%	6.7%	9.3%	12.9%
<b>UW-Stevens Point</b>	10.9%	12.1%	15.5%	14.7%	14.0%	15.1%	16.3%	17.8%
<b>UW-Stout</b>	4.6%	3.8%	5.7%	6.4%	5.4%	6.6%	8.5%	7.7%
<b>UW-Superior</b>	0.6%	0.6%	0.6%	2.1%	3.4%	2.4%	4.8%	3.6%
<b>UW-Whitewater</b>	1.1%	0.7%	1.3%	3.0%	2.4%	4.2%	3.6%	3.4%
<b>UW System Total</b>	6.7%	7.2%	8.1%	9.1%	9.3%	10.5%	11.1%	12.0%

\*Includes all study abroad activity through any UW System program.

**Table 10**  
**University of Wisconsin System**  
**Students Studying Abroad**  
**Unduplicated Annual Headcount\***

	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05
<b>UW-Eau Claire</b>	281	285	310	327	376	328	379	444
<b>UW-Green Bay</b>	122	132	83	146	100	167	211	110
<b>UW-La Crosse</b>	121	86	95	175	183	168	213	365
<b>UW-Madison</b>	631	757	729	795	933	957	1,053	1,148
<b>UW-Milwaukee</b>	252	220	184	238	305	335	332	458
<b>UW-Oshkosh</b>	62	47	163	189	227	586	136	238
<b>UW-Parkside</b>	0	0	0	0	0	0	0	0
<b>UW-Platteville</b>	0	411	672	646	560	595	469	292
<b>UW-River Falls</b>	118	98	86	57	61	79	210	245
<b>UW-Stevens Point</b>	314	346	412	424	414	441	444	447
<b>UW-Stout</b>	63	72	72	110	95	152	108	258
<b>UW-Superior</b>	0	14	13	11	15	22	15	37
<b>UW-Whitewater</b>	3	1	46	94	67	60	69	65
<b>UW Colleges</b>	0	0	0	2	0	0	0	0
<b>UW System Total</b>	1,967	2,469	2,865	3,212	3,336	3,890	3,639	4,107

\*Includes all study abroad activity through a UW program at that institution.

**Table 11**  
**University of Wisconsin System**  
**Average Attempted Credits to Degree**  
**for First Bachelor's Degree Recipients**  
**Who Started as New Freshmen at Any UW Institution**

	<b>84-85</b>	<b>93-94</b>	<b>97-98</b>	<b>98-99</b>	<b>99-00</b>	<b>00-01</b>	<b>01-02</b>	<b>02-03</b>	<b>03-04</b>	<b>04-05</b>
<b>UW-Eau Claire</b>	145	147	143	142	141	140	140	140	141	138
<b>UW-Green Bay</b>	138	139	138	138	134	135	135	134	133	132
<b>UW-La Crosse</b>	149	154	149	145	143	143	141	142	142	142
<b>UW-Madison</b>	143	136	131	130	128	127	125	125	124	122
<b>UW-Milwaukee</b>	148	148	149	148	147	143	141	141	140	139
<b>UW-Oshkosh</b>	149	152	152	148	147	146	144	145	144	145
<b>UW-Parkside</b>	143	146	141	140	142	140	139	142	138	138
<b>UW-Platteville</b>	150	153	150	150	150	148	147	148	148	144
<b>UW-River Falls</b>	152	149	140	139	138	136	136	137	136	134
<b>UW-Stevens Point</b>	146	149	144	143	141	141	141	141	141	141
<b>UW-Stout</b>	145	152	148	146	144	144	142	143	142	141
<b>UW-Superior</b>	149	153	142	142	140	141	136	139	138	140
<b>UW-Whitewater</b>	141	143	141	141	139	140	140	140	139	138
<b>UW System Total*</b>	145	145	142	140	138	137	136	136	136	135

\*The UW System total is a weighted average of institutional credits.

# Technical Notes

## General

- ❖ Unless otherwise specified, UW System Administration is the source of the data and information presented in this report. Also, enrollments in this report consist of students enrolled in state-supported (GPR-funded) activity, unless noted otherwise.
  - ❖ The 2005 ACT Alumni Outcomes Survey was administered to a randomly selected group of alumni who received a UW bachelor's degree during the years 2000-01, 2001-02, or 2002-03. Comparison data for the 2005 ACT Alumni Outcome Survey questions were drawn from a national normative report of survey respondents from public four-year higher education institutions.
  - ❖ For survey data, determination of statistical significance is based on calculation of the 95 percent confidence interval of a given sample estimate for each survey question. A 95 percent confidence interval sets the limits between which the sample estimates are likely to fall 95 percent of the time. Only when the normative data fall above or below these limits are they considered statistically significant.
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## Section I

### State GPR Allocations

Source: UW System Office of Budget and Planning. Inflation-adjusted GPR appropriations are in 1972 dollars.

### High School Graduation Projections

Source: Western Interstate Commission for Higher Education (WICHE), *Knocking at the College Door*, 2003.

