

Achieving Excellence at UW-Eau Claire

This edition of Achieving Excellence at UW-Eau Claire is part of an overall effort by the UW System to express our commitment to self-assessment. The goals and measures presented below are intended to provide a description of the many ways in which UW-Eau Claire is achieving excellence. Each goal has measures common to all UW institutions. These common measures reflect the mission of the UW System as a whole. In addition to the common measures, UW-Eau Claire has selected several supplementary measures that are reflective of its specific institutional mission and values. These institution-specific measures are useful as a means of providing context to the performance on the systemwide measures.

Goal I

Provide access to higher education for the citizens of Wisconsin

Systemwide Measures:

Progress Toward Enrollment Plans

University of Wisconsin Enrollment Plans are designed to increase access without compromising educational service. Institutional plans with additional support and flexibilities balance programmatic, physical, and fiscal resources while maintaining consistency with UW initiatives and goals.

Total Full-Time Equivalent (FTE) Enrollment

Fall	Actual FTE	Planned
2000	9,511	9,349
2001	9,546	9,371
2002	9,745	9,429
2003	9,442	9,429
2004	9,433	9,429
2005	9,509	9,429
2006	9,539	9,429

Progress Toward Increasing Diversity

Originating in 1998, *Plan 2008* is the UW System's initiative to increase racial and ethnic diversity. Each UW institution has the goal of increasing enrollments of students of color.

Total Headcount Enrollment

Fall Semester Students Enrolled	1998	2003	2004	2005	2006
African American	73	53	56	55	48
American Indian	82	64	59	59	69
Hispanic/Latino	95	106	100	86	105
Southeast Asian	110	160	148	148	148
Asian American	92	124	134	130	128
Total Students of Color	452	507	497	478	498
International	190	129	145	138	128
White	10,040	9,963	9,899	9,953	9,880
Total Headcount	10,682	10,599	10,541	10,569	10,506

Additional Measures:

Certificate Programs

Our Strategic Plan seeks "to optimize curricular and program offerings to enhance priority programs." Specialized certificate programs for traditional and non-traditional students complement our liberal arts-based degree to better meet workforce needs. To date, 36 such programs have been developed and approved, and 890 certificates have been awarded.

Distance Education

UW-Eau Claire collaborates with other UW institutions to offer distance education courses. We will continue to increase these to expand access to students across the state.

Distance Education

Year	Courses	Enrollments
2000-01	72	752
2001-02	100	1,261
2002-03	110	1,606
2003-04	118	2,112
2004-05	120	2,179
2005-06	124	2,205

Collaboration and Outreach

The University collaborates with other institutions to increase access. The **Chippewa Valley Nursing Alliance** provides baccalaureate-level nursing education for 24 additional students per year by sharing curriculum with the Chippewa Valley Technical College (CVTC). In the **Nanoscience Associate Degree completion program**, UW-Eau Claire provides lecture and hands-on laboratory capstone courses to CVTC students completing their Associate Degree program. Similarly, the **University of Wisconsin MBA Consortium** provides an on-line MBA for students unable to attend on-campus programs. In the past year, over 200 students enrolled in this program.

The **Materials Science Center** facilitated a dozen research projects with nine local companies in the last year, serving regional economic development needs. With the UW-Madison Alumni Association, UW-Eau Claire hosted a "Thinking Small: Nanotechnology and the American Dream" forum offering community members hands-on demonstrations of practical applications of nanotechnology.

Continuum of Engagement

UW-Eau Claire connects with students, parents and communities on a continuum of engagement to expand access. As early as elementary school, GEAR-UP nurtures a desire to attend higher education and develop the skills to succeed. Precollege camps and enrichment programs such as Upward Bound and the National Youth Sports Program, reach students in junior high and high school. We also support people who need to change careers or return to school later in life. Federal grants for these programs target groups under-represented in higher education. More than 1,600 individuals participate in these programs annually.

Goal II

Provide academic support services that facilitate academic success

Systemwide Measures:

Progress Toward Retention Targets

Retention and graduation rate targets were established as part of a systemwide initiative to focus increasing attention on student systemwide success. Progress toward these targets is considered to be one of several important measures of how well we serve our students and encourage them to succeed. Although retention rates for full-time new freshmen are influenced by a variety of factors and do not provide a complete picture of student success, they are the most commonly used indicator of institutional performance.

New Freshmen Entering Full-Time

2 nd Year Retention Rate at Institution Where Started			6 Year Graduation Rate Anywhere in the UW System		
Fall Cohort	Actual	Target	Fall Cohort	Actual	Target
2000	78.3%	80.2%	1995	63.1%	62.0%
2001	80.2%	80.7%	1996	62.7%	62.4%
2002	81.2%	81.0%	1997	64.8%	62.8%
2003	79.1%	82.0%	1998	67.3%	63.2%
2004	83.0%	83.0%	1999	69.5%	63.6%
2005	82.4%	83.0%	2000	68.6%	64.3%

Closing the Achievement Gap

Each UW institution has the goal of raising retention and graduation rates for students of color toward the rates for the student body as a whole, as stated in *Plan 2008*.

New Freshmen Entering Full-Time, Fall Cohort by Race/Ethnicity¹

	AA	AI	SA	OA	LH	SOC	WH
2nd Year Retention Rate at Institution Where Started							
2003	# 7	7	31	28	14	87	1,770
	% 100	85.7	71.0	82.1	57.1	75.9	79.4
2004	# 7	8	23	23	20	81	1,927
	% *	87.5	87.0	91.3	75.0	84.0	83.0
2005	# 10	11	29	30	15	95	1,952
	% 100	100	75.9	66.7	86.7	80.0	82.6
6 Year Graduation Rate Anywhere in the UW System							
1998	# 23	11	22	27	16	99	2,024
	% 39.1	*	45.5	*	62.5	48.5	68.4
1999	# 17	10	35	19	23	104	1,897
	% 76.5	*	48.6	47.4	69.6	57.7	70.2
2000	# 6	10	27	20	13	76	1,983
	% *	*	44.4	65.0	61.5	52.6	69.5

AA (African Am.), AI (Am. Indian), SA (Southeast Asian), OA (Other Asian Am.), LH (Latino/Hispanic), SOC (Students of Color), WH (White)

*Five or fewer students were retained or graduated.

¹Excludes international students.

Additional Measures:

First Year Experience

The focus of the university's mission is a liberal arts-based education across the curriculum in all programs. UW-Eau Claire has continued to expand First Year Experience (FYE) opportunities supported, in part, by differential tuition revenue, with special attention to course array, course content, and section size. The goals of the FYE program include introducing students to a liberal arts education, enhancing skills needed for academic success,

strengthening students' connection to the university, engaging them in meaningful academic and non-academic out-of-class activities, and enhancing their accountability for their own education.

While enrollment in a FYE course is by student choice, our goal is to offer a sufficient number of seats to enroll at least 85% of the new freshmen in one of these small sections.

First Year Experience Offerings

Fall	2003	2004	2005
Curricular Areas	18	19	19
Courses	28	27	38
Sections	83	87	91
Students Enrolled	1,525	1,683	1,750
% of New Freshmen	81%	83%	86%

Advising and Career Planning

UW-Eau Claire has a number of advising and orientation initiatives designed to improve retention. They are:

- Special orientation programs connect students to faculty, staff and services prior to fall classes.
- An "Academic and Career Planning" course helps students decide on a major in a timely fashion.
- Mid-term grades provided to freshmen electronically with copies to advisers if the student has a C- or lower.
- Enhanced advising/academic skills/time management support for students "academically at risk" based on test scores or socio-economic background and for students on academic warning or probation.
- A Commanding English Program to provide extensive support to students whose native language is not English, primarily our Hmong students.
- Seven campus-wide career development events involving employers, alumni, and other career professionals to assist students with career decisions.
- A Career Discovery Center where students can research majors, careers, and job search strategies.
- An Annual Majors Fair that allows students to talk with faculty and students in any major at the University.

JumpStart Project

JumpStart is an early childhood intervention for pre-school children from low income families who are attending community-based, early childhood education programs, such as Head Start. Its mission is to "work toward the day that every child will enter school prepared to succeed." JumpStart engages young children in one-to-one interactions and group activities several times a week with a corps of 40-60 trained college students and AmeriCorps members using a specific curriculum focused on language, literacy, initiative, and social skill acquisition. The value of the JumpStart grant each year has been about \$250,000. As an AmeriCorps program, JumpStart will have also generated approximately \$230,000 in education awards to students by the end of the 2006-07 academic year.

Goal III

Provide a campus environment that fosters learning and personal growth

Systemwide Measure:

Student Involvement in Planned Out-of-Classroom Activities that Promote Learning and Good Citizenship

Assessment of success in this area is evaluated by comparisons to national benchmarks.

2006 National Survey of Student Engagement (NSSE)

Seniors	UW-Eau Claire	National ¹	Master's ¹
Participated in co-curricular activities (organizations, publications, student government, sports, etc.)	66%	50%*	46%*
Did/planned to do practicum, internship, field experience, or clinical assignment	80%	75%*	75%*
Did/planned to do community service or volunteer work	90%	71%*	70%*

*Significant difference from institutional percentage at the 0.05 level.

¹All National and Master's-level public colleges and universities.

Additional Measures:

Study Abroad

UW-Eau Claire currently offers study abroad options in nearly 50 countries. Per the Institute of International Education's Open Doors Report 2006 (based on 2004-05 study abroad statistics), UW-Eau Claire ranks 14th in the U.S. among masters-granting institutions for number of students abroad per year. Of UW-Eau Claire students who studied abroad, 71% did so for a semester or longer, compared to 44% nationwide. UW-Eau Claire study abroad is directly linked to the curriculum; 91% of our students who study abroad do so through a UW-Eau Claire program. Approximately three times as many UW-Eau Claire bachelor's degree recipients participate in a study abroad experience as the national average. Our goal is to provide this experience to all our graduating students.

Study Abroad

Year	Unduplicated Annual Headcount	% Graduates who Studied Abroad
2000-01	327	14.9%
2001-02	376	14.9%
2002-03	328	17.3%
2003-04	379	16.8%
2004-05	444	20.0%
2005-06	361	17.3%

Faculty/Student Collaborative Research

Faculty/undergraduate student research collaboration is a hallmark of UW-Eau Claire. The Center of Excellence for Faculty and Undergraduate Student Research Collaboration offers students "hands on" experience in research, presentation of results at the annual UWEC Student Research Day, and encouragement to present findings at regional, national, and international meetings of professional organizations. In keeping with our mission "to support and encourage scholarly activities," the university seeks to maintain current levels of faculty/student

collaborative research and to increase the number of student participants and projects supported as funding permits.

Faculty/Student Collaborative Research

	2002-03	2003-04	2004-05	2005-06
Projects Supported	596	458	559	565
Student Participants	936	710	872	847
Faculty Mentors	398	422	463	451
UW-EC Funds	\$585,422	\$508,789	\$554,226	\$525,947
Extramural Funds	\$784,965	\$781,388	\$794,397	\$1,052,434

Internship Programs

UW-Eau Claire offers internship programs that integrate academic learning with related work experience. Students test career choices, improve basic work skills, and develop professional competence. Our goal is to offer an internship experience to at least 50% of each year's approximately 1,850 graduating students.

Graduating Seniors with Internship Experience

	2002-03	2003-04	2004-05	2005-06
Number of Graduates	942	1,003	950	977

Service Learning

Service-learning is both a pedagogy and a movement to rekindle the civic engagement focus of higher education. This curricular requirement promotes student learning and development through participation in thoughtfully organized service experiences and offers students an opportunity to apply their education in service to the community. Through course-embedded Service-Learning (about 53%) and the non-credit option (47%), students generated approximately 114,000 hours of community service to the greater Eau Claire community.

Graduating Seniors Who Engaged in Service Learning

Community Service	2003-04	2004-05	2005-06	Target
Percent of Graduates	99%	99%	99%	100%
Service hours	98,560	113,890	114,000	85,000

Safety and a Sense of Community

Partnerships with the Eau Claire community, local agencies such as the police and school representatives, and interested citizens, support a number of programs to make our campus a safer place to work and learn. We have secured a two year federal grant and private donations for the Center for Alcohol Studies and Education (CASE). Differential tuition funds the Women's and Gender Equity Center (WAGE). These centers provide programming related to alcohol abuse prevention, sexual assault and relationship violence among other topics. They facilitate greater enforcement of rules and laws related to the abuse of alcohol, provide advocacy for victims of violence, fund research, and provide educational programming on issues effecting safety on campus and in the community. Since the creation of CASE, surveys indicate a decrease in student reports of key indicators related to binge drinking. The campus also began a civility campaign to help students, faculty and staff better understand how to interact with each other in ways indicative of mutual respect.

Goal IV

Utilize resources in an efficient and effective manner

Systemwide Measure:

Progress Toward Reducing Credits to Degree

By encouraging efficient progress toward degree completion, each UW institution helps to ensure that continuing students reach their goals in a timely manner and that there will be space available for new students. Although there are many factors that influence the accumulation of credits taken prior to graduation, credits to degree is regarded as a useful measure of efficient resource utilization. Currently, average credits to degree are below the levels in 1993-94, when the goal to reduce credits to degree was adopted.

Average Attempted Credits to Degree

Year of Graduation	Credits
1993-94	147
2000-01	140
2001-02	140
2002-03	140
2003-04	141
2004-05	138
2005-06	138

Additional Measures:

Fundraising Campaign

In 2002, UW-Eau Claire launched a \$35 million campaign, "Fulfilling the Promise of Excellence," the largest general fundraising campaign ever undertaken by a UW comprehensive campus. The campaign was later extended through December 2007, and the goal was increased to \$50 million. By the end of 2005-06, nearly \$47 million had been secured in contributions and commitments.

Capital Campaign

	2004	2005	2006	Target
Progress toward goal	\$37 M	\$44 M	\$47 M	\$50 M

Differential Tuition

In fall 1997, students began paying a special differential tuition of \$50-per-semester. In May 2002, student leadership voted to increase this rate for future semesters to further enrich their academic experience. More than \$1.25 million a year is now generated by differential tuition.

Differential Tuition

Academic Year	Differential Tuition per Full-Time Student
2002-03	\$105.00
2003-04	\$125.00
2004-05	\$130.50
2005-06	\$136.50
2006-07	\$142.50

Among the programs funded by differential tuition are: service-learning, faculty/student collaborative research, capstone courses, first-year experience courses, and internships. This student initiative targets support for the special emphasis that the Mission places on "experiential learning activities." Students have primary responsibility for allocating these funds and work closely with the

administration to create the differential tuition budget and set priorities. The real measure of accountability is the continued cooperation between students and the university to allocate differential tuition dollars to maximize their use to further enrich the students' academic experiences.

Extramural Funding

The university assists faculty and staff to acquire funding for research, and scholarly and creative projects. Extramural funding totaled \$11,173,404 in 2005-06. Our goal is to maintain this level and work to increase it each year.

Extramural Funding Trend

	2002-03	2003-04	2004-05	2005-06
Research	\$1,547,517	\$1,945,239	\$1,676,653	\$1,304,970
Public Service	\$898,582	\$949,298	\$549,214	\$1,116,972
Instruction	\$3,309,359	\$3,255,345	\$3,461,119	\$2,060,944
Student Aid*	\$356,790	\$301,289	\$335,171	\$311,320
Traditional Financial Aid	\$6,849,938	\$7,390,231	\$6,908,908	\$6,379,198
Total Extramural	\$12,962,186	\$13,841,402	\$12,931,065	\$11,173,404

*Nontraditional financial aid support such as nursing and special education traineeships and student scholarships.

Instructional Technology

UW-Eau Claire continues to develop technology-enhanced learning environments. The University recognizes the importance of technology in learning spaces to maintain excellence and to explore new initiatives and opportunities to enhance the learning experience. In a collaborative effort that has resulted in efficiency and innovation, the College of Education and Human Sciences worked with the Learning and Technology Services unit to design and support an Educational Technology Lab that includes technology workstations where groups of students engage in video editing, podcasting, vodcasting, and other cutting-edge educational technology projects.

Additional Efficiencies

- With UW-River Falls and UW-Superior, began the Undergraduate Business Alliance. Through the Alliance, each of the three universities makes undergraduate business administration courses available to students at the other campuses, thereby offering students a richer array of course options while increasing efficiency of delivery.
- Implemented e-commerce, including electronic distribution of student fee statements, grade reports, class lists, advisee listings, and grade collection to significantly reduce postage and personnel costs.
- Was first in the UW System to mandate direct deposit of pay checks for student employees. This has now become standard payroll procedure for all employees.
- Implemented e-publications, including staff bulletins, alumni newsletters, class schedules, and others, to improve accuracy of information and reduce costs.
- Implemented a project management system to assist in controlling cost and completion time for small space remodeling/realignment projects.

Achieving Excellence at UW-Green Bay

This edition of Achieving Excellence at UW-Green Bay is part of an overall effort by the UW System to express our commitment to self-assessment. The goals and measures presented below are intended to provide a description of the many ways in which UW-Green Bay is achieving excellence. Each goal has measures common to all UW institutions. These common measures reflect the mission of the UW System as a whole. In addition to the common measures, UW-Green Bay has selected several supplementary measures that are reflective of its specific institutional mission and values. These institution-specific measures are useful as a means of providing context to the performance on the systemwide measures.

Goal I

Provide access to higher education for the citizens of Wisconsin

Systemwide Measures:

Progress Toward Enrollment Plans.

University of Wisconsin Enrollment Plans are designed to increase access without compromising educational service. Institutional plans with additional support and flexibilities balance programmatic, physical, and fiscal resources while maintaining consistency with UW initiatives and goals.

Total Full-Time Equivalent (FTE) Enrollment

Fall	Actual FTE	Planned
2000	4,430	4,357
2001	4,559	4,357
2002	4,474	4,357
2003	4,646	4,384
2004	4,674	4,384
2005	4,619	4,645
2006	4,582	4,645

Progress Toward Increasing Diversity.

Originating in 1998, *Plan 2008* is the UW System's initiative to increase racial and ethnic diversity. Each UW institution has the goal of increasing enrollments of students of color.

Total Headcount Enrollment

Fall Semester Students Enrolled	1998	2003	2004	2005	2006
African American	42	43	45	48	53
American Indian	122	83	79	84	89
Hispanic/Latino	45	44	52	66	64
Southeast Asian	56	93	95	98	105
Asian American	31	40	48	45	59
Total Students of Color	296	303	319	341	370
International	90	69	60	59	53
White	5,217	5,076	5,076	4,948	4,993
Total Headcount	5,603	5,448	5,455	5,348	5,416

UWGB Measures:

UW-Green Bay's core and select missions include providing access to a diverse student body; providing access to the community by serving as an intellectual, cultural, and economic resource; promoting extension and outreach functions; and engaging in inter-institutional relationships to promote student and faculty access to educational opportunities.

Results at a glance:

- + Increased diversity of student body.
- Maintained community access to institutional resources.
- + Established new off-site, partnership, or collaborative programs.

Increase diversity of the student body. UW-Green Bay seeks to provide a continuum of services and programs encouraging and enabling students of color to attend the university.

Participants in University Programs

	2004-05	2005-06	2006-07
Phuture Phoenix			
Students (5 th grade)	800+	850	1,500
Schools/Districts	12	12	19
M/D Precollege	330	362	NA
Minority Students*	6.7%	5.7%	8.0%

*Percent of fall freshmen.

Maintain or increase community access to the resources of the institution. UW-Green Bay provides programs and services to community members, as shown below.

Participants/Attendance

	2003-04	2004-05	2005-06
Weidner Center	230,498	187,960	128,935
Athletics events	92,333	113,138	102,599
Camps and clinics	1,901	1,780	1,201
Non-credit outreach	6,505	6,599	6,283
Credit outreach	1,915	1,619	1,383
Learning in Retirement	625	708	758
Interdisciplinary Studies (adult access) enrollments	414	436	547

Establish new off-site programs, partnerships, and collaborations each year:

- With the Green Bay Packers, City of Green Bay, Chamber of Commerce, and Brown County UW-Extension, co-sponsored a community-wide Leadership Summit on Diversity at Lambeau Field.
- Finalized a General Studies Transfer certificate for students from Northeast Wisconsin Technical College.
- Finalized three articulation agreements with the College of Menominee Nation.
- Received a Department of State grant for a Summer Arabic Language Institute in Jordan.
- Initiated a new Grandparents University for grandparents and their grandchildren.

Goal II

Provide academic support services that facilitate academic success

Systemwide Measures:

Progress Toward Retention Targets.

Retention and graduation rate targets were established as part of a systemwide initiative to focus increasing attention on student systemwide success. Progress toward these targets is considered to be one of several important measures of how well we serve our students and encourage them to succeed. Although retention rates for full-time new freshmen are influenced by a variety of factors and do not provide a complete picture of student success, they are the most commonly used indicator of institutional performance.

New Freshmen Entering Full-Time

2 nd Year Retention Rate at Institution Where Started			6 Year Graduation Rate Anywhere in the UW System		
Fall Cohort	Actual	Target	Fall Cohort	Actual	Target
2000	74.2%	70.0%	1995	54.9%	58.0%
2001	74.3%	73.5%	1996	52.2%	53.0%
2002	80.6%	74.0%	1997	57.2%	52.0%
2003	74.5%	74.5%	1998	57.8%	51.0%
2004	75.5%	75.0%	1999	57.5%	55.0%
2005	75.9%	75.0%	2000	64.3%	56.0%

Closing the Achievement Gap.

Each UW institution has the goal of raising retention and graduation rates for students of color toward the rates for the student body as a whole, as stated in *Plan 2008*.

New Freshmen Entering Full-Time, Fall Cohort by Race/Ethnicity¹

		AA	AI	SA	OA	LH	SOC	WH
2nd Year Retention Rate at Institution Where Started								
2003	#	8	6	21	8	8	51	890
	%	*	*	81.0	*	87.5	70.6	74.8
2004	#	10	10	20	12	11	63	909
	%	70.0	*	75.0	66.7	81.8	66.7	76.1
2005	#	6	12	14	8	11	51	842
	%	*	66.7	64.3	*	54.5	60.8	76.8
6 Year Graduation Rate Anywhere in the UW System								
1998	#	6	14	6	5	6	37	906
	%	*	*	*	*	*	24.3	59.3
1999	#	6	14	9	5	2	36	828
	%	*	*	66.7	*	*	38.9	58.6
2000	#	4	12	8	5	2	31	890
	%	*	*	*	*	*	35.5	65.4

AA (African Am.), AI (Am. Indian), SA (Southeast Asian), OA (Other Asian Am.), LH (Latino/Hispanic), SOC (Students of Color), WH (White)

*Five or fewer students were retained or graduated.

¹Excludes international students.

UWGB Measures:

UW-Green Bay is committed to addressing issues of retention among all its students, especially those most at risk—freshmen, international students, and students of color. The university is also committed to assessing and improving student satisfaction with support services and to securing extramural funding for those services.

Results at a glance:

- + **Increased fall to spring retention.**
- = **Assessed and improved satisfaction with support services.**
- **Secured extramural funding for student support services.**

Maintain or increase fall to spring retention.

Fall to Spring Retention by Year

2003-04	90.4%
2004-05	89.3%
2005-06	91.3%

Assess and improve satisfaction with academic support services. On the Graduating Senior Survey, the majority of students give most support services a “grade” of B- to A-. One area the university continues to address is academic advising.

Support Services

	2003-04	2004-05	2005-06
Library services	B+	B+	B+
Library collection	B+	B+	B+
Career Services	B+	B+	B+
Academic Advising	B-	B-	B-
Writing Center	B+	B+	B+
Computer facilities	A-	A-	A-
Computer services	B+	B+	B+
Academic Resource Center	B+	B+	B+

Secure non-GPR funds for educational support services, including precollege programs. UW-Green Bay secures over 90% of the funding for educational support services from non-GPR sources. That figure fell due to loss of a federal grant and reallocation to address unfunded mandates for services for students with disabilities.

Funding for Educational Support Services

	2004-05	2005-06*	2006-07	Change
GPR	\$58,795 (5%)	\$60,990 (5%)	\$89,224 (8%)	+52%
Non-GPR	\$1,234,468 (95%)	\$1,277,040 (95%)	\$1,000,781 (92%)	-19%
Total	\$1,293,263	\$1,338,030	\$1,090,005	-16%

*Corrected from previous year.

Goal III

Provide a campus environment that fosters learning and personal growth

Systemwide Measure:

Student Involvement in Planned Out-of-Classroom Activities that Promote Learning and Good Citizenship

Assessment of success in this area is evaluated by comparisons to national benchmarks.

2006 National Survey of Student Engagement (NSSE)

Seniors	UW-Green Bay	National ¹	Master's ¹
Participated in co-curricular activities (organizations, publications, student government, sports, etc.)	50%	50%	46%
Did/planned to do practicum, internship, field experience, or clinical assignment	74%	75%	75%
Did/planned to do community service or volunteer work	73%	71%	70%

*Significant difference from institutional percentage at the 0.05 level.

¹All National and Master's-level public colleges and universities.

UWGB Measures:

UW-Green Bay's select mission includes an interdisciplinary problem-focused perspective fostering critical evaluation skills and exposing students to regional, national, and global environmental issues. The university has also begun a campaign, Connecting Learning to Life, emphasizing connections with the region.

Results at a glance:

- = Increased participation in international education.
- = Increased participation in activities outside the classroom.
- = Maintained the perceived value of UWGB's educational approach.

Increase annually the percentage of students engaged in international education in any form.

Study Abroad

Year	Unduplicated Annual Headcount	% Graduates who Studied Abroad
1998-99	132	9.6%
1999-00	83	9.5%
2000-01	146	9.1%
2001-02	100	9.9%
2002-03	167	8.9%
2003-04	211	9.6%
2004-05	110	12.8%
2005-06	94	9.9%

Percent of Graduating Students with Foreign Language Course

2003-04	21%
2004-05	23%
2005-06	21%

Increase the percentage of graduating seniors with course activities outside the classroom. The Graduating Senior Survey shows that the majority of graduating seniors have done either an internship or community service. These and other measures are shown below.

Graduating Seniors Course Activities Outside the Classroom

Participate in the Following	2003-04	2004-05	2005-06
Independent Study	28%	31%	23%
Student Org.	45%	44%	47%
Internship	58%	58%	60%
Professional Org.	20%	17%	19%
Community Service	55%	58%	56%
Research with a faculty member	21%	25%	27%

Maintain or increase the perceived value of UWGB's select mission of interdisciplinary, problem-focused approaches in coursework and other student experiences. Graduating seniors and 3-year alumni were asked their perceptions on several questions related to this indicator. Responses have remained steady over the past three years; senior and alumni responses are quite similar, as well.

	S/A	Mean		
		2003-04	2004-05	2005-06
Educational experiences have helped me to learn or reinforced my belief that learning is a lifelong process	S	4.3	4.3	4.3
	A	4.2	4.2	4.3
Frequent interactions with people from different backgrounds	S	3.1	3.1	3.1
	A	3.2	3.3	3.3
Students encouraged to become involved in community affairs	S	3.3	3.3	3.3
	A	3.3	3.4	3.4
Experiences and course work encouraged me to think creatively and innovatively	S	4.0	4.0	4.0
	A	4.1	4.1	4.2
Interdisciplinary, problem-solving education gives graduates an advantage in school and work	S	3.5	3.6	3.6
	A	3.9	3.8	3.9
UW-Green Bay provides a strong, interdisciplinary, problem-focused education	S	3.8	3.8	3.8
	A	4.0	3.9	3.9
Many in-class opportunities to apply learning	S	3.6	3.6	3.7
	A	3.7	3.7	3.8
Would recommend UW-Green Bay	S	3.9	3.9	4.0
	A	4.1	4.1	4.2
General education is a valuable component of education	S	3.2	3.2	3.2
	A	3.5	3.4	3.6

[Scale: Strongly Disagree (1), Disagree (2), Neutral (3), Agree (4), Strongly Agree (5); S/A: S = Graduating Seniors; A = Alumni]

Goal IV

Utilize resources in an efficient and effective manner

Systemwide Measure:

Progress Toward Reducing Credits to Degree

By encouraging efficient progress toward degree completion, each UW institution helps to ensure that continuing students reach their goals in a timely manner and that there will be space available for new students. Although there are many factors that influence the accumulation of credits taken prior to graduation, credits to degree is regarded as a useful measure of efficient resource utilization. Currently, average credits to degree are below the levels in 1993-94, when the goal to reduce credits to degree was adopted.

