

Achieving Excellence

Accountability Report 2007-2008
University of Wisconsin System



ACHIEVING EXCELLENCE

The University of Wisconsin System Accountability Report

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Status of UW Accountability Goals, 2007-08

Goal and Associated Indicators	Target/Benchmark	Status	Achieved Target	Pg.
Goal I: Ensure widespread access to UW institutions and increase the pool of eligible traditional and non-traditional applicants.				
Access to the UW System for Graduates of Wisconsin High Schools	Target: Serve at least 32% of Wisconsin high school graduates. Reduce the gap in access rates between white students and students of color. Increase access for students from lower income families.	In fall 2006, the UW System access rate was 33%, an increase of 8 percentage points since fall 1976. Although the number of students of color has increased over the past five years, the gap in access rates between white students and students of color persists. The percentage of undergraduates receiving Pell Grants is unchanged from the previous year and is below the national average.	√/-	5
Access to the UW System for Non-Traditional Students	Target: Increase the number of non-traditional-aged students.	Although fall enrollment of non-traditional-aged students increased from the previous year, the enrollment of non-traditional students remains lower than it was ten years ago.	√/-	6
Access to the UW System through Precollege Programs	Target: Increase the number of students served by multicultural and disadvantaged precollege programs.	Annual enrollments in UW System multicultural and disadvantaged precollege programs decreased from 16,431 in 2005-06 to 12,527 in 2006-07.	-	7
Access to the UW System through Distance Education and Continuing Education Courses	Target: Continue the development of distance education courses in order to address the needs of Wisconsin residents.	Both distance education courses and enrollments increased over the past year. Since 2001-02, both distance education enrollments and course offerings have more than doubled.	√	7
Goal II: Increase the levels at which students persist in higher education and complete degrees.				
Retention of New Freshmen from the First to Second Year	Target: Increase the proportion of new freshmen retained at the same UW institution for the second year to 82%. Also, reduce the gap in retention rates between white students and students of color.	New freshmen entering in fall 2006 returned for the second year to the same UW institution at a rate of 79.2%, short of the retention goal. Of new freshmen of color, 74.1% returned for the second year to the same UW institution. The gap in retention rates between white students and students of color persists, but was reduced from the previous year.	√/-	9
Six-Year Graduation Rates	Target: Increase to 64% the six-year graduation rate for new freshmen who graduate at any UW institution. Also, reduce the gap in graduation rates between white students and students of color.	The UW System has exceeded its long-term goal for six-year graduation rates. Of new freshmen entering a UW institution in fall 2001, 64.8% graduated within six years. Of new freshmen of color, 44.3% graduated at a UW within six years of matriculation. The gap in graduation rates between white students and students of color persists, but was reduced slightly from the previous year.	√/-	10

Key to symbols: "√" indicates target achieved; "√/-" indicates mixed performance; "-" indicates target not achieved.

Goal and Associated Indicators	Target/Benchmark	Status	Achieved Target	Pg.
Academic Support Programs and Other Out-of-Classroom Retention-Related Activities	Benchmark: Utilize national survey benchmarks to evaluate academic support and advising.	Based on responses to the 2007 Alumni Outcomes Survey, UW alumni were more satisfied with the academic support services they received than graduates of other universities, but they rated their satisfaction with academic advising lower than the national average.	√/-	11
Goal III: Improve learning competencies and provide learning experiences that foster the development of critical thinking skills.				
Fostering Critical Thinking Skills	Benchmark: Utilize national survey benchmarks to assess critical thinking.	UW alumni rated their education at or above the national average in its impact on their ability to develop original ideas, think objectively, and solve problems.	√	13
Assessing Learning Competencies and Outcomes	Benchmark: Utilize national and state benchmarks to rate performance on professional examinations.	UW System students performed above state and national averages on CPA, GRE, Nursing Licensure, and MCAT examinations.	√	13
Goal IV: Provide a learning environment that fosters the ability to function in a dynamic world community.				
Exploration of World Cultures	Target: Increase the proportion of bachelor's degree recipients who have studied abroad.	The percent of bachelor's degree recipients who studied abroad has grown steadily each year, reaching 13% in 2006-07.	√	15
Preparation for a Diverse World	Benchmark: Utilize national survey benchmarks to evaluate performance.	Most UW alumni believe their undergraduate experience had a positive impact on their understanding and appreciation of cultural and ethnic differences, their ability to get along with people with different attitudes and opinions, and their ability to get along with people of different racial and ethnic backgrounds. In this regard, UW alumni do not differ from alumni nationwide.	√	15
Goal V: Enhance the learning environment by providing opportunities for guided research, mentorship, and access to student services and resources that foster learning and citizenship.				
Planned Learning Experiences Outside of the Classroom	Benchmark: Utilize national survey benchmarks to evaluate performance on learning outside of the classroom.	UW alumni reported significantly higher levels of satisfaction with the out-of-classroom activities and cultural events than did alumni nationwide.	√	17
Faculty Mentorship, Counseling Services, and other Out-of-Classroom Contacts that Support Learning	Benchmark: Utilize national survey benchmarks to evaluate out-of-classroom contacts.	UW alumni rated their institutions at or above the national average with regard to counseling services and opportunities for student/faculty interaction. They were less likely than their national counterparts to agree that most faculty were readily available outside of class time.	√/-	17