### Wisconsin Population Projections

Source: Wisconsin Department of Administration, *Wisconsin Population Projections: 2000-2030*, March 2004.

Source: Campbell, Paul R., 1996, *Population Projections for States by Age, Sex, Race, and Hispanic Origin: 1995 to 2025*, U.S. Bureau of the Census, Population Division, PPL-47.

### Bachelor's Degree Attainment

Source: 1970, 1980, 1990, and 2000 Decennial Censuses, and 2004 American Community Survey, U.S. Census Bureau.

### Cost of Attendance

Source: *UW System Fact Book* and Digest of Education Statistics, National Center for Education Statistics. Most recent values from NCES are preliminary estimates.

### Median Household Income

Source: Current Population Survey, U.S. Census Bureau.

### Affordability

Source: The National Center for Public Policy and Higher Education, *Measuring Up 2004*, <http://measuringup.highereducation.org/>.

### Economic Impact

Source: NorthStar Economics, Inc., *Economic Impact of the University of Wisconsin System*, 2002.

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## Goal I

### Service Rate

The overall service rate (not broken out by race/ethnicity) includes Wisconsin *public and private* high school graduates and Wisconsin immediate new freshmen from *public and private* high schools.

Service rate data broken out by race/ethnicity includes Wisconsin *public* high school graduates and Wisconsin immediate new freshmen from *public* high schools.

Source for *number of Wisconsin high school graduates*: Wisconsin Department of Public Instruction (DPI).

The national service rate for public universities is calculated using high school graduate counts from the 2004 National Center for Education Statistics (NCES) Digest of Educational Statistics and immediate new freshmen counts from NCES Integrated Postsecondary Education Data System (IPEDS).

### Students of Color

Includes African American, American Indian, Latino/Hispanic, Southeast Asian, and other Asian Americans.

### Non-Traditional Students

Includes students at the graduate/professional level age 30 and older, undergraduate students age 25 and older at the doctoral and comprehensive universities, and undergraduates age 22 and older at the UW Colleges who enrolled in either GPR-funded courses or university credit courses funded through UW-Extension's outreach program.

### Precollege Programs

Annual enrollments in multicultural and disadvantaged (M/D) precollege programs represent the number of individual participants per campus per year. Previous editions of *Achieving Excellence* reported each program registration, regardless of whether an individual participant registered for more than one program.

Prior to 2003-04, the reporting year for precollege participation was defined as fall, spring, and the following summer term. Beginning in 2003-04, the reporting year is defined as the preceding summer term followed by fall and spring.

### Distance Education Courses and Enrollments

Courses and enrollments have been updated from previous editions of *Achieving Excellence* to reflect activity during the full academic year.

### Continuing Education

Source: UW-Extension.

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## Goal II

### **UW System Retention and Graduation Rates**

Retention and graduation rates are reported for New Freshmen entering full-time in state-supported (GPR-funded) courses at UW four-year institutions only. The rates for the most recent retention cohort (2004) are preliminary. Retention and graduation rates for earlier cohorts have been updated from previous editions of *Achieving Excellence* to reflect their final values.

### **National Second-Year Retention Rate**

The most recent available rate is for the fall 2003, full-time new freshmen cohort at public four-year institutions. The national rate is the average of the institutions' rates. Institutions include military service schools but exclude four-year institutions in U.S. territories and outlying areas.

Source: National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS).

### **National Six-Year Graduation Rate**

The most recent available rate is for the fall 1998, full-time new freshmen cohort at public four-year institutions. The national rate includes military service schools but excludes four-year institutions in U.S. territories and outlying areas.

Source: National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS).

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## Goal III

### **Professional Nursing Programs National Council Licensure Examination**

Source: National Council of State Boards of Nursing, Inc.

### **Uniform CPA Examination**

Source: Continental Testing Services, Inc.

CPA exam data reflect the passage rate for total sections taken during the period April 2004 to August 2005. In previous editions of *Achieving Excellence*, CPA testing data reflected the passage rate for new candidates passing all parts.

### **Graduate Record Examination**

Source: Educational Testing Service (ETS).

Means are provided for institutions reporting 25 or more scores. The 2003-04 data reflect scores for the 12 month period from July 2003 through June 2004. In October 2002, the analytical section was replaced by the analytical writing section.

### **Medical College Admissions Test**

Source: Association of American Medical Colleges.

Means are provided for institutions with five or more test takers.

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## Goal IV

### **Study Abroad**

Bachelor's degree recipients who studied abroad include students who graduated from a particular UW institution and studied abroad through a program at any UW institution at any time in their educational career. Study abroad has been updated from previous editions of *Achieving Excellence* to reflect all activity at UW institutions.

The unduplicated headcount of students studying abroad includes students who enrolled in a study abroad program through their institution.