Average Attempted Credits to Degree

Year of Graduation	Credits
1993-94	139
2000-01	135
2001-02	135
2002-03	134
2003-04	133
2004-05	132
2005-06	133

UWGB Measures:

UW-Green Bay is committed to evaluating how well it meets the educational needs of students consistent with the university's educational mission.

Results at a glance:

- + **Maintained credit given for prior learning.**
- =/- **Assessed general education outcomes.**
- = **Assessed alumni perceptions of general education outcomes.**

Maintain credit given for prior learning. The university seeks to use its own resources most efficiently by providing credit for prior learning (i.e., monitoring the number of advance placement scores and the requirements met by those scores).

Advance Placement and Outcomes

	2003-04	2004-05	2005-06
# students submitting scores	297	308	339
% of students testing out of at least one course	61%	64%	68%

Note: Revised from previous years.

Assess general education outcomes. The College Basic Academic Subjects Examination (BASE), required of all students having between 54 and 72 credits, is a 180-question multiple-choice exam that assesses student knowledge in English, mathematics, science, and social studies and reasoning skills across the four subjects. Interpretive reasoning refers to paraphrasing, summarizing, or explaining the meaning of material. Strategic reasoning involves definition, comparison, classification, and

analysis. Adaptive reasoning requires synthesis, hypothesis, prediction, and judgment. Adaptive reasoning is the highest order reasoning skill assessed by the exam. Scores range from 40-560; scores above 300 = "above average." (839 students took the BASE in 2005-06.) Means and percent of students at each score level can be seen below. Scores have trended slightly downward for the past three years.

Reasoning Skill	2003-04	2004-05	2005-06
Interpretive			
Mean	317	314	309
High	42%	42%	39%
Medium	49%	48%	50%
Low	8%	10%	12%
Strategic			
Mean	299	296	288
High	20%	20%	19%
Medium	61%	58%	56%
Low	19%	22%	27%
Adaptive			
Mean	277	271	262
High	12%	11%	9%
Medium	45%	42%	41%
Low	43%	47%	50%

Assess alumni perceptions of preparation and importance of general education learning outcomes.

The alumni survey asks students who graduated three years ago to rate both the degree to which the university prepared them in seventeen outcome areas and the degree to which they perceive such preparation to be important. Alumni consistently consider preparation in seven basic skills more important than other outcomes (e.g., knowledge of content); the seven outcome areas that are considered by alumni to be important or very important are listed below, rated on a 5-point scale.

Outcome area	Preparation Rating		
	2004	2005	2006
Listening skills	3.9	3.8	3.7
Leadership/management	3.7	3.7	3.5
Problem solving	3.8	3.7	3.7
Written communication	4.0	4.0	3.9
Reading skills	3.8	3.8	3.6
Public speaking	3.5	3.6	3.4
Critical analysis	3.7	3.6	3.6

Scale: Poor (1), Fair (2), Average (3), Good (4), Excellent (5)

Achieving Excellence at UW-La Crosse

This edition of Achieving Excellence at UW-La Crosse is part of an overall effort by the UW System to express our commitment to self-assessment. The goals and measures presented below are intended to provide a description of the many ways in which UW-La Crosse is achieving excellence. Each goal has measures common to all UW institutions. These common measures reflect the mission of the UW System as a whole. In addition to the common measures, UW-La Crosse has selected several supplementary measures that are reflective of its specific institutional mission and values. These institution-specific measures are useful as a means of providing context to the performance on the systemwide measures.

Goal I

Provide access to higher education for the citizens of Wisconsin

Systemwide Measures:

Progress Toward Enrollment Plans

University of Wisconsin Enrollment Plans are designed to increase access without compromising educational service. Institutional plans with additional support and flexibilities balance programmatic, physical, and fiscal resources while maintaining consistency with UW initiatives and goals.

Total Full-Time Equivalent (FTE) Enrollment

Fall	Actual FTE	Planned
2000	8,483	8,399
2001	8,483	8,367
2002	8,243	8,336
2003	8,138	8,243
2004	7,970	8,075
2005	8,349	8,200
2006	8,500	8,325

Progress Toward Increasing Diversity

Originating in 1998, *Plan 2008* is the UW System's initiative to increase racial and ethnic diversity. Each UW institution has the goal of increasing enrollments of students of color.

Total Headcount Enrollment

Fall Semester Students Enrolled	1998	2003	2004	2005	2006
African American	86	73	70	72	80
American Indian	51	61	51	60	65
Hispanic/Latino	78	135	119	125	127
Southeast Asian	76	106	108	105	122
Asian American	94	111	125	127	147
Total Students of Color	385	486	473	489	541
International	140	125	134	149	164
White	8,765	8,135	7,894	8,171	8,273
Total Headcount	9,290	8,746	8,501	8,809	8,978

Additional Measures:

Multicultural/Disadvantaged Precollege

In addition to trying to attract highly qualified students, UW-La Crosse also increases access to higher education through precollege programs for individuals who are academically at risk or from underrepresented groups. The goal is to continue to offer precollege programs that increase the chances that at risk students will advance to higher education.

The following table shows the number of participants in precollege programs.

Annual M/D Precollege Enrollment

2002-03	378
2003-04	389
2004-05	285
2005-06	275

The decline in enrollment in precollege programs from 2003-04 to 2004-05 was due to expiration of funding for the *Learning Anywhere Anytime Program*, which had been supported by the Fund to Improve Postsecondary Education (FIPSE).

Goal II

Provide academic support services that facilitate academic success

Systemwide Measures:

Progress Toward Retention Targets

Retention and graduation rate targets were established as part of a systemwide initiative to focus increasing attention on student systemwide success. Progress toward these targets is considered to be one of several important measures of how well we serve our students and encourage them to succeed. Although retention rates for full-time new freshmen are influenced by a variety of factors and do not provide a complete picture of student success, they are the most commonly used indicator of institutional performance.

New Freshmen Entering Full-Time			6 Year Graduation Rate Anywhere in the UW System		
2 nd Year Retention Rate at Institution Where Started			6 Year Graduation Rate Anywhere in the UW System		
Fall Cohort	Actual	Target	Fall Cohort	Actual	Target
2000	84.0%	82.5%	1995	62.7%	60.6%
2001	85.0%	83.0%	1996	66.7%	60.8%
2002	84.5%	83.8%	1997	68.3%	61.3%
2003	85.8%	84.5%	1998	71.0%	61.2%
2004	87.2%	85.5%	1999	72.7%	61.5%
2005	85.3%	85.5%	2000	72.7%	62.0%

Closing the Achievement Gap

Each UW institution has the goal of raising retention and graduation rates for students of color toward the rates for the student body as a whole, as stated in *Plan 2008*.

New Freshmen Entering Full-Time, Fall Cohort by Race/Ethnicity¹

		AA	AI	SA	OA	LH	SOC	WH
2nd Year Retention Rate at Institution Where Started								
2003	#	11	13	16	25	29	94	1,401
	%	72.7	76.9	87.5	76.0	96.6	84.0	86.1
2004	#	14	3	22	33	20	92	1,435
	%	78.6	*	68.2	69.7	95.0	77.2	87.8
2005	#	18	13	22	33	31	117	1,626
	%	88.9	84.6	81.8	84.8	61.3	78.6	85.9
6 Year Graduation Rate Anywhere in the UW System								
1998	#	11	8	21	27	17	84	1,649
	%	*	*	38.1	48.1	58.8	44.0	72.7
1999	#	21	11	18	15	15	80	1,544
	%	47.6	63.6	66.7	53.3	53.3	56.3	73.8
2000	#	16	11	18	24	32	101	1,501
	%	*	*	38.9	62.5	75.0	54.5	74.2

AA (African Am.), AI (Am. Indian), SA (Southeast Asian), OA (Other Asian Am.), LH (Latino/Hispanic), SOC (Students of Color), WH (White)

*Five or fewer students were retained or graduated.

¹Excludes international students.

Additional Measures:

UW-La Crosse tries to provide a high level of academic support for all students at the University. Student participation is monitored in two types of services, First-Year Student Experiences and academic support services intended for all students.

- 1) Percentage of students who participate in First-Year Student Experiences. The First-Year Student Experiences include the First-Year Student Seminar, Residential Learning Community, Developmental/Career Advising, and the New Student Orientation.

First-Year Student Experience	Percentage of Students Who Participated				
	2002	2003	2004	2005	2006
First Year Student Seminar	11.5%	17.0%	16.0%	14.1%	13.8%
First Year Residential Learning Community	12.5%	12.8%	12.9%	13.5%	20.7%
Developmental/Career Advising	71.0%	37.0%	32.9%	38.4%	30.0%
New Student Orientation	93.0%	93.0%	95.0%	95.0%	98.0%

The goal is to support student retention through high level participation in First Year Experiences. Data from the past five years indicate strong participation in these opportunities. Worth noting is that 38.4% and 30.0% of first year students participated in developmental/career advising through the new campus Advising Center in 2005 and 2006, respectively. The center provides strategic advising for students who are undecided about their academic and career goals. These are students who tend to be most at risk for leaving the institution.

- 2) Student use of academic support services. These programs and services are intended to enhance academic performance regardless of students' year in school (e.g., study skills and time management workshops, tutoring, study groups, and services associated with specific academic disciplines and courses). The target is to continue to provide academic support services in key areas. Data from the past five years indicate these services are well used by students.

Academic Support Service	Number of Students				
	2002	2003	2004	2005	2006
Multicultural Student Services	400	458	492	490	546
Writing Center	714	912	175	650	688
Math Tutoring	2,000	2,100	2,100	2,175	4,704
Student Support Services*	375	375	375	375	350
Disability Resource Services	380	342	383	362	385

*375 is the maximum number set by a Federal Government Grant.

Worth noting is a significant increase in mathematics tutoring in 2006. The increase is the result of several changes. First, the Math Tutoring Center moved from an academic building to the student dining hall where it is more accessible and convenient. Second, the Center extended its hours and is now open on Sundays. Third, math tutors conducted an additional four evening sessions each week linked to the introductory mathematics courses.

Goal III

Provide a campus environment that fosters learning and personal growth

Systemwide Measure:

Student Involvement in Planned Out-of-Classroom Activities that Promote Learning and Good Citizenship

Assessment of success in this area is evaluated by comparisons to national benchmarks.

2006 National Survey of Student Engagement (NSSE)

Seniors	UW-La Crosse	National ¹	Master's ¹
Participated in co-curricular activities (organizations, publications, student government, sports, etc.)	74%	50%*	46%*
Did/planned to do practicum, internship, field experience, or clinical assignment	82%	75%*	75%*
Did/planned to do community service or volunteer work	83%	71%*	70%*

*Significant difference from institutional percentage at the 0.05 level.

¹All National and Master's-level public colleges and universities.

Additional Measures:

Student engagement in experiential learning

Experiential learning engages students in significant learning experiences outside the traditional classroom, laboratory, or studio setting. These experiences include study abroad, undergraduate research, involvement in faculty research projects, independent study projects, honors projects, senior thesis/projects, internships, clinical and fieldwork experiences, service learning, arts performances, recitals, and exhibitions.

Study abroad, for example, has steadily increased over the past five years. In 2005-06, 15.5% of UW-L graduates studied abroad compared to 6.7% in 2000-01.

Study Abroad

Year	Unduplicated Annual Headcount	% Graduates who Studied Abroad
2000-01	175	6.7%
2001-02	183	8.3%
2002-03	168	8.5%
2003-04	213	9.5%
2004-05	365	13.0%
2005-06	324	15.5%

The goal is to continue to exceed the national averages for involvement of seniors in experiential learning opportunities. Involvement of UW-L seniors has been uniformly high. In all categories of experiential learning, UW-L seniors have been at or above the national averages. Since 2002 there have been increases in the percentages of seniors involved in community service, undergraduate research, study abroad, and culminating senior experiences.

Percentage of Students Who Have Done or Plan To Do Specific Experiential Learning Activities Before They Graduate

Experiential Learning Activity		UW-L Frosh	Nat'l Frosh	UW-L Senior	Nat'l Senior
Practicum, internship, field experience, clinical assignment	2002	83.0%	76.4%	81.6%	70.0%
	2004	83.9%	81.0%	81.9%	74.0%
	2006	81.0%	80.0%	82.0%	76.0%
Community Service	2002	79.6%	67.9%	76.9%	58.7%
	2004	86.2%	76.0%	81.3%	70.0%
	2006	82.0%	76.0%	83.0%	73.0%
Research project with a faculty member	2002	17.7%	23.2%	27.8%	21.1%
	2004	25.1%	26.0%	27.0%	27.0%
	2006	30.0%	34.0%	33.0%	31.0%
Study Abroad	2002	30.7%	32.0%	18.8%	14.0%
	2004	41.7%	38.0%	25.0%	18.0%
	2006	42.0%	42.0%	26.0%	22.0%
Independent Study	2002	8.7%	17.0%	29.3%	26.2%
	2004	10.1%	18.0%	31.6%	28.0%
	2006	12.0%	19.0%	28.0%	28.0%
Culminating Senior Experience	2002	24.2%	39.2%	54.7%	54.2%
	2004	28.2%	42.0%	66.8%	60.0%
	2006	36.0%	47.0%	65.0%	61.0%

Note: Institutional percentages are derived from over-sampled population in 2002. (Institutional percentages differ from those derived through standard sampling.) Comparison group percent includes all public and private masters' institutions in the NSSE sample.

Goal IV

Utilize resources in an efficient and effective manner

Systemwide Measure:

Progress Toward Reducing Credits to Degree

By encouraging efficient progress toward degree completion, each UW institution helps to ensure that continuing students reach their goals in a timely manner and that there will be space available for new students. Although there are many factors that influence the accumulation of credits taken prior to graduation, credits to degree is regarded as a useful measure of efficient resource utilization. Currently, average credits to degree are below the levels in 1993-94, when the goal to reduce credits to degree was adopted.

Average Attempted Credits to Degree

Year of Graduation	Credits
1993-94	154
2000-01	143
2001-02	141
2002-03	142
2003-04	142
2004-05	142
2005-06	141

Additional Measures:

We monitor the level of external funding secured by faculty and staff, since external support can provide additional opportunities to enhance teaching and learning when resources to support higher education from the State are limited. The goal is to maintain or exceed the current level of external funding. The 2005 and 2006 totals for external funding are below the totals for 2001 through 2004. This reflects a change in reporting procedure starting in 2005 to include only external funds available for expenditure.

**Level of External Funding Obtained by Faculty and Staff
for Research and Research Training, Instruction, Service, and Student Services**

External Funding Category	Amount Received					
	2001	2002	2003	2004	2005	2006
Research and Research Training	\$2,386,219	\$2,892,819	\$3,366,887	\$3,290,335	\$3,599,995	\$1,992,237
Instruction	\$665,151	\$716,658	\$314,055	\$880,547	\$166,880	\$1,315,436
Public Service	\$1,105,885	\$2,137,912	\$2,705,245	\$2,089,866	\$2,027,472	\$2,126,433
Student Services	\$650,000	\$1,143,443	\$1,200,341	\$2,285,666	\$557,856	\$864,254
TOTAL	\$4,807,255	\$6,890,832	\$7,586,528	\$8,546,414	\$6,352,203	\$6,298,360

Achieving Excellence at UW-Madison

This edition of Achieving Excellence at UW-Madison is part of an overall effort by the UW System to express our commitment to self-assessment. The goals and measures presented below are intended to provide a description of the many ways in which UW-Madison is achieving excellence. Each goal has measures common to all UW institutions. These common measures reflect the mission of the UW System as a whole. In addition to the common measures, UW-Madison has selected several supplementary measures that are reflective of its specific institutional mission and values. These institution-specific measures are useful as a means of providing context to the performance on the systemwide measures.

Goal I

Provide access to higher education for the citizens of Wisconsin

Systemwide Measures:

Progress Toward Enrollment Plans

University of Wisconsin Enrollment Plans are designed to increase access without compromising educational service. Institutional plans with additional support and flexibilities balance programmatic, physical, and fiscal resources while maintaining consistency with UW initiatives and goals.

Total Full-Time Equivalent (FTE) Enrollment

Fall	Actual FTE	Planned
2000	35,837	35,499
2001	36,036	35,500
2002	36,328	35,529
2003	36,334	35,955
2004	35,814	35,615
2005	36,093	35,550
2006	36,214	35,350

Progress Toward Increasing Diversity

Originating in 1998, *Plan 2008* is the UW System's initiative to increase racial and ethnic diversity. Each UW institution has the goal of increasing enrollments of students of color.

Total Headcount Enrollment

Fall Semester Students Enrolled	1998	2003	2004	2005	2006
African American	851	966	981	1,018	1,096
American Indian	232	224	234	237	250
Hispanic/Latino	985	1,030	1,085	1,151	1,246
Southeast Asian	224	396	454	516	569
Asian American	1,412	1,421	1,432	1,480	1,565
Total Students of Color	3,704	4,037	4,186	4,402	4,726
International	3,341	3,563	3,426	3,392	3,342
White	32,472	33,169	32,697	32,812	32,457
Total Headcount	39,517	40,769	40,309	40,606	40,525

Additional Measures:

This UW System goal is aligned with UW-Madison's strategic priorities, especially

- Advance Learning
- Amplify the Wisconsin Idea

Goal: Expand access through UW Connections, a program in which freshmen are dually admitted to UW-Madison and a two-year public college (UW Colleges or the liberal arts programs at MATC-Madison, MATC-Milwaukee, or Nicolet College), complete lower division courses, and then enroll at UW-Madison to earn a bachelor's degree.

UW Connections Program

Fall Term	Number of Offers	Enrolled at a 2-year college	Percent who Subsequently Enrolled at UW-Madison*
2001	759	27	59%
2002	1,588	66	53%
2003	1,161	63	56%
2004	1,508	64	58%
2005	1,638	83	--
2006	1,462	82	--
<i>Target</i>	<i>1,200</i>	<i>100</i>	<i>80%</i>

*Percent of students who enrolled in Connections at a 2-year college and subsequently enrolled at UW-Madison, allowing at least two years after first enrolling at a 2-year college.

Goal: Expand pipeline of college-bound high school students through innovative precollege programs.

PEOPLE, a precollege program for under-represented 2nd to 12th graders, currently serves 1,045 Wisconsin public school participants. The program aims to have 100% of the participants who complete the program graduate from high school and enroll in college.

In fall 2006, 177 PEOPLE scholars, which included 72 new freshmen, were enrolled at UW-Madison. Five PEOPLE scholars graduated from UW-Madison in spring 2006.

PEOPLE - Elementary, Middle and High School Participation

Grade in 2006-07	Participants	
12 th	152	} 673 in high school
11 th	206	
10 th	194	
9 th	121	} 321 in middle school
8 th	174	
7 th	147	
Elementary	51	} 1,045 total participants

Goal II

Provide academic support services that facilitate academic success

Systemwide Measures:

Progress Toward Retention Targets

Retention and graduation rate targets were established as part of a systemwide initiative to focus increasing attention on student systemwide success. Progress toward these targets is considered to be one of several important measures of how well we serve our students and encourage them to succeed. Although retention rates for full-time new freshmen are influenced by a variety of factors and do not provide a complete picture of student success, they are the most commonly used indicator of institutional performance.

New Freshmen Entering Full-Time

2 nd Year Retention Rate at Institution Where Started			6 Year Graduation Rate Anywhere in the UW System		
Fall Cohort	Actual	Target	Fall Cohort	Actual	Target
2000	90.9%	92.0%	1995	78.3%	78.0%
2001	91.8%	92.0%	1996	77.8%	78.0%
2002	92.0%	92.0%	1997	78.3%	78.0%
2003	92.2%	92.0%	1998	79.0%	79.0%
2004	93.8%	92.0%	1999	79.8%	79.0%
2005	93.0%	92.0%	2000	81.0%	79.0%

Closing the Achievement Gap

Each UW institution has the goal of raising retention and graduation rates for students of color toward the rates for the student body as a whole, as stated in *Plan 2008*.

New Freshmen Entering Full-Time, Fall Cohort by Race/Ethnicity¹

		AA	AI	SA	OA	LH	SOC	WH
2nd Year Retention Rate at Institution Where Started								
2003	#	145	33	85	206	144	613	4,639
	%	85.5	87.9	92.9	91.3	91.7	90.0	92.6
2004	#	151	43	105	213	176	688	4,607
	%	91.4	81.4	90.5	94.8	85.8	90.3	94.3
2005	#	156	35	115	236	199	741	5,013
	%	89.1	77.1	88.7	92.8	91.5	90.3	93.5
6 Year Graduation Rate Anywhere in the UW System								
1998	#	112	38	43	212	154	559	4,850
	%	55.4	47.4	48.8	74.1	61.0	63.0	82.9
1999	#	128	35	43	201	139	546	4,831
	%	58.6	48.6	46.5	77.1	64.7	65.4	81.9
2000	#	126	29	79	178	123	535	4,979
	%	58.7	51.7	57.0	80.9	63.4	66.5	82.8

AA (African Am.), AI (Am. Indian), SA (Southeast Asian), OA (Other Asian Am.), LH (Latino/Hispanic), SOC (Students of Color), WH (White)

*Five or fewer students were retained or graduated.

¹Excludes international students.

Additional Measures:

This UW System goal is aligned with UW-Madison's strategic priorities, especially

- Advance Learning
- Nurture Human Resources – students

Goal: Provide varied residential learning communities with sufficient space for interested undergraduates.

Residential learning communities have expanded to meet student interest as resources allow. They began in fall 1995 with 290 students in two communities and have expanded to 1,311 students in 10 communities.

Goal: Enhance the first year experience by providing first year interest groups (FIGs) in which groups of approximately 20 students enroll together in three related courses.

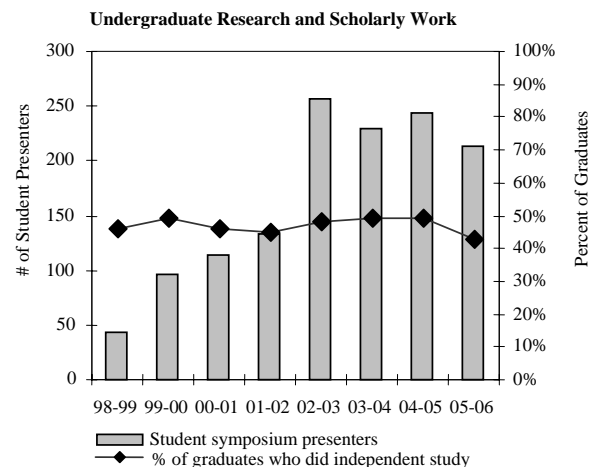
FIGs are designed to improve academic performance and multicultural understanding for all students. FIGs began with four, three-course offerings in 2001. They have expanded to 28 offerings that enroll 510 students.

Participation in Residential Learning Communities (RLCs) and First-Year Interest Groups (FIGs)

Fall Term	Number of RLCs	Number of Students in RLCs	Number of FIGs	Enrollment in FIGs
2001	4	1,198	4	75
2002	5	1,276	13	257
2003	7	1,337	24	460
2004	8	1,355	25	480
2005	10	1,436	24	435
2006	10	1,311	28	510
Target	--	--	30	600

Goal: Encourage and assure undergraduate participation in research and scholarly activity with faculty members through in-class and out-of-class opportunities.

UW-Madison encourages students to participate in extra- and co-curricular scholarly activities with faculty. Independent study courses are available in every major and are one way for students to work directly with faculty: 43% of recent graduates completed at least one independent study course (2,690 of 6,256 new degree recipients). The undergraduate symposium is a public venue for students to exhibit scholarly and creative work in all disciplines. Participation began with 44 student presenters in spring 1999 and increased to 214 in spring 2006. The goal is to have 300 student presenters.



Goal III

Provide a campus environment that fosters learning and personal growth

Systemwide Measure:

Student Involvement in Planned Out-of-Classroom Activities that Promote Learning and Good Citizenship

Assessment of success in this area is evaluated by comparisons to national benchmarks.

2006 National Survey of Student Engagement (NSSE)

Seniors	UW-Madison	National ¹	Peers ²
Participated in co-curricular activities (organizations, publications, student government, sports, etc.)	68%	50%*	58%*
Did/planned to do practicum, internship, field experience, or clinical assignment	74%	75%	75%
Did/planned to do community service or volunteer work	78%	71%*	65%*

*Significant difference from institutional percentage at the 0.05 level.

¹National public 4-year universities. ²Public universities in the Association of American Universities Data Exchange (AAUDE) NSSE Consortium.

Additional Measures:

This UW System goal is aligned with UW-Madison's strategic priorities, especially

- Advance Learning
- Amplify the Wisconsin Idea
- Accelerate Internationalization

Goal: Continue to provide quality study abroad opportunities and increase the proportion of graduates who have studied abroad, consistent with the UW System goal.

Study Abroad

Year	Unduplicated Annual Headcount*	% of Graduates who Studied Abroad**	All UW-Madison Students Studying Abroad***
2000-01	795	12.5%	1,297
2001-02	933	13.7%	1,253
2002-03	957	14.7%	1,320
2003-04	1,053	16.3%	1,441
2004-05	1,148	16.1%	1,609
2005-06	1,116	16.6%	1,611

* UW-Madison programs only.

** % of bachelors degree recipients who studied abroad through any UW institution program.

*** From Institute for International Education Open Doors.

UW-Madison is ranked 11th among research universities for the total number of students who studied abroad and has students in more than 100 programs on six continents. Nearly 17% of recent bachelor's degree recipients had a study abroad experience through a UW program. Students in UW-Madison programs study abroad for longer time periods than the national average: 10% for longer than one semester, 62% for one semester, and 28% for shorter than a semester. The national averages are 7%, 38% and 55%, respectively.

Goal: Prepare students for citizenship and success in a diverse and global world.

Under the leadership of the Morgridge Center for Public Service, UW-Madison offered 116 service learning and community-based research courses in 2005-06, more than the target of 100 courses.

Service Learning and Community-Based Research Courses

Academic Year	Number of Courses at UW-Madison	National Average Number of Courses*
2000-2001	40	--
2001-2002	64	27
2002-2003	75	30
2003-2004	75	37
2004-2005	92	31
2005-2006	116	35
<i>Target</i>	100	--

*Campus Compact Surveys.

Experiences That Contribute to Knowledge, Skill, and Personal Development (Percent of Seniors)

Knowledge, skill, or aspect of personal development ¹	UW-Madison	National	Peers ²
Think critically and analytically	92	85*	86*
Learn effectively on your own	82	71*	71*
Write clearly and effectively	78	74*	73*
Work effectively with others	76	76	73
Analyze quantitative problems	74	72	70*
Speak clearly and effectively	65	68	62
Solve real-world problems	64	57*	58*
Understand people of other racial and ethnic backgrounds	48	51	47
Vote	47	32*	34*
Contribute to the welfare of your community	45	41*	40*

¹Percent of seniors responding that their experiences contributed "very much" or "quite a bit" to their development.

²Public universities in the Association of American Universities Data Exchange (AAUDE) NSSE Consortium.

*Significant difference from institutional percentage at the 0.05 level.

Source: 2006 National Survey of Student Engagement.

Goal: Offer sufficient experiences so that every student can participate in at least one academic enhancement activity.

Among last year's bachelor's degree recipients, 84% had one or more of the following experiences as recorded on their student record: lived in a residential learning community, participated in a first-year interest group, studied abroad, took a service learning course, participated in research with faculty, completed a for-credit internship, took an honors or an independent study course.

Academic Enhancement Activities for Bachelor's Degree Recipients

Academic Year	Percent participating in at least one activity	Percent participating in more than one activity	Degree Recipients
2002-03	69%	34%	6,107
2003-04	73%	46%	6,156
2004-05	80%	52%	6,289
2005-06	84%	57%	6,256
<i>Target</i>	100%	--	--

Goal IV

Utilize resources in an efficient and effective manner

Systemwide Measure:

Progress Toward Reducing Credits to Degree

By encouraging efficient progress toward degree completion, each UW institution helps to ensure that continuing students reach their goals in a timely manner and that there will be space available for new students. Although there are many factors that influence the accumulation of credits taken prior to graduation, credits to degree is regarded as a useful measure of efficient resource utilization. Currently, average credits to degree are below the levels in 1993-94, when the goal to reduce credits to degree was adopted.

Average Attempted Credits to Degree

Year of Graduation	Credits
1993-94	136
2000-01	127
2001-02	125
2002-03	125
2003-04	124
2004-05	122
2005-06	123

Additional Measures:

This UW System goal is aligned with UW-Madison's strategic priorities, especially

- Advance Learning
- Promote Research
- Amplify the Wisconsin Idea

Goal: Increase the number of research awards, research award dollars, and the size of the average faculty research award.