Key to symbols: "√" indicates target achieved; "√/-" indicates mixed performance; "-" indicates target not achieved.

Goal and Associated Indicators	Target/Benchmark	Status	Achieved Target	Pg.
Participation in Activities that Promote Good Citizenship	Benchmark: Utilize national survey benchmarks to evaluate community service and civic participation.	UW alumni responded at or above the national average regarding the impact of their education on the promotion of good citizenship, leadership skills, and understanding of international issues.	√	18
Use of Technology in the Curriculum	Benchmark: Utilize national survey benchmarks to evaluate use of instructional technology.	Based on responses to the 2006 National Survey of Student Engagement (NSSE), UW seniors were more likely than seniors nationwide to communicate with an instructor via email, and equally likely to say their undergraduate experience contributed to their knowledge of information technology. UW seniors were less likely to report use of electronic media to discuss or complete assignments.	√/-	19
Goal VI: Efficient and effective stewardship of resources.				
Classrooms and Other Campus Facilities	Target: Decrease the gap between actual and needed classroom technology levels. Reduce the backlog of maintenance. Lower energy usage in campus facilities.	The gap between actual and needed classroom technology levels has been reduced, but needs still exceed current levels. Funding for maintenance has met approximately half of the need since 2001. Energy consumption is 3% lower than in the baseline fiscal year of 2005.	√/-	20
Human Resources	Target: Allocate at least 1% of UW System payroll to professional development.	The UW System has consistently spent at least 1% of its payroll on professional development activities for faculty and staff over the past decade. Expenditures in 2006-07 were 1.5%.	√	21
Utilization of Technology Resources	Benchmark: Utilize national survey benchmarks to evaluate availability of technology resources.	UW alumni were more likely to agree that their institution had extensive computer systems, services, equipment, and labs than were alumni nationally.	√	22
Allocation of Resources	Target: Increase the number of and growth of collaborative efforts, and maintain low administrative costs compared to peer systems.	New degree completion programs were initiated in collaboration with institutions in the Wisconsin Technical College System (WTCS). Administrative (institutional support) costs continued to comprise a smaller proportion of expenditures (5%) in the UW System than in peer systems (9%).	√	22
Average Number of Credits Taken by Bachelor's Degree Recipients	Target: Continue to decrease the average number of credits-to-degree.	UW System graduates in 2006-07 took an average of 134 credits by the time they graduated, the same as the average credits taken by graduates in the previous year.	√	25

Key to symbols: "√" indicates target achieved; "√/-" indicates mixed performance; "-" indicates target not achieved.