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## Goal V

### **Survey of Library Services**

Source: LibQUAL Spring 2004 survey, Association of Research Libraries and Texas A&M University, <http://www.libqual.org>. UW-Parkside and UW Colleges did not participate in the 2004 LibQUAL survey.

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## Goal VI

### **Classroom Technology Levels**

Editions of *Achieving Excellence* prior to 2004-05 classified technology levels from Level 0 to Level 5. Under the current classification system, Level 3+ corresponds to the old Level 4, and Distance Learning corresponds to the old Level 5.

### **Administrative Costs**

Beginning with *Achieving Excellence* 2003-04, administrative costs reflect a change in reporting standards mandated by the Government Accounting Standards Board (GASB), and are not directly comparable with prior years.

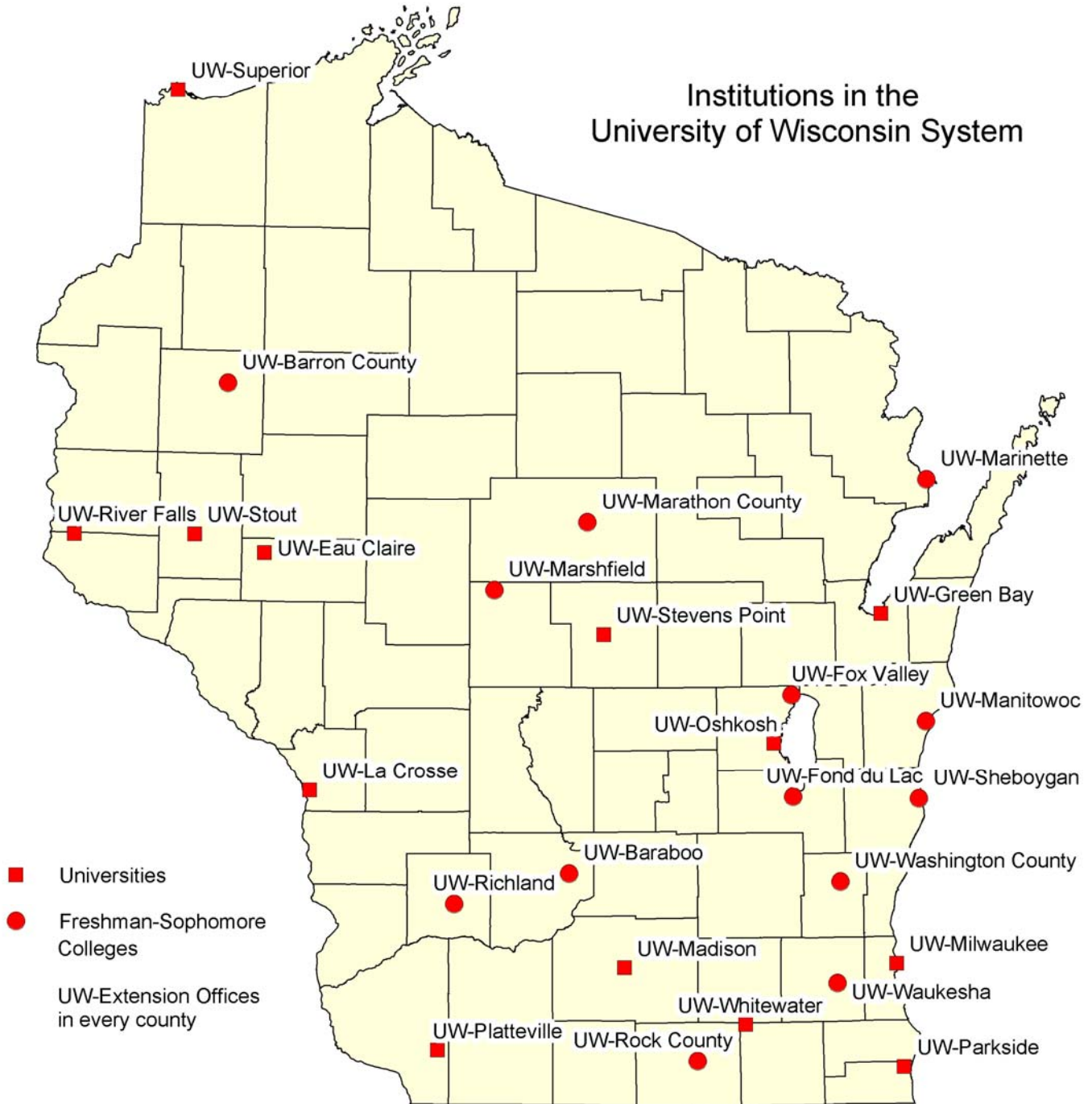
Source: IPEDS (Integrated Postsecondary Educational Data System).

Source: State of Wisconsin Legislative Audit Bureau, *University of Wisconsin System Staffing*, September 2004.

### **Credits to Degree**

Calculations are based on attempted credits of first-time UW bachelor's degree recipients who started as new freshmen at any UW institution.

## Institutions in the University of Wisconsin System



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<http://www.uwsa.edu/opar>