UW-Madison received \$703 million in extramural gift and grant awards for research in 2005-06. Nationally, UW-Madison ranks third among public universities and fourth among all universities for research expenditures.

Research Awards

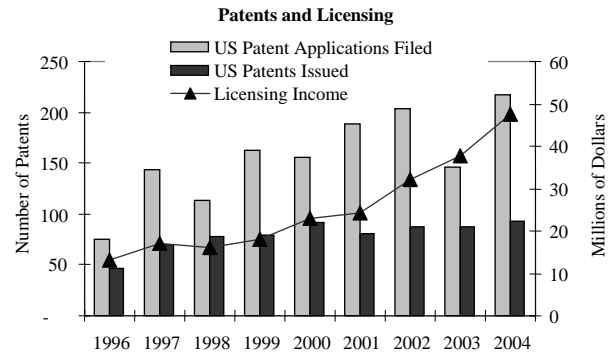
Year	Total Research Awards* (millions)	Return per GPR Dollar Invested **	Average Faculty Research Award***
2000-01	\$509.4	\$9.0	\$324,457
2001-02	\$561.2	\$9.4	\$364,462
2002-03	\$583.5	\$9.9	\$361,735
2003-04	\$704.8	\$12.7	\$436,846
2004-05	\$769.8	\$13.9	\$518,014
2005-06	\$703.0	\$12.4	\$460,227

*Includes some multi-year grants awarded in single year.

**Total research awards divided by GPR supported research.

***Average award for faculty members receiving awards that year. In any given year, approximately two-thirds of UW-Madison faculty members are principal investigators on extramural research projects.

Goal: Amplify impact of research by supporting patents, licensing, and technology transfer.



Licensed patents based on research at UW-Madison generated almost \$50 million in 2004. This income, under the direction of the Wisconsin Alumni Research Foundation, is not discretionary: it is permanently committed to supporting the research infrastructure, including facilities and a range of opportunities for faculty and for staff and student researchers.

In total, about 250 technology-based companies originated from an association with UW-Madison. These companies have aggregate gross revenues exceeding \$1 billion and 98% of them operate in Wisconsin.

The Office of Corporate Relations (OCR) established a New Business Start-Up Initiative to support entrepreneurship among faculty, staff, and students. In the first year of the program, OCR assisted 26 companies at the early stages of formation.

Goal: Achieve administrative efficiencies and improve business processes by making use of developing technological alternatives.

Recently, UW-Madison has reduced printing and document distribution costs by shifting delivery of several print items to the Internet:

- Position vacancy listings for faculty and academic staff position openings (replaces paper for approximately 2,500 posted positions annually)
- Student and faculty/staff telephone directories (eliminating 37,000 paper copies annually)
- The course Timetable (eliminating 110,000 paper copies annually over the fall and spring semesters)
- An on-line transcript request and processing system (will supply an estimated 75,000 transcripts annually)

Efforts to enhance Internet-based self-service technology for applicants, students, staff, and faculty continue. Recent examples include: enrollment in courses, grading, access to salary and benefits statements, resources for academic and student services advisors, and parking assignments.

Achieving Excellence at UW-Milwaukee

This edition of Achieving Excellence at UW-Milwaukee is part of an overall effort by the UW System to express our commitment to self-assessment. The goals and measures presented below are intended to provide a description of the many ways in which UW-Milwaukee is achieving excellence. Each goal has measures common to all UW institutions. These common measures reflect the mission of the UW System as a whole. In addition to the common measures, UW-Milwaukee has selected several supplementary measures that are reflective of its specific institutional mission and values. These institution-specific measures are useful as a means of providing context to the performance on the systemwide measures.

Goal I

Provide access to higher education for the citizens of Wisconsin

Systemwide Measures:

Progress Toward Enrollment Plans

University of Wisconsin Enrollment Plans are designed to increase access without compromising educational service. Institutional plans with additional support and flexibilities balance programmatic, physical, and fiscal resources while maintaining consistency with UW initiatives and goals.

Total Full-Time Equivalent (FTE) Enrollment

Fall	Actual FTE	Planned
2000	16,676	16,720
2001	17,362	17,208
2002	18,141	18,242
2003	18,604	18,696
2004	18,687	18,696
2005	19,037	18,978
2006	19,550	19,091

Progress Toward Increasing Diversity

Originating in 1998, *Plan 2008* is the UW System's initiative to increase racial and ethnic diversity. Each UW institution has the goal of increasing enrollments of students of color.

Total Headcount Enrollment

Fall Semester Students Enrolled	1998	2003	2004	2005	2006
African American	1,923	1,777	1,803	1,808	1,798
American Indian	189	188	192	214	216
Hispanic/Latino	791	918	955	984	1,018
Southeast Asian	329	526	583	555	545
Asian American	514	515	558	572	627
Total Students of Color	3,746	3,924	4,091	4,133	4,204
International	692	678	692	667	692
White	18,162	20,273	21,244	21,969	22,164
Total Headcount	22,600	24,875	26,027	26,769	27,060

Additional Measures:

Distance Education

From 2000-01 to 2005-06, distance education course offerings have increased from 45 to 219. Enrollments have similarly increased from 930 to 5,170.

Year	Courses	Enrollments
2000-01	45	930
2001-02	24	860
2002-03	79	2,567
2003-04	175	4,273
2004-05	197	4,089
2005-06	219	5,170

The UWM Multicultural/Disadvantaged Precollege programs served over 10,800 students in 2005-06.

Annual M/D Precollege Enrollment

2002-03	7,202
2003-04	10,644
2004-05	11,616
2005-06	10,837

UWM welcomes more transfer students than any other institution in the UW System.

**Undergraduate Transfers to UW-Milwaukee
and % of UW System Total**

From	2000-01		2004-05	
	#	%	#	%
UW 4-Year	702	19%	765	22%
UW Colleges	440	22%	543	22%
WTCS	456	20%	559	21%

UWM enrolls the highest number of Wisconsin resident undergraduate and graduate students of any institution within the UW System. UWM also enrolls proportionately more students of color and more Wisconsin residents of color than its overall share of undergraduates and graduates within the UW System.

**UW-Milwaukee Percent of UW System Enrollment
All Students and Wisconsin Residents by Race/Ethnicity
Fall 2005**

Race/Ethnicity	All Students		Wisconsin Residents	
	Ugrad	Grad	Ugrad	Grad
	% of UW System		% of UW System	
African American	40%	36%	45%	55%
American Indian	17%	24%	19%	33%
Hispanic/Latino	27%	24%	32%	40%
International	7%	17%	36%	57%
Other Asian American	18%	17%	24%	28%
SE Asian American	25%	25%	27%	30%
White/Unknown	15%	19%	17%	24%
Total	16%	19%	19%	26%

As a percentage of UW System degrees, UWM confers proportionately more degrees to students of color than its overall share of total degrees.

**UWM Degrees Conferred as a Percent of UW System
10 Year Average 1995-96 to 2004-05**

	Bachelor's	Master's	Ph.D.
African American	43%	46%	37%
American Indian	18%	21%	5%
Asian	19%	24%	14%
Hispanic/Latino	26%	35%	13%
International	10%	16%	10%
White/Unknown	12%	22%	11%
Total	13%	23%	11%

Goal II

Provide academic support services that facilitate academic success

Systemwide Measures:

Progress Toward Retention Targets

Retention and graduation rate targets were established as part of a systemwide initiative to focus increasing attention on student systemwide success. Progress toward these targets is considered to be one of several important measures of how well we serve our students and encourage them to succeed. Although retention rates for full-time new freshmen are influenced by a variety of factors and do not provide a complete picture of student success, they are the most commonly used indicator of institutional performance.

New Freshmen Entering Full-Time

2 nd Year Retention Rate at Institution Where Started			6 Year Graduation Rate Anywhere in the UW System		
Fall Cohort	Actual	Target	Fall Cohort	Actual	Target
2000	73.9%	70.2%	1995	42.9%	38.9%
2001	72.3%	71.2%	1996	43.9%	39.2%
2002	71.2%	72.1%	1997	43.1%	39.6%
2003	72.8%	73.1%	1998	41.4%	39.9%
2004	72.7%	74.0%	1999	47.1%	40.3%
2005	69.7%	74.0%	2000	48.0%	40.6%

Closing the Achievement Gap

Each UW institution has the goal of raising retention and graduation rates for students of color toward the rates for the student body as a whole, as stated in *Plan 2008*.

New Freshmen Entering Full-Time, Fall Cohort by Race/Ethnicity¹

		AA	AI	SA	OA	LH	SOC	WH
2nd Year Retention Rate at Institution Where Started								
2003	#	210	27	80	73	136	526	2,866
	%	54.3	66.7	66.3	78.1	69.1	63.9	74.4
2004	#	176	18	90	53	97	434	2,314
	%	58.5	61.1	64.4	84.9	71.1	65.9	74.0
2005	#	196	27	88	53	99	463	2,216
	%	52.0	44.4	60.2	66.0	62.6	57.0	72.4
6 Year Graduation Rate Anywhere in the UW System								
1998	#	224	26	70	55	105	480	2,019
	%	18.8	*	28.6	43.6	24.8	24.2	45.6
1999	#	190	17	71	48	110	436	2,243
	%	20.5	41.2	39.4	54.2	31.8	31.0	50.4
2000	#	211	27	65	56	103	462	2,187
	%	22.3	*	32.3	46.4	22.3	26.4	52.8

AA (African Am.), AI (Am. Indian), SA (Southeast Asian), OA (Other Asian Am.), LH (Latino/Hispanic), SOC (Students of Color), WH (White)

*Five or fewer students were retained or graduated.

¹Excludes international students.

Additional Measures:

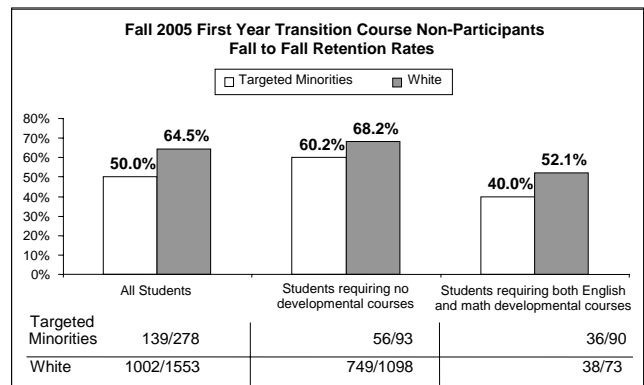
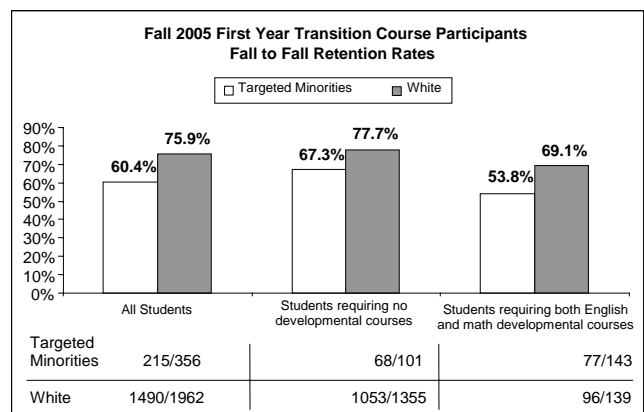
Access To Success

Access to Success (A2S), launched in fall 2005, has three primary retention goals: increase 2nd year retention of all first year students, increase 2nd year retention of first year students who require developmental work, and decrease the gap in 2nd year retention between students of color and white students. Programs and services ranging from tutoring, mentoring, supplemental instruction, and an early warning system were piloted in AY 2005-06 with an eye towards increasing student retention and academic success. The table below summarizes findings for several of those interventions as they relate to retention. Please note that retention rates for those students who participated in these interventions typically ranged from 3% to over 20% higher than the overall cohort rates.

A2S Intervention	Fall 05 Overall Cohort		Tutoring		Bridge Program		Supplemental Instruction	
	retained/ starting cohort	%	retained/ starting cohort	%	retained/ starting cohort	%	retained/ starting cohort	%
Total Cohort	2952/4300	69%	434/565	77%	77/107	72%	103/123	84%
Targeted Minorities	354/634	56%	82/125	66%	34/45	76%	15/21	71%
No developmental courses	1995/2741	73%	229/277	83%	6/9	67%	58/67	87%
Targeted Minorities	124/194	64%	20/22	91%	*	100%	*	100%
Any developmental course	957/1559	61%	205/288	71%	71/98	72%	45/56	80%
Targeted Minorities	230/440	52%	62/103	60%	32/43	74%	10/16	63%
Placed in Math 90	240/420	57%	57/86	66%	23/36	64%	12/15	80%
Targeted Minorities	79/170	46%	25/44	57%	12/18	67%	6/9	67%

*Five or fewer students were retained or graduated.

First Year Transition Courses (FYTC) are another of the many interventions within the A2S program array. They serve as an introduction to a major field of study or introduce students to specific study or academic skills. Below are two charts that illustrate the difference in retention rates between those students who did and did not take First Year Transition Courses. Without exception, across all categories, those enrolling in FYTCs demonstrated higher retention rates compared to those who did not, ranging from 7.1% for targeted minorities requiring no developmental work to 13.8% and 17% for targeted minorities and whites respectively requiring both English and Math developmental work.



The A2S pilot programs show promise. The next steps for A2S will focus on increasing participation so as to achieve UWM's overall retention goals.

Goal III

Provide a campus environment that fosters learning and personal growth

Systemwide Measure:

Student Involvement in Planned Out-of-Classroom Activities that Promote Learning and Good Citizenship

Assessment of success in this area is evaluated by comparisons to national benchmarks.

2006 National Survey of Student Engagement (NSSE)

Seniors	UW-Milwaukee	National ¹	Urban ¹
Participated in co-curricular activities (organizations, publications, student government, sports, etc.)	38%	50%*	35%
Did/planned to do practicum, internship, field experience, or clinical assignment	75%	75%	72%
Did/planned to do community service or volunteer work	60%	71%*	65%*

*Significant difference from institutional percentage at the 0.05 level.

¹National public 4-years and public universities in the NSSE Urban consortium.

Additional Measures:

Study Abroad

Year	Unduplicated Annual Headcount	% Graduates who Studied Abroad
2000-01	238	5.7%
2001-02	305	5.7%
2002-03	335	6.9%
2003-04	332	6.8%
2004-05	458	7.6%
2005-06	484	7.9%

Course Redesign

Math developmental courses were restructured during the 2005-06 academic year. These pilot courses were designed to enable students to complete two developmental levels in one semester. The retention rates of those students placing in the lowest level of math developmental work, Math 90, were 57% overall and 46% for targeted minorities. Those students who participated in the math pilot project were retained at 67% overall and 67% for targeted minorities.

Fall to Fall Retention Rates

	Placed in Math 90	Placed in A2S Math Pilot
All Students	57%	67%
Targeted Minorities	46%	67%

English developmental courses were also streamlined. After analyzing student performance, developmental English courses were restructured to allow students to complete developmental work with one course, rather than two.

UWM is further engaged in improving student success and addressing issues of curriculum and instruction through its assessment of first year gateway courses. Examples of these course redesigns include:

- Survey in Calculus is currently piloting an on-line quiz system aimed at keeping students focused and current in the material.
- Chemical Science, a gateway Chemistry course, is piloting active learning exercises in a large lecture environment. Student performance in sections using active learning exercises is being analyzed to identify the most successful methods.
- Introduction to Psychology has been redesigned to accommodate the pace of individual student learning. "U-Pace" online sections allow students to cover the same amount of material as the conventional course by dividing course content into small modules with progression to subsequent modules possible only upon mastery of the material.

Student Satisfaction

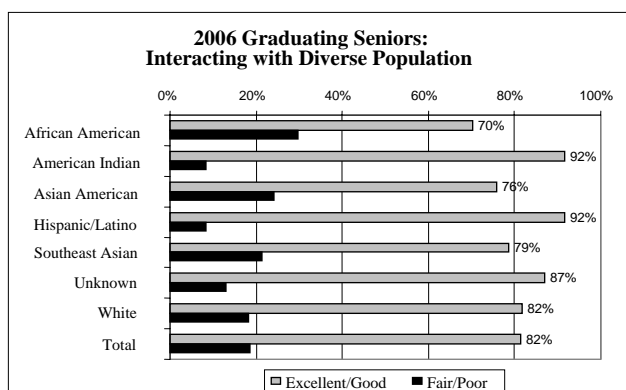
Graduating seniors at UWM continue to voice satisfaction with 86% of the 2006 graduating class indicating that they would choose UWM again. Most notably, students identifying themselves as Southeast Asian report their satisfaction at 89%, Hispanics/Latinos report a 92% satisfaction, and a resounding 100% of graduating American Indian students report that they would choose UWM if they were to do it all over again.

2006 Graduating Seniors Who Would Choose UWM Again

Ethnicity	Definitely / Probably	Probably No / Definitely No
African American	83%	17%
American Indian	100%	0%
Asian American	87%	13%
Hispanic/Latino	92%	8%
Southeast Asian	89%	11%
Unknown	76%	24%
White	85%	15%
All respondents	86%	14%

Source: UWM Senior Survey.

An overwhelming percentage of 2006 graduating seniors believe that their experience interacting with a diverse population has enriched their educational experience and promoted personal growth.



Goal IV

Utilize resources in an efficient and effective manner

Systemwide Measure:

Progress Toward Reducing Credits to Degree

By encouraging efficient progress toward degree completion, each UW institution helps to ensure that continuing students reach their goals in a timely manner and that there will be space available for new students. Although there are many factors that influence the accumulation of credits taken prior to graduation, credits to degree is regarded as a useful measure of efficient resource utilization. Currently, average credits to degree are below the levels in 1993-94, when the goal to reduce credits to degree was adopted.

Average Attempted Credits to Degree

Year of Graduation	Credits
1993-94	148
2000-01	143
2001-02	141
2002-03	141
2003-04	140
2004-05	139
2005-06	136

Additional Measures:

UWM supports the UW System goal of efficiently and effectively utilizing resources in a variety of ways. UWM facilities provide the support necessary for the research, teaching, and service missions of the institution.

Classroom & Lecture Hall Utilization - Fall

	2001	2002	2003	2004	2005
% of rooms used more than 30 hrs/wk	83%	83%	87%	86%	89%
Average hours/week rooms used	36.1	37.1	40.1	40.1	41.4

UWinterM provides an opportunity for students across campus to earn credits while simultaneously generating revenue and effectively utilizing campus facilities and resources during winter break.

UWinterM 2004 to 2006

	2004	2005	2006
Students Served			
Undergraduate	2,172	2,135	2,043
Graduate	157	172	120
Total	2,329	2,307	2,163
Course Offerings			
Departments	41	45	38
Courses	117	123	113
Sections	124	127	118
Buildings/Rooms Utilized			
Kenwood	17/66	18/71	18/64
Off-campus	3/3	2/2	1/1
Online	1/1	1/1	1/1
Total	21/70	21/74	20/66

Differential tuition, totaling \$1.9 million in 2005-06, funded student support initiatives in four UWM schools and colleges.

Differential Tuition 2005-06

School	Amount
Arts	\$573,900
Business	\$848,000
CEAS	\$211,800
Nursing	\$275,300
Total	\$1,909,000

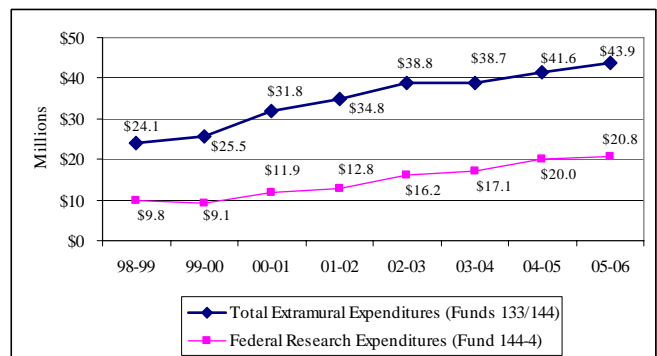
Over the past six years, annual increases in tuition revenue from enrollment increases have generated over \$19 million.

Annual Increases in Tuition Revenue from Enrollment Increases (w/o tuition rate increases)

1999-01	\$3,025,759
2001-02	\$2,924,360
2002-03	\$5,136,900
2003-04	\$4,400,574
2004-05	\$819,200
2005-06	\$2,852,100
Total	\$19,158,893

Extramural annual expenditures have grown 82% over the past seven years. The Research Growth Initiative, launched in 2005-06, reallocated over \$4M in campus funds to support projects that will generate extramural research proposals. In the 1st round, 285 projects were proposed of which 44 were funded.

Extramural Annual Expenditures 1998-99 to 2005-06



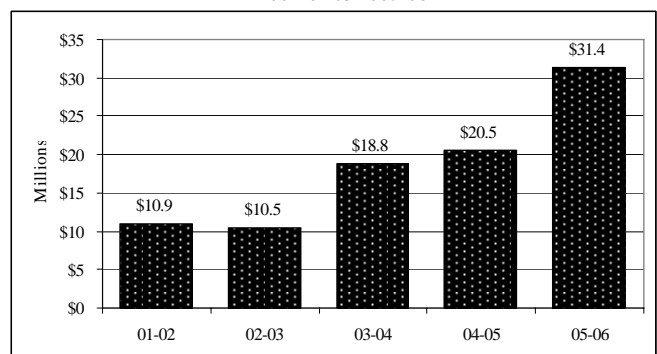
Students continue to voice high satisfaction with the availability and quality of campus computing laboratories.

Graduating Senior Survey Measures of Availability and Quality of Campus Computing Laboratories – 2002 to 2006

Year	Excellent / Good	Fair / Poor	Not Used
2002	65%	33%	2%
2003	67%	30%	3%
2004	82%	17%	2%
2005	81%	15%	4%
2006	83%	14%	3%

In the last five years, total philanthropic giving per year has increased from \$10.9 million in 2001-02 to \$31.4 million in 2005-06. Of those totals, signed planned gifts totaled \$6.3 million in 2004-05 and \$4.6 million in 2005-06.

UW-Milwaukee 5 Year Fundraising Progress FY 2001-02 to 2005-06



Achieving Excellence at UW-Oshkosh

This edition of Achieving Excellence at UW-Oshkosh is part of an overall effort by the UW System to express our commitment to self-assessment. The goals and measures presented below are intended to provide a description of the many ways in which UW-Oshkosh is achieving excellence. Each goal has measures common to all UW institutions. These common measures reflect the mission of the UW System as a whole. In addition to the common measures, UW-Oshkosh has selected several supplementary measures that are reflective of its specific institutional mission and values. These institution-specific measures are useful as a means of providing context to the performance on the systemwide measures.

Goal I

Provide access to higher education for the citizens of Wisconsin.

Systemwide Measures:

Progress Toward Enrollment Plans

University of Wisconsin Enrollment Plans are designed to increase access without compromising educational service. Institutional plans with additional support and flexibilities balance programmatic, physical, and fiscal resources while maintaining consistency with UW initiatives and goals. UW-Oshkosh FTE enrollment increased 6.9% between fall 2000 and fall 2006.

Total Full-Time Equivalent (FTE) Enrollment

Fall	Actual FTE	Planned
2000	8,934	9,168
2001	9,251	9,168
2002	9,570	9,185
2003	9,501	9,422
2004	9,610	9,422
2005	9,580	9,669
2006	9,508	9,678

Progress Toward Increasing Diversity

Originating in 1998, *Plan 2008* is the UW System's initiative to increase racial and ethnic diversity. Each UW institution has the goal of increasing enrollments of students of color. Between fall 1998 and fall 2006, UW-Oshkosh students of color increased 72%; international students decreased 17%.

Total Headcount Enrollment

Fall Semester Students Enrolled	1998	2003	2004	2005	2006
African American	107	117	101	111	118
American Indian	62	86	101	117	134
Hispanic/Latino	106	140	126	135	162
Southeast Asian	66	113	141	174	190
Asian American	85	120	114	120	130
Total Students of Color	426	576	583	657	734
International	107	99	114	96	84
White	10,236	10,338	10,362	10,317	10,267
Total Headcount	10,769	11,013	11,059	11,070	11,085

Additional Measures:

Multicultural/Disadvantaged Precollege

Annual M/D Precollege Enrollment

2002-03	144
2003-04	185
2004-05	154
2005-06	152

Funding was unavailable to plan and implement the Distance Education for Summer Enrichment Opportunities (DESEO) program.

Distance Education

Year	Courses	Enrollments
2000-01	65	922
2001-02	68	1,080
2002-03	66	1,111
2003-04	65	1,283
2004-05	127	2,463
2005-06	126	2,731

Institutional Goal: To maintain a pattern of increasing access via financial aid dollars.

Financial Aid: Alternative Student Loans (ASL)

2000-01	101	\$700,000
2001-02	202	\$855,665
2002-03	232	\$1,031,104
2003-04	330	\$1,400,000
2004-05	450	\$2,184,405
2005-06	626	\$3,473,339

*ASL financial aid continues to enhance access with UW-Oshkosh available dollars increasing five times since 2000-01.

Institutional Goal: To increase enrollment of students 25 years of age and older through tailored services.

Enrollments continue to grow in the University's degree program designed especially for non-traditional students at the Center for New Learning (CNL).

Center for New Learning Adult Non-Traditional Degree Program

Calendar Year	Sections	Enrollments
2001	44	498
2002	51	520
2003	61	824
2004	45	902
2005	75	1,129
2006	84	1,312

Non-Traditional Students Campus-Wide (25 yrs & older)

Fall 02	Fall 03	Fall 04	Fall 05	Fall 06
1,426	1,362	1,420	1,449	1,516

The Graduation Project (GP)

The GP identifies students leaving the university in good academic standing but close to bachelor's degree completion, supporting their return to complete their degrees. The GP continues as a permanent University project beyond the initial pilot (2004-05), through Phase II (2005-06), with secured COBE funding for Phase III. To date 17 students have completed degrees as a result of the GP.

Goal II

Provide academic support services that facilitate academic success.

Systemwide Measures:

Progress Toward Retention Targets

Retention and graduation rate targets were established as part of a systemwide initiative to focus increasing attention on student systemwide success. Progress toward these targets is considered to be one of several important measures of how well we serve our students and encourage them to succeed. Although retention rates for full-time new freshmen are influenced by a variety of factors and do not provide a complete picture of student success, they are the most commonly used indicator of institutional performance. UW-Oshkosh's retention and graduation rates have improved over the six year time frame but dropped slightly this past year.

New Freshmen Entering Full-Time

2 nd Year Retention Rate at Institution Where Started			6 Year Graduation Rate Anywhere in the UW System		
Fall Cohort	Actual	Target	Fall Cohort	Actual	Target
2000	72.1%	71.5%	1995	53.9%	54.4%
2001	72.0%	72.5%	1996	52.0%	54.7%
2002	75.7%	74.0%	1997	53.9%	54.9%
2003	76.2%	75.5%	1998	53.2%	55.2%
2004	76.5%	77.0%	1999	57.2%	55.5%
2005	74.1%*	77.0%	2000	55.0%	55.9%

Closing the Achievement Gap

Each UW institution has the goal of raising retention and graduation rates for students of color toward the rates for the student body as a whole, as stated in *Plan 2008*. The retention rate gap between students of color and white students is much smaller than the graduation rate gap, with both gaps fluctuating over time.

New Freshmen Entering Full-Time, Fall Cohort by Race/Ethnicity¹

		AA	AI	SA	OA	LH	SOC	WH
2nd Year Retention Rate at Institution Where Started								
2003	#	31	8	21	19	31	110	1,646
	%	51.6	*	66.7	73.7	71.0	64.5	77.0
2004	#	14	13	41	18	23	109	1,588
	%	71.4	61.5	73.2	77.8	78.3	73.4	76.6
2005	#	19	22	42	18	24	125	1,489
	%	52.6	59.1	73.8	55.6	62.5	63.2	75.2
6 Year Graduation Rate Anywhere in the UW System								
1998	#	19	7	13	10	19	68	1,820
	%	*	*	*	*	42.1	32.4	53.9
1999	#	19	12	11	10	18	70	1,750
	%	47.4	*	63.6	*	55.6	50.0	57.5
2000	#	12	9	11	14	22	68	1,550
	%	*	*	*	*	36.4	35.3	55.8

AA (African Am.), AI (Am. Indian), SA (Southeast Asian), OA (Other Asian Am.), LH (Latino/Hispanic), SOC (Students of Color), WH (White)

*Five or fewer students were retained or graduated.

¹Excludes international students.

Additional Measures:

Institutional Goal: *To increase financial aid programs for students of color.*

AOFP is available to eligible students of color. As financial needs are met, retention rates are positively affected.

Advanced Opportunity Fellowship Program (AOFP)

Year	Allocation	Total Awards Made	Total Awards
2000-01	\$74,594	\$74,953	14
2001-02	\$76,388	\$76,388	13
2002-03	\$89,241	\$89,241	22
2003-04	\$101,031	\$101,031	18
2004-05	\$126,970	\$126,970	17
2005-06	\$140,997	\$140,997	22

Institutional goal: *To increase access to personalized services.*

Personalized Career Services

As a result of additional funding through differential tuition, Career Services has launched a professional skills program across campus to offer students career development programming built into college specific curriculum. In addition, a portal was created and students can access additional resources, including Employon, Reference USA, Going Global within their Titan JOBS account – "A one-stop shop concept."

Personalized Attention in Academic Advising

The campus implemented a comprehensive total intake advising model, the advising center moved its focus to 1st and 2nd year students, and upper-division students are assigned to faculty advisors. The Peer Advising Liaison (PAL) program was expanded to support students with majors and career exploration.

Counseling Services

The University Counseling Center provides services linked to retention. It shows increasing contact and services that include personal, developmental, career, and academic counseling closely supporting the university Vision of being responsive and supportive to students with opportunity for development.

Counseling Center Services

Dates	Total Sessions	% Change over previous year
2002-03	3,160	
2003-04	3,046	-4%
2004-05	2,818	-7%
2005-06	3,630	+29%

Retention of Multicultural Students

Admissions highlights include: 3,241 total students of color contacts; 9% increase in total students of color applications from 2005 to 2006; and 9% increase in total new students of color enrollment from 2005 to 2006.

Library and Academic Success

In the 2005-06 academic year, eight librarians at Polk Library taught 304 library instruction sessions, reaching 7,200 students, partnering with faculty in 41 departments and programs, with the goal of increased personalized student development services.

Goal III

Provide a campus environment that fosters learning and personal growth.

Systemwide Measure:

Student Involvement in Planned Out-of-Classroom Activities that Promote Learning and Good Citizenship

Assessment of success in this area is evaluated by comparisons to national benchmarks.

2006 National Survey of Student Engagement (NSSE)

Seniors	UW-Oshkosh	National ¹	Master's ¹
Participated in co-curricular activities (organizations, publications, student government, sports, etc.)	49%	50%	46%
Did/planned to do practicum, internship, field experience, or clinical assignment	85%	75%*	75%*
Did/planned to do community service or volunteer work	73%	71%	70%

*Significant difference from institutional percentage at the 0.05 level.

¹All National and Master's-level public colleges and universities.

Additional Measures:

Study Abroad

Year	Unduplicated Annual Headcount	% Graduates who Studied Abroad
2000-01	189	9.3%
2001-02	227	8.6%
2002-03	586	11.8%
2003-04	136	11.7%
2004-05	238	12.2%
2005-06	328	13.7%

Institutional Goal: To increase academic excellence within the student body.

The 2006 first year student profile reflects the continuation of efforts employed over the past four years to build an academically well-prepared class. With nearly a 10% increase in students ranked in the top half of their graduating class over the past five years (from 2001 to 2006), the university Vision of excellence in a responsive, progressive, and scholarly public service community continues to be realized.

Admissions:

High School Rank of New Enrolled Students

Year	Top 10%	Top 25%	Top 50%
2001	9.2%	31.5%	78.5%
2002	7.4%	31.3%	81.4%
2003	10.3%	39.7%	91.8%
2004	10.7%	39.3%	91.8%
2005	10.5%	37.9%	88.9%
2006	10.2%	39.0%	89.1%

Additional Information on New First-Year Students

Year	Average ACT	Nat'l Merit Recipients	Academic Excellence
2001	21.8	1	16
2002	21.6	0	21
2003	22.2	4	23
2004	22.5	4	26
2005	22.4	2	20
2006	22.2	3	28

Institutional Goal: To increase technology offerings to respond to the needs of constituency we serve, as expressed in the Mission.

Utilization of Technology

Introduced in 2006:

- Implemented an automated system for the Registrar's Office that loads grades from the learning management system (Desire2Learn) into the University's student administration system.
- Developed a web-based system for the Student Affairs Division that allows students to have on-line balloting for electing student representatives.
- Added new discovery service (BadgerCat) that allows faculty and students to search the holdings of Polk Library and 18,000 libraries worldwide with *one* search.
- Added new online databases in Nursing, Communications, Philosophy, and Kinesiology to better support academic programs.

Institutional Goal: To develop a diverse, engaged community of lifelong learners and collaborators in keeping with the Mission of the University of Wisconsin-Oshkosh to support people and ideas for the common good as a responsive public service community.

American Democracy Project (ADP) 2003-2006

UW-Oshkosh is a charter member of the ADP. Participation in a national voter registration program produced high returns on campus, with about 700 more students voting in 2006 than in 2002 (1,767 versus 1,100), more than doubling the total of 800 from 1998. Five ADP debates and panels were held with more than 500 students attending and each event televised on Titan TV.

The Wisconsin Campus Compact (WiCC) 2003-2006

WiCC is housed on campus through the AmeriCorps Vista Program, providing leadership and coordination of service learning and civic engagement activities in which students can participate. Two campus vistas recruited 186 service-learning volunteers, provided 27 service-learning presentations, formed in excess of 100 community partnerships, received in excess of \$25,000 in-kind donations to their project, impacted 1,300 at-risk K-12 students, and worked with 32 interested faculty. They delivered faculty colleges and workshops and held brown bag informative sessions. The WiCC is reflective of the partnering opportunities available for students with faculty on campus, mutually serving, stimulating, and shaping the University and the broader public as is expressed in the Vision.

Goal IV

Utilize resources in an efficient and effective manner.

Systemwide Measure:

Progress Toward Reducing Credits to Degree

By encouraging efficient progress toward degree completion, each UW institution helps to ensure that continuing students reach their goals in a timely manner and that there will be space available for new students. Although there are many factors that influence the accumulation of credits taken prior to graduation, credits to degree is regarded as a useful measure of efficient resource utilization. Currently, average credits to degree are below the levels in 1993-94, when the goal to reduce credits to degree was adopted.

Average Attempted Credits to Degree

Year of Graduation	Credits
1993-94	152
2000-01	146
2001-02	144
2002-03	145
2003-04	144
2004-05	145
2005-06	145

Additional Measures:

Institutional Goal: To retain close to 100% of faculty hired.

Faculty 1-year retention rates exceeded 95% in 2001, 2002, and 2003, with 2-year rates increasing for these years above 88%. Retention is linked to increased scholarly development and output as evidenced by the Grant Awards History and Faculty Development Awards charts below. Increasing faculty retention strengthens the potential for collegiality while conserving precious resources of time and money to conduct research.

Retention of Faculty and Staff

	1 Yr. Retention Rate	2 Yr. Retention Rate
Fall 1999	96.4%	85.7%
Fall 2000	91.2%	82.3%
Fall 2001	96.0%	88.0%
Fall 2002	100.0%	96.0%
Fall 2003	95.9%	90.1%
Fall 2004	91.7%	83.3%
Fall 2005	100.0%	

Institution Goal: To increase awards by the Faculty Development Board.

An engaged and scholarly faculty enhances faculty ability to deliver the mission of the University and enhances the retention rate. Faculty Development Board Awards support agenda building and are sought after by more than 200 faculty annually. Approximately 69% of proposals submitted are selected for funding. Grant funding awarded to faculty and staff increased 52.9% from \$8.7 million in 1999-00 to \$13.3 million in 2005-06.

Grant Awards History

	Federal		Non-Federal		Total Awards	
	Amount	#	Amount	#	Amount	#
99-00	\$7.8M	23	\$9M	28	\$8.7M	51
00-01	\$5.9M	25	\$1.2M	32	\$7.1M	57
01-02	\$9.6M	42	\$1.9M	38	\$11.5M	80
02-03	\$8.4M	29	\$3.0M	35	\$11.4M	64
03-04	\$6.0M	71	\$4.3M	50	\$10.3M	121
04-05	\$9.6M	62	\$1.4M	21	\$11.0M	83
05-06	\$10.6M	53	\$2.7M	36	\$13.3M	89

M=Millions

Faculty Development Board Awards

	Total Proposals* Submitted	Total Proposals Funded	% Proposals Funded
2000-01	199	142	71%
2001-02	203	134	66%
2002-03	237	152	64%
2003-04	215	150	70%
2004-05	230	158	69%
2005-06	148	111	75%
Total 2000-06	1,232	847	69%

*Proposals included research, teaching, and other components (internal funding of grants to faculty and academic staff).

Institutional Goal: To work towards the increased greening of the campus in keeping with university stated Value of social awareness and responsiveness.

Resource Conservation

In 2003, UW-Oshkosh announced a Green Master Plan with six principles affecting resource conservation to lead the campus to purchase increasing shares of energy from sustainable sources such as wind and biomass. Purchases have steadily risen: 2003, 3% of the campus annual energy consumption was purchased from sustainable sources; 2005, saw an increase to 4%; the 2006 increase was 11%. UW-Oshkosh maintains status as the largest higher education institutional purchaser of sustainable energy in Wisconsin for over four years.

In 2005-06, UW-Oshkosh implemented a series of energy conservation projects that are designed to net approximately \$92,042 in annual utility reductions, resulting in a simple payback of 8.3 years. The cost for these projects was \$762,545.

Three projects are planned or in construction to model Leadership in Energy Efficiency and Design (LEED) principles of design and construction: the Student Recreation and Wellness Center, the South Campus Parking Ramp, and the new academic building.

- Over the past three years, UW-Oshkosh has reduced its annual demand for electricity from 31,514,984 kWh in 2003 to 30,581,795 kWh in 2005, a decrease of 933,189 kWh. This equates to a **3%** reduction in total electrical demand.
- Based upon an analysis of meter readings, between 2000 and 2005, water consumption has dropped 2,781,290 Cu Ft, or **30%**.
- Annual coal consumption has dropped from 5,927 tons to 4,494 tons. This equates to a **24%** drop in coal consumption.

Achieving Excellence at UW-Parkside

This edition of Achieving Excellence at UW-Parkside is part of an overall effort by the UW System to express our commitment to self-assessment. The goals and measures presented below are intended to provide a description of the many ways in which UW-Parkside is achieving excellence. Each goal has measures common to all UW institutions. These common measures reflect the mission of the UW System as a whole. In addition to the common measures, UW-Parkside has selected several supplementary measures that are reflective of its specific institutional mission and values. These institution-specific measures are useful as a means of providing context to the performance on the systemwide measures.

Goal I

Provide access to higher education for the citizens of Wisconsin

Systemwide Measures:

Progress Toward Enrollment Plans

University of Wisconsin Enrollment Plans are designed to increase access without compromising educational service. Institutional plans with additional support and flexibilities balance programmatic, physical, and fiscal resources while maintaining consistency with UW initiatives and goals.

Total Full-Time Equivalent (FTE) Enrollment

Fall	Actual FTE	Planned
2000	3,560	3,579
2001	3,658	3,629
2002	3,658	3,605
2003	3,712	3,716
2004	3,735	3,716
2005	3,695	3,770
2006	3,652	3,810

Progress Toward Increasing Diversity

Originating in 1998, *Plan 2008* is the UW System's initiative to increase racial and ethnic diversity. Each UW institution has the goal of increasing enrollments of students of color.

Total Headcount Enrollment

Fall Semester Students Enrolled	1998	2003	2004	2005	2006
African American	349	426	465	488	491
American Indian	23	26	28	34	29
Hispanic/Latino	262	319	310	314	328
Southeast Asian	16	41	33	22	44
Asian American	71	90	107	133	114
Total Students of Color	721	902	943	991	1,006
International	31	86	60	64	63
White	3,903	4,084	4,071	3,889	3,845
Total Headcount	4,655	5,072	5,074	4,944	4,914

Undergraduate Students of Color (Fall)

	2002	2003	2004	2005	2006
UW-Parkside	18.5%	17.9%	18.8%	20.2%	20.2%
All Other UW Comps	5.0%	5.3%	5.7%	5.8%	N/A

Additional Measures:

Multicultural/Disadvantaged Precollege

UW-Parkside actively encourages middle-school and high-school students to prepare for college through its precollege programs. While we are striving to reach an annual headcount enrollment target of 450 students, new Department of Public Instruction scholarship-eligibility guidelines require students to be eligible for a free or reduced-price lunch. This change adversely affected our 2005-06 enrollment, resulting in a 22% decline from 2004-05.

Annual M/D Precollege Enrollment

2002-03	362
2003-04	462
2004-05	403
2005-06	313

As part of its mission, UW-Parkside is "committed to high-quality educational programs...responsive to its diverse student population..." UW-Parkside serves as the entering campus of opportunity for many students in southeastern Wisconsin, the most diverse region in the state.

Students' Non-Academic Responsibilities

We provide access to higher education for students who are not typical of those at the other UW comprehensives.

In a typical seven day week, our students said they spend 16 or more hours:		UW-Parkside	All Other UW Comps	NSSE National Sample
Employed off campus	Freshmen	48.8%	14.4%	17.3%
	Seniors	57.0%	38.8%	38.1%
Providing care for dependents living with them	Freshmen	12.1%	2.6%	5.4%
	Seniors	25.7%	6.7%	14.3%

Source: National Survey of Student Engagement (NSSE) 2006.

Adult Students

UW-Parkside has a longstanding commitment to serving adult students. While our proportion of adult students has been over twice the proportion served by all the other UW comprehensives, we continue striving to reach our 25 percent target by providing programs compatible with adult responsibilities.

Degree Seeking Undergraduates Age 25 or Older (Fall)

	2002	2003	2004	2005	2006
UW-Parkside	22.9%	21.6%	20.7%	20.8%	20.3%
All Other UW Comps	10.4%	10.3%	10.3%	10.0%	N/A

Goal II

Provide academic support services that facilitate academic success

Systemwide Measures:

Progress Toward Retention Targets

Retention and graduation rate targets were established as part of a systemwide initiative to focus increasing attention on student systemwide success. Progress toward these targets is considered to be one of several important measures of how well we serve our students and encourage them to succeed. Although retention rates for full-time new freshmen are influenced by a variety of factors and do not provide a complete picture of student success, they are the most commonly used indicator of institutional performance.

New Freshmen Entering Full-Time

2 nd Year Retention Rate at Institution Where Started			6 Year Graduation Rate Anywhere in the UW System		
Fall Cohort	Actual	Target	Fall Cohort	Actual	Target
2000	60.8%	63.5%	1995	35.9%	38.5%
2001	63.3%	65.0%	1996	34.3%	39.0%
2002	67.0%	67.5%	1997	38.8%	39.5%
2003	61.5%	70.0%	1998	37.5%	40.0%
2004	64.5%	70.0%	1999	37.7%	40.5%
2005	63.0%	70.0%	2000	37.2%	41.0%

Closing the Achievement Gap

Each UW institution has the goal of raising retention and graduation rates for students of color toward the rates for the student body as a whole, as stated in *Plan 2008*.

New Freshmen Entering Full-Time, Fall Cohort by Race/Ethnicity¹

	AA	AI	SA	OA	LH	SOC	WH
2nd Year Retention Rate at Institution Where Started							
2003	#	78	4	8	12	45	147
	%	65.4	*	75	66.7	48.9	59.9
2004	#	119	6	0	26	63	214
	%	63.0	*	*	84.6	55.6	63.1
2005	#	126	4	0	15	48	193
	%	59.5	*	*	60.0	58.3	59.6
6 Year Graduation Rate Anywhere in the UW System							
1998	#	80	3	2	16	40	141
	%	25.0	*	*	43.8	32.5	29.8
1999	#	84	5	3	14	58	164
	%	15.5	*	*	57.1	31.0	24.4
2000	#	77	7	5	16	52	157
	%	18.2	*	*	37.5	28.8	22.9

AA (African Am.), AI (Am. Indian), SA (Southeast Asian), OA (Other Asian Am.), LH (Latino/Hispanic), SOC (Students of Color), WH (White)

*Five or fewer students were retained or graduated.

¹Excludes international students.

Additional Measures:

Comparison with Peer Institutions

Retention and graduation rates are usefully compared within a group of ten peer institutions with similar characteristics (public comprehensives with diverse student bodies and significant percentages of part-time and commuting students). UW-Parkside's peer group is described in more detail under Goal III. Our goal is to perform at a level consistent with our peer group. Thus,

comparing graduation and retention rates with our peers is essential in assessing student success.

UW-Parkside Peer Institutions

Name	Avg. 2 nd Year Retention Rate ¹	6 Year Grad. Rate ²
Coastal Carolina University (SC)	70%	43%
University of Michigan-Flint	74%	37%
SW Oklahoma State University	64%	37%
East Central University (OK)	63%	35%
Missouri Southern State University	64%	32%
University of Wisconsin-Parkside	64%	28%
Indiana University-Northwest	62%	27%
Purdue University-Calumet Campus (IN)	63%	23%
Cameron University (OK)	58%	19%
Louisiana State University-Shreveport	56%	17%

¹Four-year average (Source: *U.S. News & World Report*).

²1999 cohort, graduated from same campus (Source: IPEDS).

Transfer Students

Consistent with our mission to be responsive to a diverse student population, a large proportion of our undergraduates are transfer students. This proportion is larger than the proportion for all other UW comprehensives. Further, in the last ten years 42% of our bachelor's degree graduates transferred to UW-Parkside after beginning their college education elsewhere. Consequently, full-time transfer-student retention and graduation rates, shown below, are important measures of student success. In four of the last six years we have met or exceeded our retention-rate target and for the last seven years well exceeded our graduation-rate target.

Transfers as a Percent of All New Students (Fall)

	2002	2003	2004	2005	2006
UW-Parkside	37.2%	33.9%	29.7%	32.1%	29.8%
All Other UW Comps	26.9%	27.5%	28.8%	27.8%	N/A

Full-time Transfer Students Retention and Graduation Rates

Fall Cohort	2 nd Yr Retention		6 Year Graduation	
	Actual	Target	Actual	Target
1990			44.6%	
1991			40.8%	
1992			43.4%	
1993			39.2%	
1994	70.8%		50.0%	38.0%
1995	61.3%		44.8%	38.5%
1996	62.4%		45.0%	39.0%
1997	66.4%		46.3%	39.5%
1998	70.0%		50.0%	40.0%
1999	61.4%	62.0%	44.1%	40.5%
2000	71.5%	63.5%	51.1%	41.0%
2001	65.7%	65.5%		
2002	68.9%	67.5%		
2003	71.5%	70.0%		
2004	66.9%	70.0%		
2005	65.6%	70.0%		

Goal III

Provide a campus environment that fosters learning and personal growth

Systemwide Measure:

Student Involvement in Planned Out-of-Classroom Activities that Promote Learning and Good Citizenship

Assessment of success in this area is evaluated by comparisons to national benchmarks.

2006 National Survey of Student Engagement (NSSE)

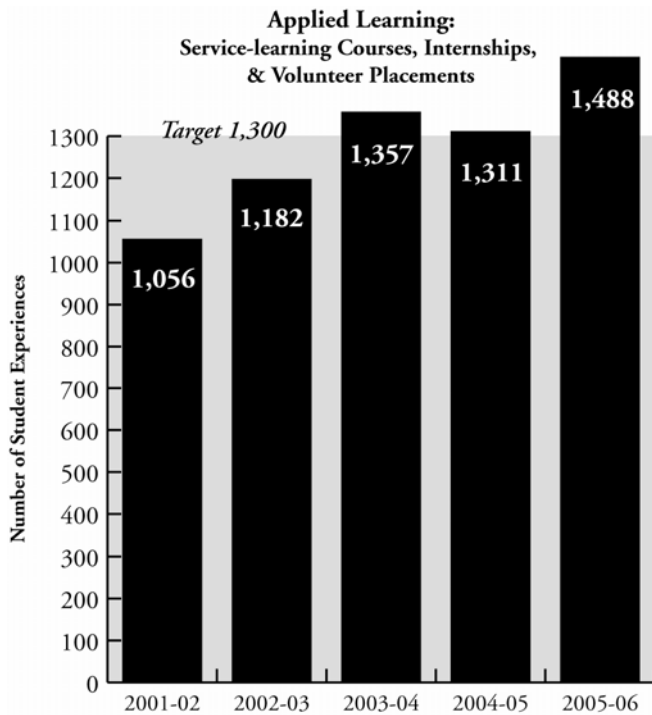
Seniors	UW-Parkside	National ¹	Master's ¹
Participated in co-curricular activities (organizations, publications, student government, sports, etc.)	44%	50%	46%
Did/planned to do practicum, internship, field experience, or clinical assignment	72%	75%	75%
Did/planned to do community service or volunteer work	69%	71%	70%

*Significant difference from institutional percentage at the 0.05 level.

¹All National and Master's-level public colleges and universities.

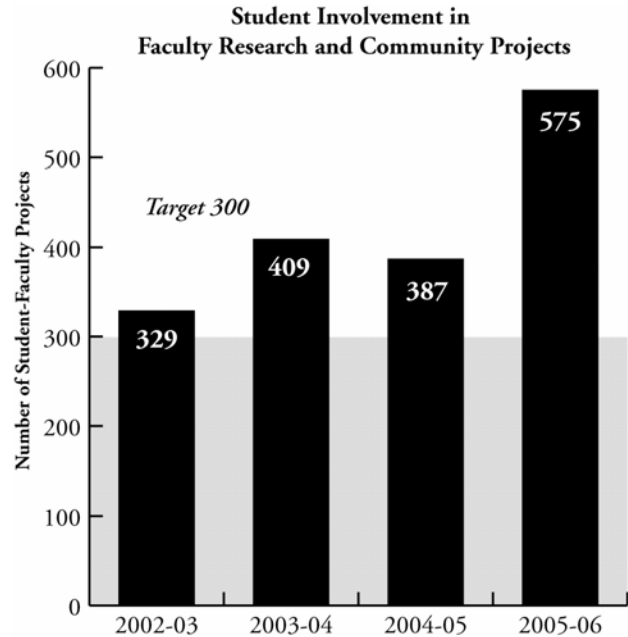
Additional Measures:

Community engagement is a primary element in the mission and priorities of UW-Parkside. Student involvement in academically oriented engagement is increasing. With the considerable outside demands on most UW-Parkside students, engagement activities tend to be learning-based rather than co-curricular.



For the last three academic years, we exceeded our target for student applied-learning experiences and want continued growth in this area.

UW-Parkside’s mission includes a commitment to “foster a teaching and learning community that provides opportunities for collaborative faculty, student, and staff interaction...” That commitment is reflected in the increasing number of student-faculty projects, which for the last four academic years exceeded our target of 300.



UW-Parkside Peer Institutions

As a comprehensive university with a primary mission to serve as a campus of opportunity for students from a diverse region, UW-Parkside shares challenges in common with a different type of institution than those represented within the UW comprehensives. We selected nine peer institutions based upon the following criteria:

- Public, 4-year, primarily undergraduate
- Similar racial/ethnic diversity
- Similar (liberal) admissions requirements
- Primarily commuter students
- Similar percentage of part-time students

UW-Parkside Peer Institutions*

Name	% Part-time	% Residential	% White
University of Michigan-Flint	39%	0%	83%
Coastal Carolina University (SC)	10%	33%	84%
SW Oklahoma State University	11%	30%	80%
East Central University (OK)	17%	20%	71%
University of Wisconsin-Parkside	27%	16%	79%
Missouri Southern State Univ.	30%	12%	90%
Cameron University (OK)	42%	8%	59%
Louisiana State Univ.-Shreveport	32%	0%	72%
Purdue University-Calumet Campus (IN)	40%	4%	67%
Indiana University-Northwest	44%	0%	64%
Average for Peers	29%	12%	74%
Average for all Other UW Comprehensives	10%	42%	93%

*Data Source: U.S. News & World Report.

Goal IV

Utilize resources in an efficient and effective manner

Systemwide Measure:

Progress Toward Reducing Credits to Degree

By encouraging efficient progress toward degree completion, each UW institution helps to ensure that continuing students reach their goals in a timely manner and that there will be space available for new students. Although there are many factors that influence the accumulation of credits taken prior to graduation, credits to degree is regarded as a useful measure of efficient resource utilization. Currently, average credits to degree are below the levels in 1993-94, when the goal to reduce credits to degree was adopted.

Average Attempted Credits to Degree

Year of Graduation	Credits
1993-94	146
2000-01	140
2001-02	139
2002-03	142
2003-04	138
2004-05	138
2005-06	140

Additional Measures:

Alternative Offerings

Consistent with our mission, in order to respond to the needs of diverse students with full-time work and family responsibilities, UW-Parkside places a high priority on alternative delivery mechanisms.

UW-Parkside makes a sustained commitment to evening and weekend courses, with 27 percent of its undergraduate majors and two of its three master's programs available entirely during one of these alternative periods. The target of 25 percent of course offerings during alternative periods reflects the proportion of adult students in the student body.

Percent of UW-Parkside Courses Offered Evenings and Weekends (Calendar Year)

Target 25%

2002	2003	2004	2005	2006
26.2%	26.1%	25.9%	25.8%	26.1%

To further accommodate the needs of adult students, UW-Parkside consistently teaches a large number of course sections in intensified Winterim and Summer terms of eight weeks or shorter. We are seeking a mix of intensified course sections that will draw a total annual enrollment of 2,500 students.

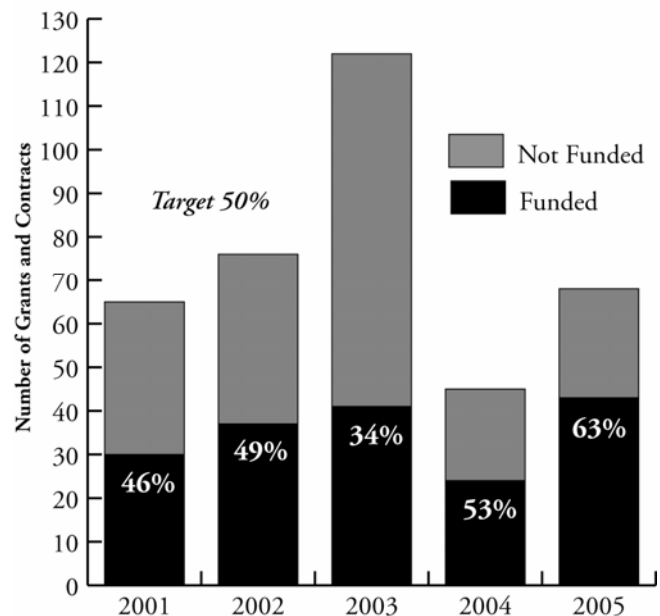
Intensified Course Sections Taught (Undergraduate & Graduate Level)

Target Total Enrollment 2,500

Calendar Year	Winterim		Summer		Total	
	Sect.	Enroll.	Sect.	Enroll.	Sect.	Enroll.
1999	0	0	157	2,167	157	2,167
2000	0	0	161	2,233	161	2,233
2001	9	75	144	2,232	153	2,307
2002	20	177	141	2,126	161	2,303
2003	42	235	123	1,948	165	2,183
2004	34	247	162	2,124	196	2,371
2005	20	234	195	2,125	215	2,359
2006	28	247	185	2,131	213	2,378

External funding for research and creative activity enhances efficient use of resources, supporting faculty excellence in the teacher/scholar mode of instruction. UW-Parkside strives for a funding rate of at least 50 percent for grants and contracts submitted by faculty and academic staff to enhance student learning. The UW-Parkside Office of Research Administration underwent several staffing changes in the latter part of 2004. Due to a four-month period when there were no staff members to provide support for proposal development, the number of proposals submitted in calendar year 2004 declined substantially. Proposal submissions increased in 2005, and we anticipate continuous increases in 2006.

Percentage of Grants and Contracts Submitted That Were Funded



Achieving Excellence at UW-Platteville

This edition of Achieving Excellence at UW-Platteville is part of an overall effort by the UW System to express our commitment to self-assessment. The goals and measures presented below are intended to provide a description of the many ways in which UW-Platteville is achieving excellence. Each goal has measures common to all UW institutions. These common measures reflect the mission of the UW System as a whole. In addition to the common measures, UW-Platteville has selected several supplementary measures that are reflective of its specific institutional mission and values. These institution-specific measures are useful as a means of providing context to the performance on the systemwide measures.

Goal I

Provide access to higher education for the citizens of Wisconsin

Systemwide Measures:

Progress Toward Enrollment Plans

University of Wisconsin Enrollment Plans are designed to increase access without compromising educational service. Institutional plans with additional support and flexibilities balance programmatic, physical, and fiscal resources while maintaining consistency with UW initiatives and goals.

Total Full-Time Equivalent (FTE) Enrollment

Fall	Actual FTE	Planned
2000	4,885	4,887
2001	5,003	5,000
2002	5,256	5,065
2003	5,280	5,350
2004	5,422	5,400
2005	5,575	5,550
2006	5,859	5,900

Progress Toward Increasing Diversity

Originating in 1998, *Plan 2008* is the UW System's initiative to increase racial and ethnic diversity. Each UW institution has the goal of increasing enrollments of students of color.

Total Headcount Enrollment

Fall Semester Students Enrolled	1998	2003	2004	2005	2006
African American	45	75	89	96	138
American Indian	16	18	19	26	22
Hispanic/Latino	46	45	56	50	66
Southeast Asian	17	11	15	22	25
Asian American	45	65	64	50	47
Total Students of Color	169	214	243	244	298
International	30	110	82	96	54
White	4,817	5,810	5,857	6,147	6,399
Total Headcount	5,016	6,134	6,182	6,487	6,751

Additional Measures:

Multicultural/Disadvantaged Precollege

Annual M/D Precollege Enrollment

2002-03	33
2003-04	78
2004-05	68
2005-06	123

Distance Education

UW-Platteville's mission specifies that it will "provide undergraduate distance learning programs in business administration and graduate online programs in project management, criminal justice, and engineering." In 2005-06, UWP had more than 1,600 enrollments in online classes and over 1,100 enrollments through other distance education modalities. A new online undergraduate program in criminal justice received approval to be developed. Two non-credit online courses (developed in partnership with the Wisconsin Department of Justice) with enrollments of 75 were also offered. Our goal is continued growth in our online programs.

Distance Education

Year	Courses	Enrollments
2000-01	25	288
2001-02	35	314
2002-03	84	835
2003-04	106	1,233
2004-05	121	1,510
2005-06	196	2,312

Continuing Education and Outreach

The Office of Continuing Education is linked to UWP's mission to serve as an educational, cultural, and economic development resource to southwestern Wisconsin. Nontraditional students are served through academic courses for teacher re-certification (see data below), as well as through non-credit programs which reached over 2,032 enrollments last year. Outreach to non-traditional students also takes place through the off-campus graduate program in adult education, serving Madison, Milwaukee, Racine, and Platteville. Nearly 75% of the students are working adults taking classes on weekends, and represent diverse cultural backgrounds. Substantial work was put into economic development activities during 2005-06, which resulted in a variety of new programs, including awards for ArtsBuild from UW-Extension and the top rural economic development initiative for the State of Wisconsin.

Credit Outreach Offerings

	03-04	04-05	05-06	06-07 Targets
Number of Courses	153	134	131	140
Number of Enrollments	1,515	975	748	1,000

Goal II

Provide academic support services that facilitate academic success

Systemwide Measures:

Progress Toward Retention Targets

Retention and graduation rate targets were established as part of a systemwide initiative to focus increasing attention on student systemwide success. Progress toward these targets is considered to be one of several important measures of how well we serve our students and encourage them to succeed. Although retention rates for full-time new freshmen are influenced by a variety of factors and do not provide a complete picture of student success, they are the most commonly used indicator of institutional performance.

New Freshmen Entering Full-Time

2 nd Year Retention Rate at Institution Where Started			6 Year Graduation Rate Anywhere in the UW System		
Fall Cohort	Actual	Target	Fall Cohort	Actual	Target
2000	74.8%	78.9%	1995	56.3%	62.7%
2001	76.1%	79.0%	1996	62.0%	62.7%
2002	80.7%	79.2%	1997	56.4%	62.7%
2003	77.3%	79.5%	1998	55.1%	62.7%
2004	75.9%	80.0%	1999	59.7%	63.0%
2005	76.6%	80.0%	2000	56.8%	63.0%

Closing the Achievement Gap

Each UW institution has the goal of raising retention and graduation rates for students of color toward the rates for the student body as a whole, as stated in *Plan 2008*.

New Freshmen Entering Full-Time, Fall Cohort by Race/Ethnicity¹

		AA	AI	SA	OA	LH	SOC	WH
2nd Year Retention Rate at Institution Where Started								
2003	#	4	5	2	10	10	31	1,084
	%	*	*	*	80.0	60.0	64.5	77.8
2004	#	11	5	5	6	12	39	1,123
	%	*	*	*	*	50.0	46.2	77.0
2005	#	15	5	9	6	9	44	1,172
	%	66.7	*	77.8	*	77.8	68.2	76.9
6 Year Graduation Rate Anywhere in the UW System								
1998	#	18	7	1	8	10	44	1,070
	%	*	*	*	*	*	25.0	56.5
1999	#	11	3	2	11	6	33	1,059
	%	*	*	*	63.6	*	33.3	60.6
2000	#	7	1	1	10	7	26	925
	%	*	*	*	70.0	*	46.2	57.4

AA (African Am.), AI (Am. Indian), SA (Southeast Asian), OA (Other Asian Am.), LH (Latino/Hispanic), SOC (Students of Color), WH (White)

*Five or fewer students were retained or graduated.

¹Excludes international students.

We have initiated programs designed to close the achievement gap, including:

- Orientation for students of color held at the start of fall semesters;
- Staff from various academic support programs visit the Multicultural Education Resource Center to explain services;
- Free tutoring for students of color promoted by Student Support Services;

- Students encouraged to enroll in a freshman-year experience course.

Additional Measures:

Academic Advising

Advising and Career Exploration Services (ACES) staff assists interested students in exploring potential careers and academic majors. Their special focus is to help students who are deciding upon a major. Students with a declared major are assigned to a faculty member within their discipline.

In addition, the ACES staff organizes special events and presentations for in-depth career or academic major exploration. The Coordinator of ACES chairs the Advising Team. This group organizes and presents workshops on academic advising to new and continuing faculty and staff, with the express purpose of enhancing the advising experience for both students and advisors.

In a campus-wide survey on academic advising completed in May 2005, 73% of the respondents indicated that they were satisfied with the help received from their advisors. Another campus-wide assessment of academic advising will occur in May 2007.

ACES Student Contacts

	2003-04	2004-05	2005-06
Prospective Undecided Students			
Scheduled visits to ACES	48	53	58
Pioneer Preview p.m. sessions	45	51	43
TOTAL	93	104	101
Undecided Students			
Enrolled undecided students (includes Change of Majors)	299	313	341
Incoming undecided freshman students	154	192	204
TOTAL	453	505	545
Enrolled Student Contacts*			
Advising visits	812	805	882
Career exploration visits	93	115	102
Academic probation visits	320	272	246
Presentations	420	584	517
Engineering students	400	320	240
Other classes (Ag, Comp. Sci.)	120	79	90
Career Planning class	--	30	28
TOTAL	2,165	2,205	2,105

*includes transfer student advising.

Student Athletes

The Pioneer Enrichment Program provides incoming student athletes and new players with weekly sessions on time management, study skills, goal setting, test taking, and other academic-related skills. Since 1999-00, UWP student athletes have consistently achieved an overall grade point average that is higher than that of the general student body. In 2005-06, 56.6% of student athletes achieved GPAs of 3.00 or higher.

Overall GPAs

	2003-04	2004-05	2005-06
Student Athletes	3.08	2.96	2.96
General Student Body	2.90	2.90	2.87

Goal III

Provide a campus environment that fosters learning and personal growth

Systemwide Measure:

Student Involvement in Planned Out-of-Classroom Activities that Promote Learning and Good Citizenship

Assessment of success in this area is evaluated by comparisons to national benchmarks.

2006 National Survey of Student Engagement (NSSE)

Seniors	UW-Platteville	National ¹	Master's ¹
Participated in co-curricular activities (organizations, publications, student government, sports, etc.)	76%	50%*	46%*
Did/planned to do practicum, internship, field experience, or clinical assignment	88%	75%*	75%*
Did/planned to do community service or volunteer work	76%	71%	70%*

*Significant difference from institutional percentage at the 0.05 level.

¹All National and Master's-level public colleges and universities.

Additional Measures:

Study Abroad and International Exchanges

UW-Platteville's Institute for Study Abroad recruits nationally for seven international sites. During 2005-06, our students participated in one-for-one student exchanges at five partner institutions. The data below show (1) the number of UWP and other students in each of UWP's seven study abroad programs, (2) UWP students participating in CCIS programs, (3) UWP students studying at international exchange institutions, and (4) UWP students participating in short-term international study courses.

Participation in International Study Programs

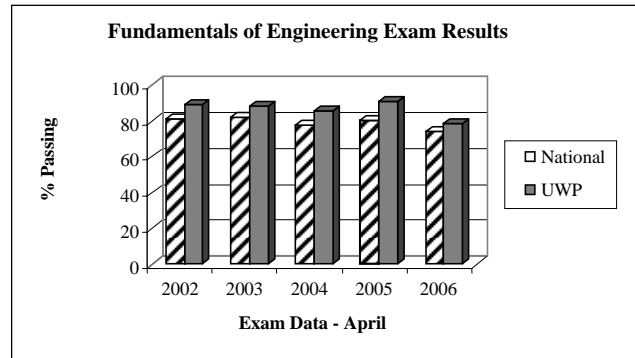
	2003-04		2004-05		2005-06	
	UWP	All*	UWP	All*	UWP	All*
1. Study Abroad						
Seville	18	313	4	196	8	112
London	11	84	5	42	6	29
Nagasaki	3	18	2	12	0	12
Rome	1	54	0	42	1	44
Fiji	-	-	-	-	5	9
Wuhan	-	-	-	-	1	3
Newcastle	-	-	-	-	1	1
Study Abroad TOTALS	33	469	11	292	22	210
2. CCIS Programs	10		8		4	
3. Int'l Exchanges	25		20		22	
4. Short Courses	45		71		63	
UWP GRAND TOTAL	113		110		111	

* includes UWP students and students from other universities.

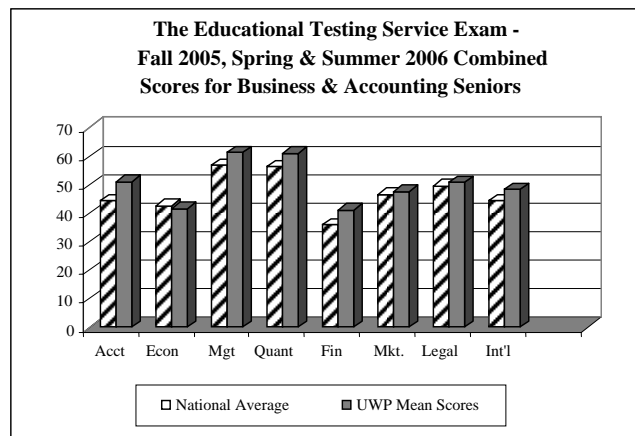
Our goal over the next three years is to have 200 UWP students participate in international study experiences.

National Exam Performance

Engineering is identified as an institutional area of emphasis in UWP's mission. The baccalaureate program in business, although meeting primarily regional needs, is also an important part of UWP's mission. Both engineering and business are key academic areas in Wisconsin's work force needs projected over the next decade. Based on a comparison of test scores on national examinations, UWP has been highly effective in preparing its students in these fields.



Starting in April 2002, the results reflect the percent passing exams in specific engineering fields taken at the UWP testing site, compared to the same exams taken nationally.



Goal IV

Utilize resources in an efficient and effective manner

Systemwide Measure:

Progress Toward Reducing Credits to Degree

By encouraging efficient progress toward degree completion, each UW institution helps to ensure that continuing students reach their goals in a timely manner and that there will be space available for new students. Although there are many factors that influence the accumulation of credits taken prior to graduation, credits to degree is regarded as a useful measure of efficient resource utilization. Currently, average credits to degree are below the levels in 1993-94, when the goal to reduce credits to degree was adopted.

Average Attempted Credits to Degree

Year of Graduation	Credits
1993-94	153
2000-01	148
2001-02	147
2002-03	148
2003-04	148
2004-05	144
2005-06	146

While most of our degree programs require a minimum of 120 credits, the credits required in several of our professional fields are slightly higher. Because these professional programs are also among our most popular, this tends to increase the overall average attempted credits to degree. Students enrolled in our engineering programs, for example, as well as those in elementary education, physical education, and other teacher preparation programs account for half of our undergraduate population.

Additional Measures:

Winterim

Winterim provides a means by which UWP utilizes its resources in a more efficient and effective manner. By offering classes in a two-week period in January, when classrooms and residence halls would otherwise be vacant, Winterim offers students an opportunity to earn credits toward their degree while generating additional revenues for the campus. Winterim enrollments have grown since its inception in January 2000. Our goal is to increase student credit hours (SCHs) in Winterim by 10% over the next three years.

Year	Courses Offered	Students	Student Credit Hours
2001	8	101	283
2002	11	211	587
2003	19	406	1,005
2004	28	418	1,156
2005	32	436	1,137
2006	25	390	1,034
2007	32*	--	--

*Data are preliminary; final offerings dependent upon enrollment in each class.

Grant Writing Activity

UW-Platteville's mission includes an expectation of "scholarly activity, including applied research, scholarship, and creative endeavor" that supports its degree programs and special mission. Grant writing provides a means through which faculty and staff may pursue financial resources to assist them in funding scholarly activity. Grant writing activity at UWP has increased significantly since 1999-00 when the total request from external grants was slightly more than \$1.1 million and only \$470,688 was funded. Over the past two years, individual proposals in the amount of \$100,000 or more have constituted a much higher proportion of our total requests. Our goal over the next two years is to achieve a 10% increase in funds generated through grants.

	2003-04	2004-05	2005-06
Total Requested (in millions)	\$5.25	\$4.31	\$6.06
Total Funded (in millions)	\$1.37	\$1.64	\$1.67
Proposals submitted	128	131	80
Proposals funded	68	72	35
Proposals Pending	--	--	1

Student Loan Default Rates

The default rate on student loans for UWP students is consistently below national and Wisconsin rates. In large part, this reflects the strong work ethic of our students and a program array which results in a high rate of professional placement upon graduation. At the same time, the Office of Financial Aid has been diligent in its distribution of loans and proactively counsels students who appear to be incurring a high level of indebtedness.

	FY 2001	FY 2002	FY 2003	FY 2004
UW-Platteville	1.2%	2.2%	0.9%	0.8%
Wisconsin Schools (Public & Private)	3.0%	3.5%	3.0%	2.7%
National Rate	5.4%	5.2%	4.5%	5.1%

Note: Data for FY 2005 are not yet available.

Technology Enhancements

UW-Platteville instituted a number of technology enhancements across campus to operate more efficiently and provide added services to staff and students. These enhancements include:

- **Campus Wireless:** Deployment of the campus wireless network to all major campus meeting areas and large classrooms was completed.
- **Web Streaming:** Both audio and video streaming functionality have been implemented, including athletic events, graduations, and classes.
- **PeopleSoft Upgrade:** The campus successfully upgraded the PS Student Administration System to version 8.9 with expanded functionality.
- **RefWorks:** The library has implemented an online research management software.
- **Electronic Portfolios:** E-portfolios are now supported for all education majors.

Achieving Excellence at UW-River Falls

This edition of Achieving Excellence at UW-River Falls is part of an overall effort by the UW System to express our commitment to self-assessment. The goals and measures presented below are intended to provide a description of the many ways in which UW-River Falls is achieving excellence. Each goal has measures common to all UW institutions. These common measures reflect the mission of the UW System as a whole. In addition to the common measures, UW-River Falls has selected several supplementary measures that are reflective of its specific institutional mission and values. These institution-specific measures are useful as a means of providing context to the performance on the systemwide measures.

Goal I

Provide access to higher education for the citizens of Wisconsin

Systemwide Measures:

Progress Toward Enrollment Plans

University of Wisconsin Enrollment Plans are designed to increase access without compromising educational service. Institutional plans with additional support and flexibilities balance programmatic, physical, and fiscal resources while maintaining consistency with UW initiatives and goals.

Total Full-Time Equivalent (FTE) Enrollment

Fall	Actual FTE	Planned
2000	5,240	5,243
2001	5,298	5,322
2002	5,148	5,276
2003	5,229	5,382
2004	5,248	5,382
2005	5,437	5,382
2006	5,470	5,382

Progress Toward Increasing Diversity

Since 1998, UWRF has increased the number of students of color nearly 81% and its number of international students 93%. UWRF raised student of color and international representation from 4% to 7%.

Total Headcount Enrollment

Fall Semester Students Enrolled	1998	2003	2004	2005	2006
African American	35	74	69	77	79
American Indian	17	27	33	29	26
Hispanic/Latino	47	81	77	65	60
Southeast Asian	34	102	101	110	101
Asian American	65	59	62	83	92
Total Students of Color	198	343	342	364	358
International	30	51	64	47	58
White	5,342	5,405	5,431	5,579	5,638
Total Headcount	5,570	5,799	5,837	5,990	6,054

Additional Measures:

UWRF is committed to "building a supportive community that embraces our differences and builds understanding across barriers of race, national origin, religion, socio-economic status, culture, gender, sexual orientation, and disability," (UWRF Goal 10). New initiatives include defining diversity locally; identifying strengths and opportunities for improvement; providing academic programs to support the core value of inclusivity; and improving diversity recruitment and retention.

Total Headcount Enrollment of Special Populations

Fall Semester Students Enrolled	2004	2005	2006*
Int'l and Students of Color	406	411	416
1st Generation College	1,638	2,273	2,732
Below Pell Income Ceiling	1,352	1,355	1,270
Non-Traditional Age**	683	718	719
Total Headcount Enrolled	5,837	5,990	6,054
Students Self-Reporting 1 or More of the Above	3,101	3,537	3,865
% of Total Headcount	53%	59%	64%

*Data are preliminary.

**Only includes state-supported activity.

Annual Multicultural/Disadvantaged Precollege Enrollment

2003-04	96
2004-05	322
2005-06	253

Distance Education

Year	Courses	Enrollments
2000-01	6	46
2001-02	4	16
2002-03	11	305
2003-04	7	75
2004-05	5	57
2005-06	11	196

Goal II

Provide academic support services that facilitate academic success

Systemwide Measures:

Progress Toward Retention Targets

Retention and graduation rate targets were established as part of a systemwide initiative to focus increasing attention on student systemwide success. Progress toward these targets is considered to be one of several important measures of how well we serve our students and encourage them to succeed. Although retention rates for full-time new freshmen are influenced by a variety of factors and do not provide a complete picture of student success, they are the most commonly used indicator of institutional performance.

The UW System's goal is to achieve targeted improvement in the fall to fall 2nd year retention of new incoming freshmen at the starting institution and to continuously improve the 6 year graduation rate of new incoming freshmen anywhere in the UW System. UWRF has improved student graduation rates; overall 2nd year retention has progressed less consistently. UWRF is responding with continuous improvements to student support programs and services.

2 nd Year Retention at Institution Where Started		
Fall Cohort	Actual	Target
2000	73.1%	77.5%
2001	70.0%	78.0%
2002	74.9%	79.0%
2003	76.9%	79.5%
2004	75.8%	80.0%
2005*	70.6%	80.0%

*Data are preliminary.

6 Year Graduation Rate Anywhere in the UW System		
Fall Cohort	Actual	Target
1995	51.8%	52.9%
1996	56.7%	53.6%
1997	60.4%	54.3%
1998	62.0%	55.0%
1999	61.1%	55.7%
2000	60.5%	56.4%

Closing the Achievement Gap

Each UW institution has the goal of raising retention and graduation rates for students of color toward the rates for the student body as a whole, as stated in *Plan 2008*.

New Freshmen Entering Full-Time, Fall Cohort by Race/Ethnicity¹

	AA	AI	SA	OA	LH	SOC	WH
2nd Year Retention Rate at Institution Where Started							
2003	#	20	8	37	18	15	98
	%	50	87.5	51.4	77.8	66.7	61.2
2004	#	16	5	39	14	21	95
	%	81.3	*	69.2	64.3	61.9	67.4
2005 ²	#	13	7	28	25	9	82
	%	53.8	*	46.4	60.0	*	50.0
6 Year Graduation Rate Anywhere in the UW System							
1998	#	8	5	7	16	8	44
	%	*	*	*	50.0	*	56.8
1999	#	11	8	15	10	11	55
	%	*	*	60.0	60.0	*	40.0
2000	#	14	6	25	10	17	72
	%	*	*	44.0	60.0	35.3	41.7

AA (African Am.), AI (Am. Indian), SA (Southeast Asian), OA (Other Asian Am.), LH (Latino/Hispanic), SOC (Students of Color), WH (White)

*Five or fewer students were retained or graduated.

¹Excludes international students.

²Data are preliminary.

Additional Measures:

In addition to closing the achievement gap for students of color, UWRF also supports the academic success of other "at risk" populations identified in the Institution's commitment to serving a diverse student body (see previous page).

Fall to Spring Retention of Full-Time New Freshmen

Fall Incoming Cohort	2004	2005	2006*
Int'l and Students of Color	90%	87%	87%
Below Pell Income Ceiling	NA	94%	88%
1 st Generation College	93%	91%	87%
Non-Traditional Age	87%	81%	80%
1 or More of Above	93%	91%	88%

*Data are preliminary.

2nd Year Retention of Full-Time New Freshmen

Fall Incoming Cohort	2003	2004	2005
Int'l and Students of Color	57%	70%	52%
Below Pell Income Ceiling	NA	81%	68%
1 st Generation College	79%	85%	70%
Non-Traditional Age	67%	56%	60%
1 or More of Above	76%	77%	71%

UWRF believes that to reach target retention and graduation rates, the University must ensure that students register for the right mix of courses and complete courses with passing grades (C or higher).

General Education Course Completion and Pass Rates

Fall Semester Students Enrolled	2005	2006*	Change*
Course Seats Offered	10,461	11,092	+631
Course Seat Registrations	9,588	10,301	+713
% of Course Seats Filled	92%	93%	+1%
% of Courses Completed	99%	99%	0%
Seats Passed (C or above)**	7,234 / 8,895	NA	NA
% of Completions Passed	81%	NA	NA

*Data are preliminary.

**Seats Passed based on letter grade registrations only.

UWRF practices continuous improvement in retention and graduation rates by identifying and proactively supporting students who may be at risk academically.

Academic Support Services

Fall Semester Students Served	2004	2005	2006*
Honors Program	405	442	410
Tutoring Contacts	1,291	1,056	1,319
Online Mentor Network	NA	NA	127
TRIO Student Support	299	413	335

*Data are preliminary.

Following the creation last year of the Office of Enrollment Services, UWRF is proposing, as a part of the Wisconsin Growth Agenda, a new First Year Experience (FYE) program to assist incoming students as they transition to and through college by sponsoring programs and services that connect new students, transfer students, and their families with the UWRF campus community. FYE programs and components would include new student registration, weeks of welcome, academic day, family day, new student and family communications, a national honorary and emerging leaders program, and developing partnerships with faculty/staff that will connect students with academic and co-curricular activities. The new FYE programs would include a significant and rigorous program evaluation component to ensure successful goal achievement and continuous program improvement.

Goal III

Provide a campus environment that fosters learning and personal growth

Systemwide Measure:

Student Involvement in Planned Out-of-Classroom Activities that Promote Learning and Good Citizenship

Assessment of success in this area is evaluated by comparisons to national benchmarks. UWRF significantly exceeds the national average for student engagement in co-curricular activities, and is statistically equivalent to national benchmarks for in-the-field experiences and community service activities.

2006 National Survey of Student Engagement (NSSE)

Seniors	UWRF	National ¹	Master's ¹
Participated in co-curricular activities (organizations, publications, student government, sports, etc.)	58%	50%*	46%*
Did/planned to do practicum, internship, field experience, or clinical assignment	74%	75%	75%
Did/planned to do community service or volunteer work	68%	71%	70%

*Significant difference from institutional percentage at the 0.05 level.

¹All National and Master's-level public colleges and universities.

Additional Measures:

Among UWRF Core Values is Academic Excellence. "We help students attain their full potential as critical thinkers, effective communicators, and committed life-long learners by providing personalized, integrated educational experiences," (Core Values, 2006). UWRF sponsors over 150 academic and social activities promoting learning, personal growth, and good citizenship.

Undergraduate Student Research Activity

Involvement in undergraduate student research activity is one way UWRF fosters learning and personal growth in students and faculty. The Research, Scholarly, and Creative Activity Day is a campus tradition and the active McNair Scholars Program prepares first generation and low income students to enter and successfully complete graduate programs. UWRF students regularly attend the National Conference on Undergraduate Research and are involved in the UWRF Society for Undergraduate Research, Scholarly, and Creative Activities.

Undergraduate Student Research Activity

Participating Students	01-02	02-03	03-04	04-05	05-06
RSCA	89	74	73	74	76
SCUR and/or NCUR	39	42	35	47	51
Total	128	116	108	121	127

RSCA – UW-River Falls Research, Scholarly, and Creative Activity Day

SCUR – UW System Conference on Undergraduate Research

NCUR – National Conference on Undergraduate Research

Global Awareness / Study Abroad

There are many opportunities at UWRF to increase global awareness and develop 21st century global leadership skills. The new strategic plan calls on UWRF to further "internationalize the curriculum and campus programming" through foreign languages, international components in every degree program, and expansion of international experiences available on campus (UWRF Goal 6).

Global Awareness and World Citizenship

Student Participation	02-03	03-04	04-05	05-06	06-07*
Study Abroad	79	210	245	234	NA
Foreign Languages	674	416	794	869	863
Ethnic/Int'l Studies	177	29	77	115	95
Ethnic Citizenship, Global Perspectives or Diversity	NA	NA	NA	1,472	1,909
Nat'l Student Exchange	6	9	21	21	11
Total	936	664	1,138	2,711	2,878

*Data are preliminary.

"UWRF is committed to integrating international and global experiences, learning, and attitudes throughout the university," (UWRF Goal 6). In four years, UWRF has doubled its percent of graduates who study abroad and nearly tripled the total number who do so. UWRF will increase student participation significantly in the near- and long-term future. Strategic planning is underway to ensure financial and personnel resources will be available to support a growing international travel program and to create a unified recruitment program for international experiences.

Student Participation in Study Abroad

Year	Unduplicated Annual Headcount	% Graduates who Studied Abroad
2000-01	57	7.5%
2001-02	61	5.8%
2002-03	79	6.7%
2003-04	210	9.3%
2004-05	245	12.9%
2005-06	234	14.6%

UWRF's goal is to increase international students from 1% to 5% of its students in five years. In 2006, UWRF faculty and administrators visited India and China to re-connect with existing educational partners and to finalize memoranda of understanding with new partners for the purposes of enhancing faculty and student exchanges, facilitating joint research, and encouraging other forms of collaboration. The visits were also designed to familiarize UWRF's deans with possibilities for enhanced student learning. UWRF is strategically planning to provide increased services, structures, and resources to successfully host additional international students.

American Democracy Project

UWRF continues to actively participate in the American Democracy Project. This fall, UWRF joined the AASCU voter registration initiative and field experiment, achieving 156% of the goal and maintaining experimental integrity. Since 2002, the campus precinct has increased voter participation 138% (from 413 to 985 voters). Last fall, 1,556 students enrolled in classes that used the *New York Times* readership project. UWRF continues to participate and will host a Regional ADP conference in April, "Spaces of Civic Engagement," organized around a sustainability theme.

Goal IV

Utilize resources in an efficient and effective manner

Systemwide Measure:

Progress Toward Reducing Credits to Degree

By encouraging efficient progress toward degree completion, each UW institution helps to ensure that continuing students reach their goals in a timely manner and that there will be space available for new students. Although there are many factors that influence the accumulation of credits taken prior to graduation, credits to degree is regarded as a useful measure of efficient resource utilization.

UWRF has as a goal that continuing students succeed in their academic career and that there is space available for new students. Many factors influence accumulation of credits prior to graduation. Credits to degree is one measure of efficient resource utilization. At UWRF, average credits to degree continues to decline and is the lowest it has been since 1993-94, when the goal to reduce credits to degree was adopted.

Average Attempted Credits to Degree

Year of Graduation	Credits
1993-94	149
2000-01	136
2001-02	136
2002-03	137
2003-04	136
2004-05	134
2005-06	132

Additional Measures:

Current UWRF Strategic Planning groups are actively establishing initiatives and projects expected to directly and continuously improve the efficiency and effectiveness of the University's use of curriculum and programming (UWRF Goal 1), image capital (UWRF Goal 2), technologies (UWRF Goal 3), facilities (UWRF Goal 4), finances (UWRF Goal 5), sustainability (UWRF Goal 7), and human resources (UWRF Goal 9) to achieve the strategic goals of the institution.

Facilities

UWRF maximizes use of current facilities. The campus currently has and forecasts a continuing space deficit. Existing buildings are being adaptively re-used to meet current program needs. With the completion of the new University Center in January 2007, Hagestad Hall and Rodli Hall will become available for other uses. UWRF is exploring and evaluating recommended uses for these buildings consistent with planning and funding parameters. Other facilities improvement projects are planned, such as a Health and Human Performance Building to replace a seriously deficient existing building.

Classroom Space Utilization

Fall Semester (10 th Day)	2002	2003	2004	2005	2006
Instructional Rooms*	NA	157	150	147	149
Average Weekly Hours	NA	29.37	32.38	32.94	33.17
Pct of 35 Hour Standard	NA	84%	93%	94%	95%

*Classrooms and Laboratories.

Curriculum

More than 90% of seats offered in General Education are filled, and students complete 99% of the General Education courses they register for at UWRF.

Financial Resources

UWRF makes excellent use of financial resources, demonstrating a steady reduction in Institutional Support (Administrative cost) per student FTE and increased financial support for student services.

Cost per Student FTE (IPEDS)

Unadjusted Dollars	2004	2005	2006*
Instruction/Academic Support	\$6,307	\$6,089	\$6,225
Student Services	\$1,674	\$1,699	\$1,732
Institutional Support	\$984	\$979	\$961

*Data are preliminary.

Technology

Technology has become nearly ubiquitous on campus; this is demonstrated in its increasing use as a tool in teaching and learning. UWRF leverages funds from a variety of sources to steadily increase student access to computers. Of the 76 classrooms (excluding labs) on campus, two-thirds are permanently technology enhanced; another 25% are served with mobile technology units.

Technology Enhanced Computer Labs

Number of Computer Stations	2004-05	2005-06	2006-07
Teaching	244	246	263
General Access	192	183	171
Departmental	114	143	170
Total	550	572	604

Computer labs are used for both teaching and for student work. Technology enhanced classrooms and the use of learning management systems enhance regular classes and provide a useful tool for distance learning.

Technology Enhanced Classrooms

Number of Classrooms	2004-05	2005-06	2006-07
Phase 1	4	4	4
Phase 2	6	6	6
Phase 3	4	4	4
Phase 4	9	9	9
Phase 5	0	9	11
Unclassified	12	12	12
Distance Ed	3	3	3
Mobile	16	19	19
Total	54	66	68

The total number of faculty and staff using our learning management system has increased by 189% between 2004 and 2006.

Desire to Learn (D2L) Utilization

Fall Semester	2004	2005	2006
Number of courses	183	431	530
Unique log-ins - Students	4,163	NA	5,586
Unique log-ins - Faculty	82	NA	237

UWRF recognizes the role of technology in enhancing efficiency. To that end, the campus engaged an external review team in the spring of 2006 to assess the state of Information Technology Services. In fall 2006, UWRF initiated a year-long project to address recommendations of the review. To accelerate the completion of this project and maximize its success, a formal project management structure was introduced to the campus along with training for personnel leading components of the project.

Achieving Excellence at UW-Stevens Point

This edition of Achieving Excellence at UW-Stevens Point is part of an overall effort by the UW System to express our commitment to self-assessment. The goals and measures presented below are intended to provide a description of the many ways in which UW-Stevens Point is achieving excellence. Each goal has measures common to all UW institutions. These common measures reflect the mission of the UW System as a whole. In addition to the common measures, UW-Stevens Point has selected several supplementary measures that are reflective of its specific institutional mission and values. These institution-specific measures are useful as a means of providing context to the performance on the systemwide measures.

Goal I

Provide access to higher education for the citizens of Wisconsin

Systemwide Measures:

Progress Toward Enrollment Plans

University of Wisconsin Enrollment Plans are designed to increase access without compromising educational service. Institutional plans with additional support and flexibilities balance programmatic, physical, and fiscal resources while maintaining consistency with UW initiatives and goals.

Total Full-Time Equivalent (FTE) Enrollment

Fall	Actual FTE	Planned
2000	7,785	7,769
2001	7,891	7,769
2002	7,851	7,825
2003	7,901	7,825
2004	7,916	7,825
2005	7,864	7,825
2006	8,039	7,825

Progress Toward Increasing Diversity

Originating in 1998, *Plan 2008* is the UW System's initiative to increase racial and ethnic diversity. Each UW institution has the goal of increasing enrollments of students of color.

Total Headcount Enrollment

Fall Semester Students Enrolled	1998	2003	2004	2005	2006
African American	38	65	88	85	82
American Indian	68	71	66	68	65
Hispanic/Latino	57	85	86	87	98
Southeast Asian	51	120	123	131	131
Asian American	43	57	58	59	66
Total Students of Color	257	398	421	430	442
International	200	148	129	121	151
White	8,060	8,204	8,161	8,091	8,231
Total Headcount	8,517	8,750	8,711	8,642	8,824

Using 1998 as our benchmark, the total number of students of color enrolled at UWSP has increased 72%. The number of international students increased 25% from 2005 to 2006.

Additional Measures:

UWSP enhances access to traditional and non-traditional students through merit-based scholarships and through distance education. Both measures below represent our commitment to student-centered excellence and to partnerships, especially the partnerships established through our Collaborative Degree Program.

Merit Based Student Financial Assistance/Scholarship

	Amount from All Sources*	Amount from UWSP Foundation Only
1996	\$1,904,107	\$241,806
1997	\$2,072,798	\$269,060
1998	\$2,185,747	\$303,547
1999	\$2,456,586	\$344,603
2000	\$2,999,232	\$368,196
2001	\$3,100,743	\$418,376
2002	\$2,657,705	\$444,292
2003	\$2,521,167	\$414,198
2004	\$3,379,377	\$469,374
2005	\$3,918,492	\$490,470

*These figures include the following, primarily non-UWSP Foundation, sources: institutional scholarships, tuition remissions (2%, Lane Tech, graduate student, foreign student), Wisconsin Excellence, Foundation (both Departmental and Charter), ROTC, All-State, portable external scholarships, and Cooperative Education internships.

Using 1996 as our benchmark year, we show that merit-based student financial assistance from all sources grew from 1996 to 2005. The amount from the UWSP Foundation grew from 1996 to 2005. During the ten-year reporting period, UWSP Foundation dollars provided, on average, approximately 12% of the total funding available for merit-based student financial assistance.

Distance Education

Year	Courses	Enrollments
2000-01	64	944
2001-02	64	1,016
2002-03	82	1,212
2003-04	119	1,557
2004-05	153	1,965
2005-06	117	1,237

Using 2000-01 as our benchmark year, we show a marked increase in our distance education offerings and enrollments. We have also increased the number of courses in our Collaborative Degree Program from 10 to 74 and enrollments from 255 to 361.

Multicultural/Disadvantaged Precollege Programs

UWSP offers precollege programs that are designed to develop potential post-secondary students of color enrollment.

Annual M/D Precollege Enrollment

2003-04	401
2004-05	440
2005-06	387

Goal II

Provide academic support services that facilitate academic success

Systemwide Measures:

Progress Toward Retention Targets

Retention and graduation rate targets were established as part of a systemwide initiative to focus increasing attention on student systemwide success. Progress toward these targets is considered to be one of several important measures of how well we serve our students and encourage them to succeed. Although retention rates for full-time new freshmen are influenced by a variety of factors and do not provide a complete picture of student success, they are the most commonly used indicator of institutional performance.

New Freshmen Entering Full-Time

2 nd Year Retention Rate at Institution Where Started			6 Year Graduation Rate Anywhere in the UW System		
Fall Cohort	Actual	Target	Fall Cohort	Actual	Target
2000	76.2%	75.7%	1995	62.7%	60.5%
2001	77.3%	75.9%	1996	64.5%	60.5%
2002	75.8%	76.1%	1997	63.9%	60.6%
2003	78.8%	76.3%	1998	67.1%	60.8%
2004	75.7%	76.5%	1999	67.2%	60.8%
2005	76.1%	76.5%	2000	67.5%	61.0%

Closing the Achievement Gap

Each UW institution has the goal of raising retention and graduation rates for students of color toward the rates for the student body as a whole, as stated in *Plan 2008*.

New Freshmen Entering Full-Time, Fall Cohort by Race/Ethnicity¹

		AA	AI	SA	OA	LH	SOC	WH
2nd Year Retention Rate at Institution Where Started								
2003	#	8	11	33	7	20	79	1,403
	%	*	63.6	87.9	85.7	75.0	78.5	79.3
2004	#	17	11	20	8	18	74	1,436
	%	82.4	63.6	80.0	87.5	55.6	73.0	76.2
2005	#	12	11	19	11	10	63	1,439
	%	66.7	63.6	73.7	*	60.0	61.9	77.2
6 Year Graduation Rate Anywhere in the UW System								
1998	#	12	6	8	7	7	40	1,442
	%	*	*	*	*	*	52.5	68.4
1999	#	12	11	5	14	13	55	1,409
	%	50.0	*	*	64.3	*	49.1	68.7
2000	#	9	8	15	8	15	55	1,438
	%	66.7	*	66.7	*	40.0	49.1	69.0

AA (African Am.), AI (Am. Indian), SA (Southeast Asian), OA (Other Asian Am.), LH (Latino/Hispanic), SOC (Students of Color), WH (White)

*Five or fewer students were retained or graduated.

¹Excludes international students.

We intend to attain retention and 6 year graduation rates for students of color that match or exceed those for the student body as a whole. UWSP strives to meet its goals of Plan 2008, which includes fostering an institutional environment and course development that enhance learning and a respect for racial and ethnic diversity.

Additional Measures:

The first-year academic success rate is a clear indicator of our commitment to student-centered excellence. UWSP is committed to fulfilling its mission, as well as that of the UW System, by providing an environment that emphasizes teaching excellence and meets the educational and personal needs of students.

First-Year Academic Success Rates:
Second-Year Academic Eligibility

Fall Term	Total New Freshmen	% Academically Eligible To Return for 2 nd Year	Goal
1996	1,586	93.1%	
1997	1,551	93.1%	
1998	1,519	94.3%	
1999	1,500	93.9%	
2000	1,531	95.0%	
2001	1,517	94.7%	
2002	1,476	94.4%	95.0%
2003	1,508	94.6%	95.0%
2004	1,534	94.4%	95.0%
2005	1,530	91.9%	95.0%
2006*	1,649		95.0%

*Data are preliminary

We will strive to meet or exceed a goal of 95% eligibility. A number of programs have been implemented to support student success at UWSP.

First-Year Program Participation

Program	2000	2002	2003	2004	2005
Freshman Interest Groups	111	82	76	96	83
ARC to Success	190	310	336	364	374
Student Support Services	61	55	76	76	66
Total	362	447	488	536	523

Note: Data are for fall semester.

Using 2000 as our benchmark year, we show an increase in the total number of first-year students participating in these programs. The New Student Seminar was launched as a pilot program with 150 students in fall 2006. The program is designed to help new students transition from high school to college. We are currently considering other initiatives to improve student success at UWSP.

Goal III

Provide a campus environment that fosters learning and personal growth

Systemwide Measure:

Student involvement in planned out-of-classroom activities that promote learning and good citizenship.

Assessment of success in this area is evaluated by comparisons to national benchmarks.

2006 National Survey of Student Engagement

Seniors	UWSP	National ¹	Master's ¹
Participated in co-curricular activities (organizations, publications, student government, sports, etc.)	68%	50%*	46%*
Did/planned to do practicum, internship, field experience or clinical assignment	85%	75%*	75%*
Did/planned to do community service or volunteer work	77%	71%*	70%*

*Significant difference from institutional percentage at the 0.05 level.

¹All National and Master's-level public colleges and universities.

UWSP seniors significantly exceed the national norms on these three items. They also score higher than comparison groups on three of the five National Survey of Student Engagement benchmarks: Active and Collaborative Learning, Student-Faculty Interaction, and Supportive Campus Environment.

Additional Measures:

Study Abroad

The additional measures below illustrate how student-centered excellence and partnerships are intertwined at UWSP. In each instance there is an emphasis on partnership and excellence—internally and externally—as Academic Affairs and Student Affairs work hand-in-hand to help students succeed, as faculty and students form partnerships to develop scholarly projects, and as UWSP forms collaborations with institutions abroad so as to provide an international experience for a growing number of our students. By the same token, each instance is an example of our work toward achieving a leadership position among public comprehensive universities.

Study Abroad

Year	Unduplicated Annual Headcount	% Graduates who Studied Abroad
2000-01	424	14.7%
2001-02	414	14.0%
2002-03	441	15.1%
2003-04	444	16.3%
2004-05	447	17.8%
2005-06	427	18.8%

Our goal is for 30% of our graduates to have studied abroad by 2015. Data show that we are making progress toward this goal. We believe study abroad programs offer lifelong benefits including an increase in language skills and participants experiencing an increase in their self-confidence after studying abroad.

Student-Faculty Collaboration: Number of Upper-Division Students and Faculty Involved in Collaborative Projects Outside of Routine Class Work

Year	Students	Projects	Faculty
2000-01	731	949	200
2001-02	623	807	189
2002-03	729	945	187
2003-04	686	900	212
2004-05	631	818	194
2005-06	629	786	193

Data on student-faculty collaboration show that approximately 45% of our faculty and instructional staff have worked with over 15% percent of our upper-division students across UWSP's four colleges on research, scholarship, and creativity outside of assigned class work. As indicated by the next table, UWSP provides financial support for student research and travel to conferences to present research papers.

Intramural Student Research Fund Awards

Year	Students	Total Awarded
1999-00	29	\$12,535
2000-01	41	\$19,298
2001-02	52	\$19,896
2002-03	28	\$10,567
2003-04	41	\$18,134
2004-05	49	\$22,484
2005-06	42	\$19,331

In addition to their academic accomplishments, students at UWSP are involved in a variety of service-learning projects in connection with their course work and on their own.

Students Involved in Service-Learning Projects

Year	Students
1996-97	1,060
1997-98	1,255
1998-99	1,744
1999-00	1,347
2000-01	1,474
2001-02	1,205
2002-03	1,407
2003-04	1,317
2004-05	1,511
2005-06	1,200

Note: These are data on student involvement in the UWSP Association for Community Tasks (ACT), whose efforts range from assisting the developmentally disabled, working with the elderly, tutoring children in local schools, etc.

Goal IV

Utilize resources in an efficient and effective manner

Systemwide Measure:

Progress Toward Reducing Credits to Degree

By encouraging efficient progress toward degree completion, each UW institution helps to ensure that continuing students reach their goals in a timely manner and that there will be space available for new students. Although there are many factors that influence the accumulation of credits taken prior to graduation, credits to degree is regarded as a useful measure of efficient resource utilization. Currently, average credits to degree are below the levels in 1993-94, when the goal to reduce credits to degree was adopted.

Average Attempted Credits to Degree

Year of Graduation	Credits
1993-94	149
2000-01	141
2001-02	141
2002-03	141
2003-04	141
2004-05	141
2005-06	141

Additional Measures:

Technological advances have dramatically altered traditional models of teaching and learning. The job market and advanced education require that students acquire suitable computer skills and competencies. This requires that technology be increasingly integrated into our facilities and curriculum.

Expansion of Instructional Technology

Fall	Computers Available for Student Use			Classroom Modernization Rated on a Categorization (Cat.) Scale of 0-4*				
	General Access	Special Purpose	Total	% in Cat. 0	% in Cat. 1	% in Cat. 2	% in Cat. 3	% in Cat. 4
1996	NA	NA	NA	10.3	74.1	5.17	8.6	.9
1997	450	200	650					
1998	450	200	650					
1999	498	200	698					
2000	500	200	700	11.3	28.2	15.3	41.1	4.0
2001	573	265	838					
2002	573	300	873					
2003	573	323	896					
2004	574	305	879	7.3	19.4	12.1	57.3	4.0
2005	665	409	1074	5.7	14.6	10.6	65.0	4.0
2006	644	475	1119	2.8	12.3	8.5	71.7	4.7

*Categories 0 through 4 reflect a classroom's technology rating with category 0 facilities having no technology and category 4 being equipped for distance education.

We show a rise in the number of computers available for student use from our benchmark year of 1997 to 2006. All academic buildings have full wireless coverage.

Using 1996 as our benchmark, we show an increasing percentage of classrooms with electronic media technology. Our routine upgrading of instructional and instructional-support facilities allows us to strengthen our instructional service to students.

2006 National Survey of Student Engagement

Seniors	UWSP	National ¹	Master's ¹
Seniors estimation of how often they used email, during the year, to communicate with an instructor (often or very often).	85%	82%	80%*
Seniors' estimation of the amount of emphasis UWSP places on using computers in academic work (very much or quite a bit).	93%	89%	88%*
Proportion of seniors who state that their institutional experience has contributed to their knowledge, skills, and personal development using computing and information technology (quite a bit or very much).	84%	79%*	80%*

*Significant difference from institutional percentage at the 0.05 level.

¹All National and Master's-level public colleges and universities.

UWSP seniors exceed the national norms on all three items.

Non-State Funding Support

Our ability to raise non-state funding support, to provide state-of-the-art computing facilities for our students, and continually to upgrade technology levels in our classrooms, points to our persistent focus on student-centered excellence, as well as on partnerships. The grants received help support the kind of collaboration between students and faculty documented under Goal III, while at the same time underscore our strong relationships with external partners in both the private and public sectors.

Fiscal Year	Extramural Grants Received (Actual) and Requested (Target)			UWSP Foundation
	Actual	Target	% of Target	Gifts received
1996	\$2,639,957	\$3,669,437	72%	See note**
1997	\$2,416,770	\$3,824,952	63%	See note**
1998	\$2,829,787	\$5,037,135	56%	\$1,385,087***
1999	\$6,134,579	\$8,976,330	68%	\$1,259,623
2000	\$5,304,909	\$6,179,871	86%	\$975,990
2001	\$5,484,517	\$7,308,795	75%	\$2,697,572
2002	\$8,817,517	\$11,566,873	76%	\$2,208,242
2003	\$8,342,764	\$14,713,576	57%	\$1,656,849
2004	\$8,590,799	\$14,202,991	60%	\$3,206,574
2005	\$8,778,895	\$9,431,806	93%	\$3,191,095
2006	*	\$8,739,240		\$1,849,209

*Data on extramural grants are not yet available for FY2006.

**UWSP Foundation reporting standards for 1996 and 1997 are not comparable to those in use since 1998.

***In 1998 the UWSP Trust Funds received a one-time gift of \$108,316, which is not included in the total for this year in the Foundation column.

Achieving Excellence at UW-Stout

This edition of Achieving Excellence at UW-Stout is part of an overall effort by the UW System to express our commitment to self-assessment. The goals and measures presented below are intended to provide a description of the many ways in which UW-Stout is achieving excellence. Each goal has measures common to all UW institutions. These common measures reflect the mission of the UW System as a whole. In addition to the common measures, UW-Stout has selected several supplementary measures that are reflective of its specific institutional mission and values. These institution-specific measures are useful as a means of providing context to the performance on the systemwide measures.

Goal I

Provide access to higher education for the citizens of Wisconsin

Systemwide Measures:

Progress Toward Enrollment Plans

University of Wisconsin Enrollment Plans are designed to increase access without compromising educational service. Institutional plans with additional support and flexibilities balance programmatic, physical, and fiscal resources while maintaining consistency with UW initiatives and goals.

Total Full-Time Equivalent (FTE) Enrollment

Fall	Actual FTE	Planned
2000	6,967	6,941
2001	7,028	6,941
2002	7,041	6,991
2003	6,922	6,991
2004	6,725	6,991
2005	7,047	6,950
2006	7,200	6,991

Progress Toward Increasing Diversity

Originating in 1998, *Plan 2008* is the UW System's initiative to increase racial and ethnic diversity. Each UW institution has the goal of increasing enrollments of students of color.

Total Headcount Enrollment

Fall Semester Students Enrolled	1998	2003	2004	2005	2006
African American	75	90	91	99	111
American Indian	35	30	33	45	61
Hispanic/Latino	44	64	58	62	74
Southeast Asian	75	73	76	84	99
Asian American	57	74	89	78	79
Total Students of Color	286	331	347	368	424
International	129	82	91	91	130
White	7,189	7,295	7,109	7,436	7,773
Total Headcount	7,604	7,708	7,547	7,895	8,327

Additional Measures:

Linkage to Institutional Goals

Applicable enduring goals:

- Promote excellence in teaching, research, scholarship, and service

Applicable FOCUS 2010 goals:

- Achieve national leadership and excellence in educating students in the theory and application of a broad range of technologies

Distance Education

Shown below is the number of distance education courses offered at UW-Stout. UW-Stout has consistently had the highest number of distance education courses offered by any UW Comprehensive institution. The target for 2010 is to offer at least 250 distance education courses.

Distance Education

Year	Courses	Enrollments
2000-01	113	1,372
2001-02	131	2,051
2002-03	184	3,548
2003-04	212	4,163
2004-05	215	5,009
2005-06	253	6,224

Transfers

Shown below is the number of students who transfer to UW-Stout as an aggregate and for the Wisconsin Technical Colleges. UW-Stout consistently leads the UW Comprehensives in the number of transfers from technical colleges.

Transfers to UW-Stout

	99-00	01-02	02-03	03-04	04-05	2010 Target
Total Transfers-in						
UW-Stout	799	916	902	795	826 (#5)	#3 ranking
Highest Comprehensive	969	1,065	1,010	1,110	1,224	
Comprehensive Average	667	699	700	710	741	
Technical College Transfers						
UW-Stout	217	272	276	267	254 (#1)	#1 ranking
Next Highest Comprehensive	170	176	201	204	206	
Comprehensive Average	104	109	132	132	135	

Goal II

Provide academic support services that facilitate academic success

Systemwide Measures:

Progress Toward Retention Targets

Retention and graduation rate targets were established as part of a systemwide initiative to focus increasing attention on student systemwide success. Progress toward these targets is considered to be one of several important measures of how well we serve our students and encourage them to succeed. Although retention rates for full-time new freshmen are influenced by a variety of factors and do not provide a complete picture of student success, they are the most commonly used indicator of institutional performance. UW-Stout also tracks retention rates at any institution through StudentTracker. For the 2002 cohort, the retention rate at any college or university was 92.6%.

New Freshmen Entering Full-Time			6 Year Graduation Rate Anywhere in the UW System		
2 nd Year Retention Rate at Institution Where Started			6 Year Graduation Rate Anywhere in the UW System		
Fall Cohort	Actual	Target	Fall Cohort	Actual	Target
2000	74.9%	75.0%	1995	44.5%	55.5%
2001	73.3%	76.5%	1996	52.5%	56.0%
2002	72.3%	78.0%	1997	50.8%	56.5%
2003	73.3%	80.0%	1998	52.6%	57.0%
2004	73.2%	80.0%	1999	53.1%	57.5%
2005	71.5%	80.0%	2000	53.9%	58.0%

Closing the Achievement Gap

Each UW institution has the goal of raising retention and graduation rates for students of color toward the rates for the student body as a whole, as stated in *Plan 2008*.

New Freshmen Entering Full-Time, Fall Cohort by Race/Ethnicity¹

	AA	AI	SA	OA	LH	SOC	WH
2nd Year Retention Rate at Institution Where Started							
2003	# 11	4	14	7	43	1,201	
	% *	*	71.4	85.7	*	62.8	73.7
2004	# 14	8	17	23	11	73	1,157
	% 57.1	*	52.9	78.3	*	58.9	74.4
2005	# 21	15	26	16	17	95	1,564
	% 52.4	66.7	57.7	75	58.8	61.1	72.2
6 Year Graduation Rate Anywhere in the UW System							
1998	# 6	3	12	13	5	39	1,287
	% *	*	*	*	*	38.5	53.0
1999	# 10	5	14	14	11	54	1,259
	% *	*	*	64.3	*	44.4	53.5
2000	# 9	8	9	11	9	46	1,258
	% *	*	*	*	*	17.4	55.2

AA (African Am.), AI (Am. Indian), SA (Southeast Asian), OA (Other Asian Am.), LH (Latino/Hispanic), SOC (Students of Color), WH (White)

*Five or fewer students were retained or graduated.

¹Excludes international students.

Additional Measures:

Linkage to Institutional Goals

Applicable enduring goals:

- Provide safe, accessible, effective, efficient, and inviting physical facilities

- Provide responsive, efficient, and cost effective educational support programs and services

Applicable FOCUS 2010 goals:

- Prepare alumni for success
- Create a learning community that supports and encourages the engagement of its members in active learning

Student Satisfaction

The following chart shows student satisfaction ratings on survey questions related to college services and the college environment. UW-Stout satisfaction ratings meet or exceed the peer and national comparisons.

College Services	2001	2002	2003	2004	2005	2006	2010 Target
UW-Stout	3.86	3.70	3.80	3.65	3.74	3.72	>peer rating
Public Colleges >5,000	3.68	3.68	3.69	3.69	3.69	3.70	
National Sample	3.69	3.69	3.71	3.69	3.69	3.70	

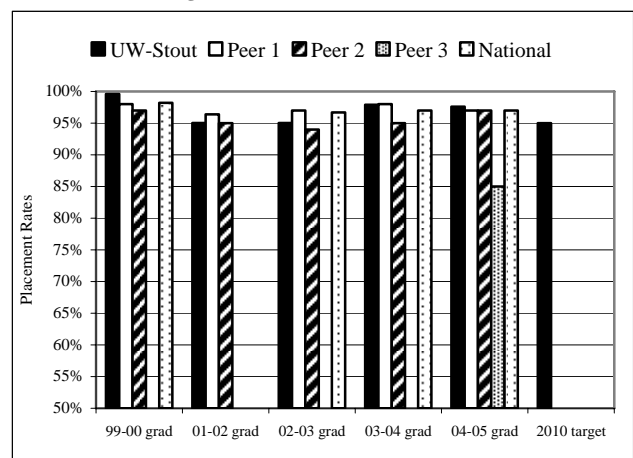
College Environment	2001	2002	2003	2004	2005	2006	2010 Target
UW-Stout	3.69	3.64	3.63	3.60	3.62	3.65	>peer rating
Public Colleges >5,000	3.58	3.58	3.58	3.58	3.58	3.62	
National Sample	3.63	3.63	3.64	3.63	3.63	3.65	

Source: ACT Student Opinion Survey, Mean score reported on a scale of 1 to 5; 5 being highest.

Employment

Shown below are the job placement rates for UW-Stout graduates, as compared with placement rates for peer and national universities. UW-Stout's performance has met the target of maintaining a placement rate of 95% or higher.

Undergraduate Student Placement Success



Source: Annual Placement Report, Peer Campuses, Postsecondary Education Opportunity.

Goal III

Provide a campus environment that fosters learning and personal growth

Systemwide Measure:

Student Involvement in Planned Out-of-Classroom Activities that Promote Learning and Good Citizenship

Assessment of success in this area is evaluated by comparisons to national benchmarks.

2006 National Survey of Student Engagement (NSSE)

Seniors	UW-Stout	National ¹	Master's ¹
Participated in co-curricular activities (organizations, publications, student government, sports, etc.)	69%	50%*	46%*
Did/planned to do practicum, internship, field experience, or clinical assignment	93%	75%*	75%*
Did/planned to do community service or volunteer work	75%	71%	70%

*Significant difference from institutional percentage at the 0.05 level.

¹All National and Master's-level public colleges and universities.

Additional Measures:

Linkage to Institutional Goals

Applicable Enduring goals:

- Preserve and enhance our educational processes through the application of active learning principles
- Promote excellence in teaching, research, scholarship, and service

Applicable FOCUS 2010 goals:

- Achieve national leadership and excellence in educating students in the theory and application of a broad range of technologies
- Strengthen the on-campus organization by focusing on UW-Stout's unique mission within the UW System

Study Abroad

The following indicator provides a measure of UW-Stout student active learning experiences. UW-Stout currently ranks seventh in the UW System on the proportion of bachelor's degree recipients who studied abroad. UW-Stout has been emphasizing study abroad experiences for students. The target is to achieve a 10% participation rate in study abroad experiences by our graduating students.

Study Abroad

Year	Unduplicated Annual Headcount	% Graduates who Studied Abroad
2000-01	110	6.4%
2001-02	95	5.4%
2002-03	152	6.6%
2003-04	108	8.5%
2004-05	258	7.7%
2005-06	214	12.0%

Student Learning

Shown below are student ratings of faculty and student interactions. UW-Stout first-year students and seniors report ratings that exceed the peer and national comparisons on this measure. UW-Stout ratings have increased or remained fairly constant for the past five years. If UW-Stout is below the Master's average, the target is the Master's average. If UW-Stout is above the Master's average, the goal is to maintain and improve the score.

Student and Faculty Interactions

	2002	2003	2004	2005	2006	Nat'l	Master	UW Comps
First-Year	30	32	34	39	39	32	32	30
Seniors	43	41	44	44	48	41	40	41

Source: National Survey of Student Engagement (NSEE).

Mean scores reported on a scale of 1 to 100; 100 being highest.

The following chart shows student ratings on survey questions dealing with the impact of the e-Scholar (laptop) program on student learning. Mean ratings have increased continuously over the past three years and are compared to a benchmark laptop university (V.C.). The target for 2010 is to exceed laptop campus scores and improve the internal mean.

e-Scholar Student Learning

Results from Student Learning Survey	2004 Mean	2005 Mean	2006 Mean	2006 Frequencies					
				Strongly Disagree & Disagree		Neutral		Agree & Strongly Agree	
				Stout	V.C.	Stout	V.C.	Stout	V.C.
Having my own computer makes it easier to be actively involved in learning	3.43	3.76	3.88	6.9%	3.0%	21.8%	13.0%	71.3%	84.0%
Using technology tools increases my critical thinking	3.55	3.69	3.82	7.1%	12.0%	23.4%	36.0%	69.5%	52.0%

Source: Valley City Student Questionnaire Survey.

Mean score reported on a scale of 1 to 5; 5 being highest.

Goal IV

Utilize resources in an efficient and effective manner

Systemwide Measure:

Progress Toward Reducing Credits to Degree

By encouraging efficient progress toward degree completion, each UW institution helps to ensure that continuing students reach their goals in a timely manner and that there will be space available for new students. Although there are many factors that influence the accumulation of credits taken prior to graduation, credits to degree is regarded as a useful measure of efficient resource utilization. Currently, average credits to degree are below the levels in 1993-94, when the goal to reduce credits to degree was adopted.

Average Attempted Credits to Degree

Year of Graduation	Credits
1993-94	152
2000-01	144
2001-02	142
2002-03	143
2003-04	142
2004-05	141
2005-06	140

Additional Measures:

Linkage to Institutional Goals

Applicable Enduring goals:

- Promote excellence in teaching, research, scholarship, and service
- Provide responsive, efficient, and cost-effective educational support programs and services.
- Provide safe, accessible, effective, efficient, and inviting physical facilities.

Grants

Shown below are UW-Stout Federal grant expenditures in comparison to the UW System. The goal is for UW-Stout to be at or above the UW Comprehensive midpoint.

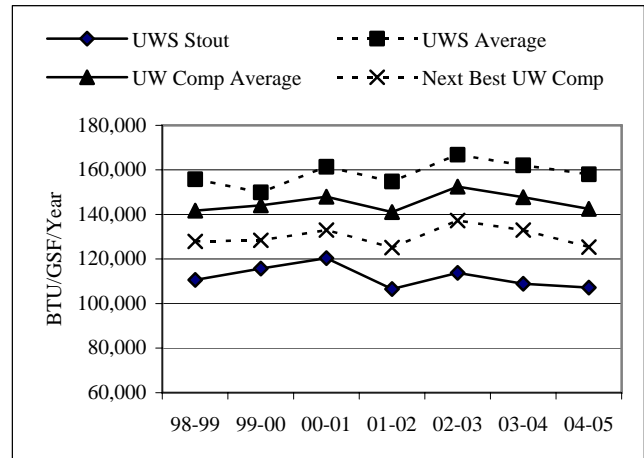
Federal Grant Expenditures

	2001-02	2002-03	2003-04	2004-05	2005-06
Comprehensive 1	\$8,147,488	\$8,830,814	\$8,355,380	\$9,555,060	\$9,164,197
Comprehensive 3	\$3,716,690	\$4,376,630	\$5,289,052	\$5,629,770	\$6,220,422
UW-Stout	\$3,483,716	\$4,214,519	\$4,405,554	\$4,286,490	\$4,943,287
Comprehensive 4	\$4,850,041	\$4,013,987	\$4,960,789	\$4,384,925	\$3,833,266
Comprehensive 2	\$3,105,516	\$3,833,138	\$2,598,861	\$3,787,393	\$3,982,827
Comprehensive 5	\$2,987,626	\$3,024,377	\$3,293,740	\$3,231,495	\$2,880,733
Comprehensive 6	\$2,397,301	\$2,863,787	\$3,091,025	\$3,391,904	\$3,039,708
Comprehensive 7	\$1,884,126	\$1,827,087	\$1,833,951	\$1,963,033	\$1,906,306
Comprehensive 9	\$1,182,509	\$1,608,333	\$1,347,063	\$1,631,252	\$2,043,236
Comprehensive 10	\$1,688,539	\$1,060,118	\$1,260,284	\$1,645,700	\$1,587,989
Comprehensive 8	\$569,350	\$886,182	\$567,354	\$858,124	\$1,230,374
Comprehensive midpoint	\$4,358,419	\$4,858,498	\$4,461,367	\$5,206,592	\$5,197,286
Total Expenditures	\$34,012,902	\$36,538,972	\$37,003,053	\$40,365,146	\$40,832,345

Energy and Purchasing Efficiency

UW-Stout has consistently ranked first among the UW Comprehensives in energy usage. The goal is to remain first or second in the overall ranking of UW System campuses.

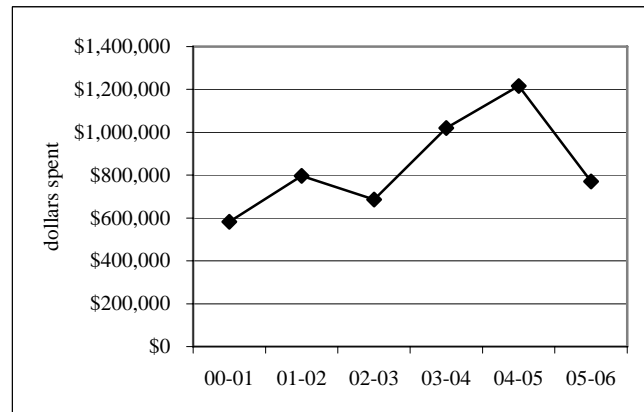
Energy Usage



Source: WI Dept. of Administration, Division of Facilities.

UW-Stout has received the Governor's Special Minority Business Award for purchasing activity with Wisconsin certified minority vendors six times in a row.

Purchasing Dollars from Minority Vendors



Achieving Excellence at UW-Superior

This edition of Achieving Excellence at UW-Superior is part of an overall effort by the UW System to express our commitment to self-assessment. The goals and measures presented below are intended to provide a description of the many ways in which UW-Superior is achieving excellence. Each goal has measures common to all UW institutions. These common measures reflect the mission of the UW System as a whole. In addition to the common measures, UW-Superior has selected several supplementary measures that are reflective of its specific institutional mission and values. These institution-specific measures are useful as a means of providing context to the performance on the systemwide measures.

Goal I

Provide access to higher education for the citizens of Wisconsin

Systemwide Measures:

Progress Toward Enrollment Plans

University of Wisconsin Enrollment Plans are designed to increase access without compromising educational service. Institutional plans with additional support and flexibilities balance programmatic, physical, and fiscal resources while maintaining consistency with UW initiatives and goals.

Total Full-Time Equivalent (FTE) Enrollment

Fall	Actual FTE	Planned
2000	2,232	2,200
2001	2,195	2,200
2002	2,235	2,235
2003	2,236	2,285
2004	2,233	2,285
2005	2,257	2,250
2006	2,231	2,250

Progress Toward Increasing Diversity

Originating in 1998, *Plan 2008* is the UW System's initiative to increase racial and ethnic diversity. Each UW institution has the goal of increasing enrollments of students of color.

Total Headcount Enrollment

Fall Semester Students Enrolled	1998	2003	2004	2005	2006
African American	17	25	36	27	32
American Indian	47	59	73	85	78
Hispanic/Latino	17	10	18	20	19
Southeast Asian	2	5	5	3	11
Asian American	15	15	21	30	24
Total Students of Color	98	114	153	165	164
International	74	165	155	134	117
White	2,460	2,553	2,496	2,527	2,528
Total Headcount	2,632	2,832	2,804	2,826	2,809

Additional Measures:

Serving Adult Students

We have long-recognized that our primary service area has a substantial population of adults who have not yet earned degrees. We are proud to serve a higher proportion of adult students than any four-year UW campus.

Percent of Degree-Seeking Undergraduates Age 25 and Older

2000	2001	2002	2003	2004	2005	2006
28%	25%	26%	25%	25%	29%	25%

Distance Education

Distance Education

Year	Courses	Enrollments
2000-01	6	49
2001-02	14	146
2002-03	17	184
2003-04	19	153
2004-05	50	384
2005-06	47	283

Educational Outreach

UW-Superior is committed to offering community education opportunities that serve the professional and economic development interests of our region.

Credit-bearing community education course offerings

	2003-04	2004-05	2005-06
Undergraduate students enrolled	755	781	734
Graduate students enrolled	156	250	235
Undergraduate credits awarded	2,047	1,490	1,415
Graduate credits awarded	314	592	247

UW-Superior Access Program: Provide access to at-risk students with recognized potential

UW-Superior has partnered with Wisconsin Indianhead Technical College in a program designed to serve area students who have late-developed interest in college and, according to their counselors, have potential for success. We offer an opportunity to enroll in a special UW-Superior/WITC program that prepares them for success. Students who successfully complete a semester in the Access program can enroll at WITC or UW-Superior the subsequent term.

Participants in the UW-Superior/WITC Partnership

Academic Year	2001-02	2002-03	2003-04	2004-05	2005-06
Access Participants	21	34	39	36	59

Goal II

Provide academic support services that facilitate academic success

Systemwide Measures:

Progress Toward Retention Targets

Retention and graduation rate targets were established as part of a systemwide initiative to focus increasing attention on student systemwide success. Progress toward these targets is considered to be one of several important measures of how well we serve our students and encourage them to succeed. Although retention rates for full-time new freshmen are influenced by a variety of factors and do not provide a complete picture of student success, they are the most commonly used indicator of institutional performance.

New Freshmen Entering Full-Time

2 nd Year Retention Rate at Institution Where Started			6 Year Graduation Rate Anywhere in the UW System		
Fall Cohort	Actual	Target	Fall Cohort	Actual	Target
2000	64.6%	63.0%	1995	37.5%	39.0%
2001	70.9%	65.0%	1996	37.7%	39.5%
2002	68.9%	68.0%	1997	37.1%	40.0%
2003	63.4%	73.0%	1998	38.8%	40.7%
2004	70.0%	75.0%	1999	41.1%	42.0%
2005	65.7%	75.0%	2000	39.0%	42.7%

Campus calculations of retention and graduation rates differ in the treatment of students studying abroad and some international students. The campus-calculated fall 2005 retention rate is 68.5%, and the fall 2000 graduation rate is 40.0%.

Closing the Achievement Gap

Each UW institution has the goal of raising retention and graduation rates for students of color toward the rates for the student body as a whole, as stated in *Plan 2008*.

New Freshmen Entering Full-Time, Fall Cohort by Race/Ethnicity¹

		AA	AI	SA	OA	LH	SOC	WH
2nd Year Retention Rate at Institution Where Started								
2003	#	1	8	2	4	0	15	295
	%	*	*	*	*	*	73.3	64.7
2004	#	6	6	0	2	2	16	295
	%	*	*	*	*	*	68.8	70.5
2005	#	2	7	0	6	1	16	288
	%	*	*	*	*	*	56.3	66
6 Year Graduation Rate Anywhere in the UW System								
1998	#	0	2	0	1	1	4	356
	%	*	*	*	*	*	*	39.3
1999	#	3	5	0	1	1	10	387
	%	*	*	*	*	*	*	41.3
2000	#	1	7	0	3	0	11	367
	%	*	*	*	*	*	*	39.8

AA (African Am.), AI (Am. Indian), SA (Southeast Asian), OA (Other Asian Am.), LH (Latino/Hispanic), SOC (Students of Color), WH (White)

*Five or fewer students were retained or graduated.

¹Excludes international students.

Additional Measure:

Promoting First-Year Student Academic Success

UW-Superior strives to encourage and assist all freshmen to be academically successful their first year, in order to set the stage for continued success and eventual degree completion. Our goal is to have 95% of our freshmen complete the first year with academic eligibility to continue their studies.

Fall Term	2000	2001	2002	2003	2004	2005
# Full-Time New Freshmen	395	326	257	328	323	324
% Eligible to Return for 2nd Year	96.4%	95.4%	94.9%	95.1%	97.5%	95.4%

Goal III

Provide a campus environment that fosters learning and personal growth

Systemwide Measure:

Student involvement in planned out-of-classroom activities that promote learning and good citizenship.

Assessment of success in this area is evaluated by comparisons to national benchmarks.

2006 National Survey of Student Engagement (NSSE)

Seniors	UW-Superior	National ¹	COPLAC ¹
Participated in co-curricular activities (organizations, publications, student government, sports, etc.)	50%	50%	57%
Did/planned to do practicum, internship, field experience or, clinical assignment	80%	75%	75%
Did/planned to do community service or volunteer work	70%	71%	71%

*Significant difference from institutional percentage at the 0.05 level.

¹National public 4-years and institutions in the Council of Public Liberal Arts Colleges consortium.

Additional Measures:

Study Abroad

In summer 2006, UW-Superior increased support for study abroad and National Student Exchange programs, with the intention of encouraging more of our students to include learning in another culture as part of their program.

Study Abroad

Year	Unduplicated Annual Headcount	% Graduates who Studied Abroad
2000-01	11	2.1%
2001-02	15	3.4%
2002-03	22	2.4%
2003-04	15	4.8%
2004-05	37	3.6%
2005-06	24	7.1%

International Student Enrollment

Understanding that campus life and the personal development of all students are enhanced by the presence of students from other cultures, we seek to maintain a robust international enrollment. Some decline was experienced as a result of post-9/11 realities. We expect to maintain international enrollment at its current level or higher.

International Student Enrollment at UW-Superior

	1998	2000	2002	2004	2006
International Student Enrollment	74	116	150	155	117

Strengthening the Freshmen Profile

During the past six years, UW-Superior has sought to strengthen the freshmen profile, in order to enhance the academic excellence in the classroom and increase the quality of the campus life experience.

High School Rank of New Freshmen Students (Fall)

	1998	2000	2002	2004	2006
Top 10%	8%	9%	9%	12%	11%
Top 25%	28%	31%	36%	41%	39%
Top 50%	73%	77%	76%	81%	83%

Goal IV

Utilize resources in an efficient and effective manner

Systemwide Measure:

Progress Toward Reducing Credits to Degree

By encouraging efficient progress toward degree completion, each UW institution helps to ensure that continuing students reach their goals in a timely manner and that there will be space available for new students. Although there are many factors that influence the accumulation of credits taken prior to graduation, credits to degree is regarded as a useful measure of efficient resource utilization. Currently, average credits to degree are below the levels in 1993-94, when the goal to reduce credits to degree was adopted.

Average Attempted Credits to Degree

Year of Graduation	Credits
1993-94	153
2000-01	141
2001-02	136
2002-03	139
2003-04	138
2004-05	140
2005-06	140

Additional Measures:

Capital Campaign

In July 2004, UW-Superior announced *Campaign Superior*, a comprehensive fundraising campaign with a goal to raise \$17.5 million by 2009.

Campaign Superior	June 2005	June 2006	Target 2009
Progress toward goal	\$8.4 M	\$10.9 M	\$17.5 M

Endowment Value

While providing substantial scholarships to students and support for other campus initiatives, we seek to increase the value of our endowment, in order to enhance our capacity to attract and support talented students.

Endowment Value

July 2001	July 2002	July 2003	July 2004	July 2005
\$5.8 M	\$5.9 M	\$6.5 M	\$6.4 M	\$6.8 M

Use of Technology for Administrative Effectiveness

We have implemented and promoted user-friendly online student registration and grading functions that will enable us to offer more personal attention to those who need it, while permitting students and faculty who can be served by technology to conduct their business more efficiently.

	2000	2001	2002	2003	2004	2005	2006
Student use of on-line registration	24%	52%	72%	81%	88%	89%	96%
Faculty use of on-line grading	3% test	-	8%	65%	77%	92%	95%

Achieving Excellence at UW-Whitewater

This edition of Achieving Excellence at UW-Whitewater is part of an overall effort by the UW System to express our commitment to self-assessment. The goals and measures presented below are intended to provide a description of the many ways in which UW-Whitewater is achieving excellence. Each goal has measures common to all UW institutions. These common measures reflect the mission of the UW System as a whole. In addition to the common measures, UW-Whitewater has selected several supplementary measures that are reflective of its specific institutional mission and values. These institution-specific measures are useful as a means of providing context to the performance on the systemwide measures.

Goal I

Provide access to higher education for the citizens of Wisconsin

Systemwide Measures:

Progress Toward Enrollment Plans

University of Wisconsin Enrollment Plans are designed to increase access without compromising educational service. Institutional plans with additional support and flexibilities balance programmatic, physical, and fiscal resources while maintaining consistency with UW initiatives and goals.

Total Full-Time Equivalent (FTE) Enrollment

Fall	Actual FTE	Planned
2000	8,850	9,040
2001	8,804	8,850
2002	9,180	8,911
2003	9,097	8,933
2004	9,106	8,933
2005	9,130	8,911
2006	8,978	8,911

Progress Toward Increasing Diversity

Originating in 1998, *Plan 2008* is the UW System's initiative to increase racial and ethnic diversity. Each UW institution has the goal of increasing enrollments of students of color.

Total Headcount Enrollment

Fall Semester Students Enrolled	1998	2003	2004	2005	2006
African American	372	381	452	450	406
American Indian	34	41	49	54	48
Hispanic/Latino	168	242	261	263	247
Southeast Asian	31	122	138	129	117
Asian American	85	110	121	123	143
Total Students of Color	690	896	1,021	1,019	961
International	147	135	114	116	107
White	9,791	9,517	9,354	9,494	9,322
Total Headcount	10,628	10,548	10,489	10,629	10,390

Additional Measures:

Institutional Goal: Increase the Number of Courses Taught and Student Credit Hours Earned Through Distance Education Via Synchronous and Asynchronous Technologies

The number of courses taught, and enrollments in those courses, increased again in 2005-06.

Distance Education

Year	Courses	Enrollments
2000-01	46	1,358
2001-02	62	1,957
2002-03	76	2,416
2003-04	106	2,887
2004-05	139	4,299
2005-06	156	4,708

Goal II

Provide academic support services that facilitate academic success

Systemwide Measures:

Progress Toward Retention Targets

Retention and graduation rate targets were established as part of a systemwide initiative to focus increasing attention on student systemwide success. Progress toward these targets is considered to be one of several important measures of how well we serve our students and encourage them to succeed. Although retention rates for full-time new freshmen are influenced by a variety of factors and do not provide a complete picture of student success, they are the most commonly used indicator of institutional performance.

New Freshmen Entering Full-Time

2 nd Year Retention Rate at Institution Where Started			6 Year Graduation Rate Anywhere in the UW System		
Fall Cohort	Actual	Target	Fall Cohort	Actual	Target
2000	74.2%	74.8%	1995	58.9%	58.0%
2001	77.1%	76.0%	1996	61.1%	59.0%
2002	77.9%	78.0%	1997	58.7%	59.0%
2003	76.8%	79.0%	1998	60.9%	59.0%
2004	76.6%	80.0%	1999	57.2%	60.0%
2005	74.2%	80.0%	2000	59.1%	61.0%

Closing the Achievement Gap

Each UW institution has the goal of raising retention and graduation rates for students of color toward the rates for the student body as a whole, as stated in *Plan 2008*.

New Freshmen Entering Full-Time, Fall Cohort by Race/Ethnicity¹

	AA	AI	SA	OA	LH	SOC	WH
2nd Year Retention Rate at Institution Where Started							
2003	#	101	8	36	25	49	219
	%	69.3	*	88.9	68.0	65.3	71.2
2004	#	138	10	31	31	55	265
	%	66.7	70.0	71.0	64.5	72.7	68.3
2005	#	84	10	14	17	51	176
	%	57.1	60.0	78.6	76.5	74.5	65.9
6 Year Graduation Rate Anywhere in the UW System							
1998	#	73	6	3	22	28	132
	%	49.3	*	*	59.1	50.0	49.2
1999	#	71	9	12	13	42	147
	%	21.1	*	50.0	61.5	40.5	32.7
2000	#	100	9	25	28	52	214
	%	25.0	*	52.0	25.0	63.5	38.3

AA (African Am.), AI (Am. Indian), SA (Southeast Asian), OA (Other Asian Am.), LH (Latino/Hispanic), SOC (Students of Color), WH (White)

*Five or fewer students were retained or graduated.

¹Excludes international students.

Additional Measures:

Institutional Goal: Increase the Six Year Graduation Rate at UW-Whitewater (First-time, Full-time New Freshmen at UW-Whitewater)

The fall 2000 cohort graduation rate increased from the fall 1999 graduation rate by 1.8%.

UW-Whitewater Graduation Rate

Fall Cohort	6 Year Graduation Rate at UW-Whitewater
1990	50.7%
1991	50.3%
1992	49.7%
1993	47.3%
1994	48.5%
1995	52.1%
1996	54.2%
1997	52.3%
1998	53.2%
1999	50.0%
2000	51.8%

Institutional Goal: Graduate the Highest Number of Students of Color in the UW System in General and at the UW Comprehensive Institutions in Specific

The UW-Whitewater rank was first for UW Comprehensive institutions, and third for all UW institutions.

Graduation Ranking for Students of Color Started at UWW and Graduated Anywhere in the UW System

Fall Cohort	# of UWW	Rank in UW System	Rank for Comprehensives
1990	60	2 nd	1 st
1991	50	3 rd	1 st
1992	62	3 rd	1 st
1993	44	3 rd	1 st
1994	47	3 rd	1 st
1995	56	3 rd	1 st
1996	38	3 rd	1 st
1997	46	4 th	2 nd
1998	65	3 rd	1 st
1999	48	4 th	2 nd
2000	82	3 rd	1 st

Goal III

Provide a campus environment that fosters learning and personal growth

Systemwide Measure:

Student Involvement in Planned Out-of-Classroom Activities that Promote Learning and Good Citizenship

Assessment of success in this area is evaluated by comparisons to national benchmarks.

2006 National Survey of Student Engagement (NSSE)

Seniors	UW-Whitewater	National ¹	Master's ¹
Participated in co-curricular activities (organizations, publications, student government, sports, etc.)	68%	50%*	46%*
Did/planned to do practicum, internship, field experience, or clinical assignment	78%	75%	75%
Did/planned to do community service or volunteer work	84%	71%*	70%*

*Significant difference from institutional percentage at the 0.05 level.

¹All National and Master's-level public colleges and universities.

Additional Measures:

Institutional Goal: Increase Student Participation in Co-Curricular Activities

The overall number of students participating in co-curricular activities increased in 2005-06. Numbers in leadership/service and on-campus employment, in particular, showed increases. In 2005-06, UW-Whitewater began tracking Community Service Involvement, and 5,192 students participated in community service. Our goal is to increase the number of students participating in community-based service opportunities.

Experiential Learning Participation in Number of Students

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06
Student Organization/ Career	4,571	5,421	5,501	4,987	5,215	5,133
Athletics/ Recreation	684	731	947	731	734	765
Leadership/ Service	830	898	1,007	880	850	1,168
On-Campus Employment	2,399	2,658	2,520	2,467	2,002	2,139
Music	283	291	411	350	470	451

Institutional Goal: Increase the percentage of students who have international learning experiences.

This goal focuses on the number of students participating in long-term and short-term international learning experiences. The percentage of graduates with these experiences increased in 2005-06.

Study Abroad

Year	Unduplicated Annual Headcount	% Graduates who Studied Abroad
2000-01	94	3.0%
2001-02	67	2.4%
2002-03	60	4.2%
2003-04	69	3.6%
2004-05	65	3.4%
2005-06	69	4.0%

Goal IV

Utilize resources in an efficient and effective manner

Systemwide Measure:

Progress Toward Reducing Credits to Degree

By encouraging efficient progress toward degree completion, each UW institution helps to ensure that continuing students reach their goals in a timely manner and that there will be space available for new students. Although there are many factors that influence the accumulation of credits taken prior to graduation, credits to degree is regarded as a useful measure of efficient resource utilization. Currently, average credits to degree are below the levels in 1993-94, when the goal to reduce credits to degree was adopted.

Average Attempted Credits to Degree

Year of Graduation	Credits
1993-94	143
2000-01	140
2001-02	140
2002-03	140
2003-04	139
2004-05	138
2005-06	138

Additional Measures:

Institutional Goal: Increase the Number of Proposals Submitted for External Funding and the Amount Awarded

The number of proposals submitted for external funding increased 119 to 141, and the amount awarded increased in 2005-06 from \$4.7 to \$5.0 million.

Number and Amount of Proposals Submitted

Year	# of Proposals Submitted	Amount Awarded
1996-97	N/A	N/A
1997-98	134	\$3,303,528
1998-99	192	\$4,957,582
1999-00	203	\$5,778,996
2000-01	181	\$6,033,456
2001-02	251	\$6,713,860
2002-03	164	\$6,362,254
2003-04	94	\$6,626,928
2004-05	119	\$4,723,135
2005-06	141	\$5,002,206

Institutional Goal: Increase the Value of the Endowment

The value of the endowment in 2005-06 is nearly twice what it was in 1997-98. The \$11.8 million value is the highest it has ever been, and has increased in each of the last three years, reversing several years of decline. A high number of gifts and improved market conditions have contributed. Efforts in development are expanding.

Endowment Value

Year	Amount (in millions)
1996-97	\$3.2
1997-98	\$6.2
1998-99	\$7.6
1999-00	\$9.2
2000-01	\$8.4
2001-02	\$8.1
2002-03	\$7.3
2003-04	\$9.4
2004-05	\$10.3
2005-06	\$11.8

Achieving Excellence at UW Colleges

This edition of Achieving Excellence at UW Colleges is part of an overall effort by the UW System to express our commitment to self-assessment. The goals and measures presented below are intended to provide a description of the many ways in which UW Colleges is achieving excellence. Most goals have measures common to all UW institutions. These common measures reflect the mission of the UW System as a whole. Where appropriate, the UW Colleges has selected supplementary measures that are reflective of its specific institutional mission and values. These institution-specific measures are useful as a means of providing context to the performance on the systemwide measures.

Goal I

Provide Access to Higher Education for the Citizens of Wisconsin

University of Wisconsin Enrollment Plans are designed to increase access without compromising educational service. Institutional plans with additional support and flexibilities balance programmatic, physical, and fiscal resources while maintaining consistency with UW initiatives and goals.

Total Full-Time Equivalent (FTE) Enrollment

Fall	Actual FTE	Planned
2000	7,994	7,835
2001	8,586	8,155
2002	8,781	8,225
2003	8,756	8,732
2004	8,617	8,732
2005	8,693	8,732
2006	8,546	8,732

Progress Toward Increasing Diversity

Originating in 1998, *Plan 2008* is the UW System's initiative to increase racial and ethnic diversity. Each UW institution has the goal of increasing enrollments of students of color.

Total Headcount Enrollment

Fall Semester Students Enrolled	1998	2003	2004	2005	2006
African American	140	176	145	153	171
American Indian	60	78	78	98	79
Hispanic/Latino	134	227	226	255	263
Southeast Asian	57	67	170	148	153
Asian American	72	260	172	196	219
Total Students of Color	463	808	791	850	885
International	91	50	49	32	35
White	9,289	11,552	11,421	11,467	11,488
Total Headcount	9,843	12,410	12,261	12,349	12,408

Through participation in the Equity Scorecard project, a joint initiative with the University of Southern California, the University of Wisconsin System Administration, and five other UW institutions, the UW Colleges is continuing to work toward achieving a more ethnically diverse student body, and toward equality of achievement regardless of race.

Mission Relevant Additional Measures:

The UW Colleges seeks to extend educational opportunity through the efficient use of distance and continuing education. This opportunity includes courses offered through a variety of media, and an online Associate of Arts and Science Degree, first accredited in fall 2001. Enrollment in the online program has increased over 300% in the past five years. As of summer 2006,

52 students had been awarded the Associate of Arts and Science degree from UWC Online.

Distance Education

Goal: Increase number of distance education courses offered

In the last six years, enrollments in courses taught via distance education have increased 123%. This strong demand confirms the importance of using technology to extend educational opportunity.

Year	Courses	Enrollments
2000-01	108	2,401
2001-02	107	2,886
2002-03	129	3,858
2003-04	118	3,185
2004-05	150	4,911
2005-06	154	5,344

Continuing Education

Goal: Extend educational opportunity to diverse populations

Continuing Education Offices at each of the 13 UW Colleges' campuses play an integral role in implementing the Wisconsin Idea, providing access to higher education across the state. We are committed to providing educational opportunity to the citizens of Wisconsin throughout their lives wherever they live. Participants in Continuing Education programs range in age from young children to senior citizens. Instruction is offered in a variety of modes, including distance education, to allow increased flexibility for students. In addition to an extensive array of non-credit opportunities, the UW Colleges for-credit offerings include courses delivered to high school seniors and study abroad opportunities for regularly enrolled students.

Annual participation in non-credit continuing education regularly exceeds 20,000 course enrollments. In 2005-06, enrollment exceeded 30,000 for the first time, making the UW Colleges' program the second largest in the UW System, and accounting for 22% of all UW System continuing education non-credit enrollments.

UW Colleges Non-Credit Continuing Education Enrollments

Year	UWC Enrollments	% of Total UWS Continuing Ed. Enrollments
2001-02	25,373	15%
2002-03	21,223	12%
2003-04	21,397	12%
2004-05	22,123	15%
2005-06	34,316	22%

Goal II

Provide academic support services that facilitate academic success

Systemwide Measure:

Progress Toward Retention Targets

The Systemwide Measure of progress toward retention targets applies to UW 4-year institutions. UW Colleges has specific mission related goals for academic success.

Mission Relevant Additional Measures:

The mission and goals of the UW Colleges state that the institution is to “prepare students for success at the baccalaureate level of education” and to “serve the needs of ethnically diverse students, students with disabilities, and returning adult students.” The following measures reflect progress toward these goals.

Retention of New Freshmen to the 2nd Year

Goal: Increase UWC retention to 58% and retention at any UW to 68%

The UW Colleges’ transfer mission dictates that we are not only interested in tracking those students who are retained at the UW Colleges but also those who are enrolled at any other UW institution. Achieving these goals continues to be a top priority for the UW Colleges.

Fall Semester Cohort	Retained to 2 nd Year	
	At UW Colleges	At Any UW Institution
2001	57%	67%
2002	57%	66%
2003	54%	64%
2004	54%	64%
2005	54%	63%

Retention of New Freshmen of Color to the 2nd Year

Goal: Increase UWC retention of new freshmen of color to 58% and retention at any UW to 68%

The UW Colleges is committed to enrolling and retaining students of color. Since fall 1998, our enrollment of new freshmen students of color has increased 94%. Retaining these students continues to be both a challenge and a priority. The UW Colleges is committed to improving the retention rate for all students, including students of color.

Fall Semester Cohort	Retained to 2 nd Year	
	At UW Colleges	At Any UW Institution
2001	63%	68%
2002	52%	61%
2003	51%	58%
2004	53%	60%
2005	51%	55%

Combined 5th Year Graduation and 6th Year Retention Rates for UW Colleges Students Who Transferred to a UW 4-Year Institution

The following table indicates the combined graduation and retention rates for UW Colleges’ students who transferred to other UW institutions. Since retention at the baccalaureates is not in our direct control, we do not have an institutional goal for this measure. We continue, however, to see the success of our students after transfer as an important indicator of our institutional effectiveness. As the table indicates, the longer students remain at the UW Colleges before transfer, the higher their graduation and retention rates at the baccalaureates. In each of the last five

cohorts reported (1996 through 2000), UW Colleges’ transfer students have graduated at the highest rates of any group of transfers, including those from other UWs, Wisconsin Technical Colleges, Wisconsin Private Colleges, and colleges in other states.

Transfer Cohorts	Freshmen	Sophomores	Upperclassmen*
1996	58%	71%	75%
1997	57%	72%	74%
1998	60%	65%	80%
1999	60%	71%	78%
2000	63%	73%	77%

*Note: Upperclassmen refers to students who have 60 or more credits upon transfer.

First-Year Seminar Sections and Enrollment

Goal: Enroll 33% of new freshmen in First-Year Seminars

Providing a quality first-year experience for students is a key component in our continuing effort to improve student success and retention. The first-year seminar continues to be a cornerstone in the UW Colleges’ Engaging Students in the First Year initiative. By increasing the number of sections offered, we have been able to exceed our target enrollment of 33% of new freshmen in each of the past two fall semesters.

Fall	# of Sections	HC Enrollments	% of New Freshmen
2002	38	784	19%
2003	59	1,284	25%
2004	67	1,300	28%
2005	91	1,637	35%
2006	108	1,616	40%

Student Support Services Program

Goal: Provide support services to disadvantaged students

The Student Support Services program is funded through a Federal TRIO grant and is based at the Marathon County, Rock County, and Waukesha campuses, and at the Oxford Prison site. The most recent grant application was approved for the period 2006 through 2012. At \$2.6 million and currently serving 480 students, the UW Colleges TRIO grant is one of the top ten in the country in size and overall operating budget. This grant allows us to continue to offer tutoring and advisory support services to post secondary students who are low-income, first-generation students, or students with disabilities. Support services include tutoring for small groups or individuals, peer mentoring, workshops for students on academic probation, and personalized academic advising.

Breakdown of Qualifying Criteria for Students Served in 2005*

Student was:	Count
First Generation	343
Low Income	315
Disabled (either physical or learning disability)	111

*Students may qualify for service meeting more than one criteria.

The assessed outcomes of participants show that the Student Support Services Program makes a difference. Program participants persist at an average rate of 82% for the academic year with 69% achieving good academic standing at the end of the academic year. Of equal importance, approximately 86% of students complete their first degree credit courses in English and Math with a grade of C or better.

Goal III

Provide a campus environment that fosters learning and personal growth.

Systemwide Measure:

Student Involvement in Planned Out-of-Classroom Activities that Promote Learning and Good Citizenship

Assessment of success in this area is evaluated by comparisons to national benchmarks. The UW Colleges participated in the Community College Survey of Student Engagement (CCSSE) in both 2002 and 2005.

2005 Community College Survey of Student Engagement

	UW Colleges	Large Colleges
Participated in college-sponsored activities (organizations, publications, student government, sports, etc.)	33%*	16%
Did/doing/plan to do internship, field experience, or clinical assignment	41%*	56%
Active participation in a community service project as a class requirement (service learning)	20%	19%

*Significant difference from Large Colleges percentage at the 0.05 level.

The UW Colleges' campuses continue to develop opportunities for internships and field experiences within the constraints of a freshman/sophomore curriculum where nearly 70% of instruction is delivered to students in their first year.

Mission Relevant Additional Measures:

The shared vision statement of the UW Colleges emphasizes the importance of individual development and the role of education in that development.

Foundations of Excellence Student Survey

Goal: Continue to assess and improve in key areas of student engagement

In fulfilling our mission of access to higher education, the UW Colleges prides itself on providing a supportive and engaging campus environment for students. In spring 2005 the UW Colleges was chosen as one of 10 two-year institutions to participate in the Foundations of Excellence in the First College Year initiative. As part of that initiative, a cohort of first-year students participated in a survey measuring satisfaction in areas crucial to success in the first college year. This survey is an integral part of our continuing assessment of student engagement.

Areas of Measurement	Mean Scores	% Rating this as high or very high
Quality of Courses and Instruction	3.94	69%
Supportive Campus Structure and Environment	3.85	66%
Overall Satisfaction	3.75	62%

*Scale is from 1 to 5, with 1 indicating very low satisfaction and 5 indicating very high satisfaction

Engaging Students in the First Year (ESFY)

Goal: Increase campus participation in ESFY activities

The UW Colleges ESFY program continues to grow and evolve as campuses experiment with new models for engaging first-year students. In fall 2006, we offered our first completely online first-year seminar. Campuses offered an expanded number of learning communities targeted to first-year students, linking first-year

seminars with discipline based courses. Other efforts included expanded opportunity for project based learning and service learning.

Survey results of the curricular and co-curricular campus programs demonstrate growth in the number of campuses offering various ESFY programs. Our goal is to extend a diverse range of ESFY activities to students at all of the 13 UW Colleges' campuses.

UW Colleges Offering ESFY Activity

	2004	2005	2006
First-year seminars	12	13	13
Intro. to college programs	13	13	12
Common reading	5	8	10
Academic success skills workshops	11	13	12
Fall campus convocation	7	10	11
Passport model (students attend a variety of co-curricular activities to fulfill a class req.)	9	10	12
Study abroad	6	9	13
New student special events	7	11	13
Career center	11	9	12
Enhanced curricular offerings (learning communities, service learning, project-based learning, etc.)	11	12	13

Multiculturalism in the Curriculum

Goal: Continue to ensure that sufficient course sections of Ethnic Studies courses are available for all students

The UW Colleges seeks to provide a curriculum which fosters multicultural awareness. Students pursuing the Associate of Arts and Science degree are required to take a minimum of three credits in courses with the ethnic studies designation. The table below indicates changes in ethnic studies course offerings and enrollment.

Years	# of Sections	# of Students
2001-02	187	4,633
2002-03	179	4,519
2003-04	238	4,787
2004-05	239	5,518
2005-06	233	5,455

Alcohol and Other Drug Education (AODE)

Goal: Inform students of the risks related to alcohol and other drug use and abuse

In 2005-06, the AODE program was able to secure two small grants to fund online alcohol education and assessment programs. The first, e-Chug, is a confidential and voluntary online alcohol assessment. Any UW Colleges student can access the program through www.uwc.edu/aode. The second, MyStudentBody.com, is an interactive student website addressing alcohol use and associated risks. The site offers a personal alcohol risk assessment in addition to articles, strategies, tools, and peer stories. Both of these sites were well utilized, with over 1,400 UWC students completing the e-Chug assessment, and several hundred using the MyStudentBody.com site.

The AODE program continues to provide prevention and education activities for students, including presentations in first-year seminar classes. These presentations present both the risks associated with certain behaviors as well as factual information about student behavior, including the information that 29% of UW Colleges students do not drink at all. Information was provided to faculty at the annual ESFY conference in spring 2006 with a presentation titled "Quick and Easy Ways to Incorporate Alcohol/Drug Education Into Any Class."

Goal IV

Utilize resources in an efficient and effective manner

Systemwide Measure:

Progress toward reducing credits to degree

The Systemwide Measure of progress toward credits to degree applies to UW 4-year institutions. UW Colleges has specific mission related goals for the efficient and effective use of resources.

Mission Relevant Additional Measures:

Use resources efficiently to fulfill the mission of the UW Colleges at 13 locally owned campuses.

Utilization of Compressed Video and WisLine Web

Goal: Enhance delivery of curriculum to meet student needs in a cost effective manner

Delivering instruction through either compressed video (CV) or WisLine Web (WW) allows instructors to teach courses to students at multiple campuses from a single site. This technology enhances our ability to meet our mission of access by delivering more of our curriculum to campuses that do not have sufficient enrollment or staff to sustain the courses themselves. This technology has also been used to deliver instruction to off-site classes, for example, to high school students taking advanced placement classes in Mathematics and English. In 2005-06, CV and WW courses were delivered to all 13 UWC Campuses and 8 off-campus sites.

Academic Year	Enrollment	# of Courses
2001-02	971	52
2002-03	1,020	52
2003-04	1,198	51
2004-05	1,355	52
2005-06*	1,778	70

*Data are preliminary.

Utilization of Instructional Staff

Goal: Provide 30% of instruction through Instructional Academic Staff

Two key resources used in fulfilling the mission of the UW Colleges are faculty and instructional academic staff (IAS). During the period 1997 through 2001, the UW Colleges experienced rapid enrollment growth. To keep pace with increased demand for classes, more IAS were hired and the share of instruction being done by IAS increased. More recently, as enrollments have stabilized, the Colleges have been able to first slow, then reverse this trend. As we continue in a period of stable enrollments, our goal is to reduce the percentage of overall instruction carried on by IAS to 30% through the careful recruitment and retention of new faculty members.

Year	FTE Enrollment	% Change	Ratio of Instruction Faculty%:IAS%	% Change in Instruction by IAS
2001	8,540	10.9%	61.5%:38.5%	8.5%
2003	8,756	2.5%	60.4%:39.6%	2.9%
2005	8,693	-0.7%	63.4%:36.6%	-7.6%
2006*	8,705	0.1%	63.1%:36.9%	0.1%

*Data are preliminary.

Administrative Efficiency

Goal: Continue to streamline business practices

The UW Colleges continues to utilize new technologies to achieve administrative efficiency. An example of this is the use of

electronic web-accessible training materials to help faculty and staff learn to use the Microsoft Outlook email and calendar system. The development of these tools was motivated in part by the administrative integration of the UW Colleges and UW-Extension. In the winter of 2006, we began to introduce hundreds of UW-Extension employees to Outlook, a system already being used successfully by UW Colleges' faculty, staff, and students across Wisconsin. This would not only be the introduction of a new email package for UWEX employees, it would also mark the first time that all UWEX employees would be using the same email system.

As a means of supplementing face-to-face training, a number of tools were developed, all of them available through a newly created outlook web site (<http://www.uwex.uwc.edu/outlook/>). These tools include a video library demonstrating commonly used tasks in outlook; an online manual (downloadable in pdf format and always available on the web); and a computing tip of the week. These tips are emailed to all UW Colleges and UW-Extension employees and address ways of using technology to work more efficiently. The weekly tips are indexed, then archived on the web for later reference.

Utilization of Technology

Goal: Increase faculty use of the Desire2Learn (D2L) course management system.

In spring 1999, UW Colleges instructors first began using a course management system (CMS) as a means of supplementing traditional face to face instruction. In the fall of 2003, as part of a UW System initiative, the UW Colleges' faculty began to transition to the D2L CMS. This transition was completed in fall 2004, at which time over 200 faculty and instructors were using the system. Increased efforts in training, including an intensive summer 2005 program and periodic training in best practices, have led to a significant increase in the use of D2L in the past three years. Just as the numbers have increased significantly, so has the effective use of more tools. Faculty are finding creative and effective ways to use D2L to enhance teaching and learning.

Use of the Desire2Learn Course Management System

Term	# of Sections	Instructors
Fall 2003	227	96
Fall 2004	597	227
Fall 2005	821	284
Fall 2006	882	329

Facilities Improvement

All UW Colleges building renovations and additions are funded by local cities and counties. Despite tight finances, our local sponsors continue to make campus building additions, renovations, and maintenance a top priority. While we do not have a specific dollar goal for city/county financial support, our six-year facilities plans provide a mutual working agenda for facilities improvement.

City/County Financial Support for UW Colleges Facilities

Year	Operations	Minor Projects	Debt Service	Total
2002	\$729,000	\$1,094,000	\$4,990,000	\$7,814,000
2003	\$976,000	\$1,326,000	\$6,806,000	\$9,109,000
2004	\$1,001,000	\$1,854,000	\$6,738,000	\$9,592,000
2005	\$1,104,116	\$2,272,630	\$5,721,721	\$9,098,467
2006	\$960,039	\$1,480,039	\$6,560,682	\$9,000,760

Achieving Excellence at UW-Extension

This edition of Achieving Excellence at UW-Extension, and is part of an overall effort by the UW System to express our commitment to self-assessment. UW-Extension's mission is to assure that "all Wisconsin people can access university resources and engage in lifelong learning, wherever they live and work." This report contains goal statements reflective of UW-Extension's specific institutional mission and values, and measures that demonstrate how UW-Extension supports the achievement of systemwide goals.

Goal I

Provide access to higher education for the citizens of Wisconsin

Relationship to Mission:

These measures demonstrate how UW-Extension serves millions of Wisconsin people as "the doorway to their public university" and provides our citizens with non-traditional access to lifelong learning opportunities, research, information, and all UW resources.

Measures of General Public Access to University of Wisconsin Faculty and Staff Expertise and Resources

	2003-04	2004-05	2005-06 Goals 2005-06 Results	2006-07 Goals
Teaching Contacts with Coop. Ext.'s campus and county Faculty and Staff (excluding 4-H) (a)	736,800	873,505	863,000 827,439	800,000
Via InfoSource				
Website Visits	51,689*	78,724	80,000 97,391	100,000
4-H Youth Development Participants (b)	244,690	249,323	250,000 263,829	260,000
Counseling Hours Provided by Bus. & Mfg. Ext. to WI Entrepreneurs	22,331	18,910	19,000 18,192	18,500
Visits to Major UW-Extension websites	9,911,000	17,054,310	17,000,000 24,045,232	25,000,000
Conference Ctrs.			84,600	87,000
# participants	85,508	84,600	80,297	
# of events	2,342	2,400	2,400 2,138	2,500

*Change due to new website address and transition to a more cost-effective statewide phone number.

(a) The Teaching Contacts are made by Cooperative Extension faculty and staff in the programming areas of Agricultural and Natural Resources Extension; Community, Natural Resource and Economic Development; Family Living Programs and the Wisconsin Geological and Natural History Survey.

(b) 4-H Youth Development participants include both year-long enrolled 4-H club members, and short-term youth program participants. In addition, 20,077 enrolled adult volunteers provide leadership to youth club members. Cooperative Extension also reaches the public through publications, exhibits, mass media, satellite video and audio conference, phone contacts, correspondence, and computer networks.

Measures of Access to Public Television and Public Radio and Use of Communications Technologies

	2003-04	2004-05	2005-06 Goals 2005-06 Results	2006-07 Goals
Viewership – Public TV (per week)	574,000	574,000	585,400 538,000	549,000
Listenership – Public Radio (per week)	413,100	411,600	424,000 383,400	430,000
Teleconferencing Hours	159,298	170,781	173,000 175,029	176,000
Telecourse Enrollments	3,711	3,092	1,605 1,345*	1,000

*Lower 2005-06 results due to a course enrollment cap on credit outreach funding for a Food Science course resulting in cancellation of a summer course offering, and a Landscape Architecture course now being offered only online instead of via television as well.

Wisconsin Public TV ranks among the nation's top 25 of public TV stations in terms of the percentage of its monthly potential audience reached. Wisconsin Public Radio has the 4th largest audience of all public radio stations.

Telecourse goals are based on their anticipated ability to fully recover their costs.

Measures of Access to UW Courses and Programs Provided by UW-Extension in Collaboration with UW Institutions

Continuing Education and Business & Manufacturing Enrollments	2003-04	2004-05	2005-06 Goals 2005-06 Results	2006-07 Goals
Non-credit	177,871	158,867	160,000 219,049	210,000
Undergrad. Credit	26,963	33,940	36,000 35,355	32,000
Graduate Credit	10,529	10,591	10,600 10,379	10,000
Total	215,363	203,398	206,600 244,635	242,000

Enrollment in continuing education offerings are sensitive to current economic conditions, particularly as they relate to travel and other support for attendance.

Goal II

Provide academic support services that facilitate academic success

Relationship to Mission:

These measures demonstrate how UW-Extension supports the UW System's mission by "integrating a scholarly approach to outreach across many academic disciplines, and addressing the specific educational needs of under-served, disadvantaged, and non-traditional students."

Measures of Access to Admissions and Academic Counseling to Prospective Students for all UW System Institutions

	2003-04	2004-05	05-06 Goals 05-06 Results	06-07 Goals
Telephone Contacts	20,986	20,852	21,000 20,820	21,000
E-mail Contacts	5,540	5,711	6,000 8,375	9,000
HELP's Outreach Event Participants	5,475	5,487*	4,000 4,985	5,000
UWS Electronic Applications for Admission	104,738	116,330	120,000 127,767	135,000

*The decrease in 2005-06 goals for HELP event participants is due to discontinued participation in Wisconsin Educational Fairs.

UW-Extension's Higher Education Location Program (HELP) is an entry point for prospective students with an interest in attending a UW institution. By providing assistance to prospective students across the UW System institutions, the HELP program plays an important role in guiding students toward the successful achievement of their academic goals. The increased use of online technology is an indicator of the important role that technology-based services play in providing academic support services.

Measures of Student Support Services for Online Learners

	2003-04	2004-05	2005-06 Goal 2005-06 Result	2006-07 Goal
Student Contacts Supported by the Learner Relationship Management System (LRMS)	32,625*	29,344*	30,000 34,526	35,000

*These are corrected figures for student contacts for the past three years.

UW Learning Innovations' Learner Relationship Management System (LRMS) is a major component in UW Systems' efforts to provide the full range of support services needed by learners in online courses and programs.

Measures of the Numbers of Flexible Access Courses and Programs Available

	2003-04	2004-05	2005-06 Goals 2005-06 Results	2006-07 Goals
Number of Online Courses	244	261	270 269	296
Number of Online Programs (degree and/or certificate)	16	18	16 17	21
Online Enrollments	4,359	3,514*	3,300 3,339	3,506
Independent Learning Enrollments **	3,247	2,882	2,800 2,339	2,300

*The 2004-05 results for online programs and enrollments reflect the transfer of support for the UW Colleges associate degree program back to the institution. UW-Extension continues to support collaborative program students enrolled in UW Colleges online courses.

**Independent Learning (IL) enrollments adjusted for student withdrawals during the same period. IL has experienced a relatively steady decline in enrollments for the past 10 years since its peak in 1995. A strategic planning process has been completed and several recommendations designed to increase enrollments and revitalize the program will begin to be implemented during FY 2006-07.

Offering flexible access to courses and programs facilitates academic success by providing students with the opportunity to continue to take courses and pursue degrees when personal and other circumstances might otherwise prevent them from doing so in a timely manner. UW-Extension, in partnership with the UW System institutions, provides the flexible options that today's learners need.

Goal III

Provide an environment that fosters learning and personal growth

Relationship to Mission:

These measures demonstrate how UW-Extension provides strong and high-quality leadership and expertise to serve our “statewide public service mission.”

Ensure that UW-Extension Programs and Services are of the Highest Quality as Measured by Program Reviews, Audits, and Evaluations

		2003-04	2004-05	2005-06 Goals 2005-06 Results	2006-07 Goals
Program Review		21	21	19 20	21
Audit	Internal	10	12	11 1*	4*
	External	3	3	5 8*	6*
Evaluation		7	16	20 7	13

*Auditor position was vacant for 9 months during 2005-06 and 2006-07.

Program Reviews, Audits, and Evaluations are an important part of ongoing efforts to assure that UW-Extension is providing high-quality educational programs and services.

Increase Program Impact Assessment Capacity on an Institution-wide Basis

		2003-04	2004-05	2005-06 Goals 2005-06 Results	2006-07 Goals
Assessments Reported in the Cooperative Extension Reports System (team reports)		38	45	45 46	40
Program Assessments in UW-Extension Program Impacts System (program reports)		50	80	80 90	80
Faculty and Staff Involvement in Professional Development		451	421	425 300	250

UW-Extension continues to emphasize program and service evaluation and impact assessment. Within and across divisions, evaluation specialists and others provide face-to-face training and online resources to increase the capacity of faculty and staff to conduct high-quality program evaluation and assessment.

Measures of the Integration of the University’s Work of Teaching, Research, and Scholarship

Activity	2003-04	2004-05	2005-06 Goal 2005-06 Results	2006-07 Goal
Faculty attendees at workshops on Promotion and Tenure	103	103	100 101	90

Annual workshops are held to facilitate the application of the definition of “Scholarship of Outreach” in decisions related to tenure and promotion. Since 2002-03, workshop participants have included probationary faculty.

Activity	2003-04	2004-05	2005-06 Goals 2005-06 Results	2006-07 Goal
Number of registrants at the Outreach Scholarship Conference	379	375	400 404	450

UW-Extension has provided leadership in redefining the “Scholarship of Outreach” by co-sponsoring an annual Outreach Scholarship conference, with Penn State, Ohio State, and the University of Georgia.

UW-Extension is also expanding its role in integrating the University’s work (a guiding principle of engagement set forth by the Kellogg Commission) by defining a national scholarship of outreach agenda through work within the University Continuing Education Association and the National Association of State Universities and Land-Grant Colleges.

Goal IV

Utilize resources in an efficient and effective manner

Relationship to Mission:

These measures demonstrate how UW-Extension provides the public with a strong return on its investment by establishing “mutually beneficial connections with all of its stakeholders” and providing “greater access to educational, cultural, and civic resources through the use of technologies.”

Measures of the Effective Use of Technology to Enhance Institutional and UW Systemwide Efficiency and Effectiveness

Technology	2003-04	2004-05	2005-06 Goals 2005-06 Results	2006-07 Goals
Digital Broadcasting*	6 DTV Signals	6 DTV Signals	6 DTV Signals 6 DTV Signals	6 DTV Signals
Business AnswerLine	3,198	3,638	5,000 3,594	5,000
OnLine Counseling (web-based application and WisLine Web counseling)**	5,513	4,527	5,500 4,506	6,000

*Broadcast High Definition 24 hours a day, seven-days a week.

**Figure includes AnswerLine calls and On-line documents

UW-Extension uses and provides access to technologies that remove barriers of time and place for citizens who desire access to University of Wisconsin programs and services. UW-Extension provides a level of technology access that could not be achieved by individual institutions and, thereby, encourages inter-institutional collaboration to meet educational needs.

Measures of Expanding the Resource Base through Partnerships and Alliances

Expenditures by Source of Fund	2002-03	2003-04	2004-05	2005-06
State GPR	\$65.0M	\$64.7M	\$66.2M	\$67.1M
County Contribution	\$20.3M	\$19.9M	\$20.4M	\$19.8M
Federal Funds	\$20.7M	\$22.5M	\$22.7M	\$25.4M
Gifts, Grants & Contracts	\$12.8M	\$13.0M	\$12.9M	\$13.7M
Program Revenue	\$66.5M	\$65.8M	\$79.3M	\$78.8M
Total	\$185.3M	\$185.9M	\$201.5M	\$204.8M

UW-Extension is placing increased emphasis on building and expanding resource partnerships with a variety of institutions and agencies. The figures above provide a measure of how UW-Extension leverages GPR funds for additional Federal Funds; County Contributions; Gifts, Grants, and Contracts; and Program Revenue. For each \$1 of State GPR, UW-Extension secures over \$2 in additional funds to support its programs and services.

Measures of the Efficient and Effective Use of Resources by Coordinating Consortia and Partnerships Focused on Meeting the Educational and Informational Needs of Wisconsin Citizens

UW-Extension helps meet the educational needs of Wisconsin citizens by bringing together multiple partners with unique resources to provide needed programs and services. UW-Extension plays an active ongoing role in coordinating the following partnerships and collaborations.

Project	2003-04	2004-05	2005-06 Goals 2005-06 Results	2006-07 Goals
Cooperative Extension Teams (a)	35 partners	45 partners	45 46	40
Wisconsin Nutrition Education Program (b)	966 agencies	896 agencies	896 883	850
Hmong and Native American Tasks Forces and Latino Workgroup (c)	3 partners	4 partners	4 6 partners	6 partners
Diversity Program Development Initiative-DPDI (d)	6 partners	13 partners	10 partners 13	10 partners
Portalwisconsin.org (e)				
Site visits	389,470	532,492	560,000 515,107	540,000
Visitors	163,961	247,919	260,000 162,044	170,000
IDEAS web site (f)				
Site visits	441,817	409,439	417,682 452,705 233,780	466,286
Visitors	235,973	229,197	122,587	126,264
Online Collaborative Programs (g)	4	4	5 5	5
Quality Educator Interactive (QEI)	--	--	--	2500 members
Wisconsin Entrepreneurs' Network (h)	--	--	50 75	100

(a) Cooperative Extension Teams in Ag, Family Living, 4-H, and Community Development connect campus and county educators with outside partners to focus on program area needs.

(b) Funding guidelines narrowed possible partnerships for Wisconsin Nutrition Education Program (WNEP), which provides culturally-appropriate nutrition education in English, Spanish, and Hmong.

(c) Task forces and work groups advise UWEX's educators in the development of meaningful and effective programs that address the educational needs of Wisconsin's Native Americans, Hmong, and Latino populations.

(d) DPDI is Outreach and E-Learning's competitive grants program that supports pilot projects that further the goals of Plan 2008 in partnership with Continuing Education units at the UW campuses and School for Workers.

(e) The Cultural Coalition (WI Arts Board, WI Historical Society, WI Academy of Arts & Science, WI Humanities Council, WPT, WPR, and UWEX) manage portalwisconsin.org, a web site to support the State's culture, arts, humanities, and history.

(f) The IDEAS web site partnered with Wisconsin Public K-12 School Districts, WI Arts Board/Wisconsin Folks, WEAC, WPT, WI ECB Board, WI Assoc. for Environmental Education, UWEX, and UW System to provide WI educators access to web-based resources for curricula, content, lesson plans, professional development, and other selected resources.

(g) UW-Learning Innovations facilitates online collaborative programs with our UW degree-granting partner institutions.

(h) Wisconsin Entrepreneurs' Network (WEN) partners are organizations committed to serving entrepreneurs; new initiative in 2005.