Achieving Excellence

The University of Wisconsin System Accountability Report

Introduction

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

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

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

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

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

Section I: Context and Capacity

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

Section II: Goals and Indicators

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

Section III

Compendium of Other UW System Reports

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

Appendix

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

Technical Notes

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

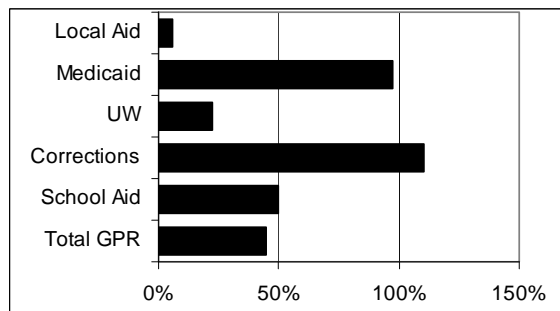
SECTION I: Context and Capacity

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

Financial Resources

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

**Change in State GPR Appropriations
Not Adjusted for Inflation
FY97 to FY07**

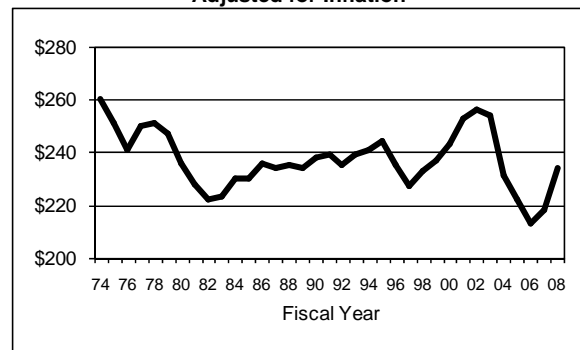


- ❖ Over the last decade, State appropriations of general purpose revenue (GPR) to the UW System increased more slowly than other State priorities, except local aids.
- ❖ GPR appropriations to the UW System increased by 22 percent between fiscal year (FY) 1997 and FY 2007. However, when adjusted for inflation by the Consumer Price Index, GPR decreased 4 percent over the same time period.

State funding has also been more volatile in recent years.

- ❖ When adjusted for inflation, State GPR appropriations declined substantially from 1974 through the early 1980s, but then steadily increased for the next dozen years.
- ❖ In the mid 1990s, State funding declined sharply, followed by State reinvestment in higher education during the 1997-99 and 1999-01 biennia.
- ❖ From 2001-02 to 2005-06, GPR funding plummeted, falling to the lowest level since merger in the early 1970s. During the 2003-05 biennium, the UW System received the largest GPR funding reduction, \$250 million biennially, in its history.
- ❖ Despite targeted GPR reductions of approximately \$90 million in the 2005-07 biennial budget, the UW System saw a net increase of approximately \$12 million in GPR during the 2006-07 fiscal year.
- ❖ The 2007-09 biennial budget provided for \$183.7 million in new GPR funding for recruitment and retention of faculty/staff, the UW Growth Agenda, cost to continue, and other Governor/Legislative initiatives. With a lapse of \$25 million, the net GPR increase was \$158.7 million.

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



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

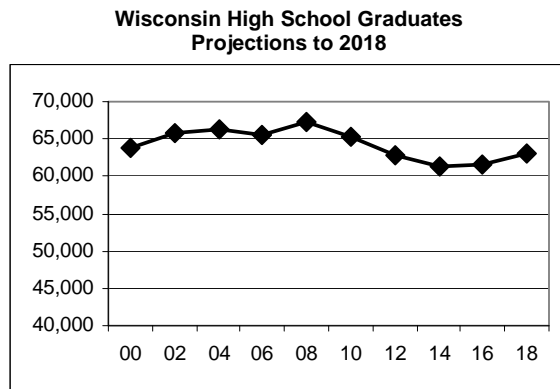
Between FY 1974 and FY 2008:

- ❖ GPR appropriations declined from 52 percent to 25 percent of the total UW budget.
- ❖ Tuition/fees rose from 13 percent to 21 percent of the total UW budget.
- ❖ Funding from other sources rose from 35 percent to 54 percent of the total UW budget.

Student Demographics

Demographics of the Wisconsin population are changing.

- ❖ The number of high school graduates is projected to drop slightly after 2008 before increasing again through 2018.

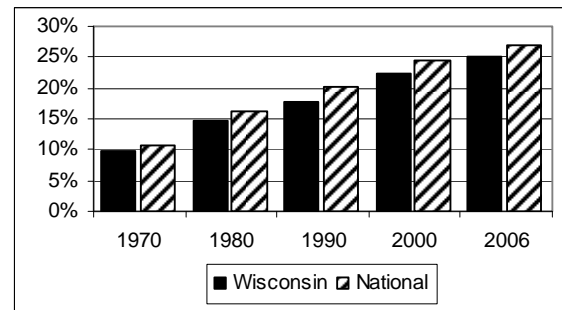


- ❖ Wisconsin residents ages 18 to 24 are projected to decline after 2010. The traditional college age group (18-24) will make up a smaller proportion of Wisconsin's total population by 2020, as the population ages and the number of individuals age 65 and older increases.
- ❖ Though Wisconsin's overall population growth is projected to be modest relative to other states, racial and ethnic diversity will increase because of faster rates of growth among non-white populations than among whites. The proportion of public high school graduates who are students of color is projected to increase from 15 percent in 2006 to 22 percent in 2018.

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

- ❖ In 2006, approximately 27 percent of the national population age 25 and older had at least a bachelor's degree.
- ❖ Despite above average college-going rates and college graduation rates in the UW System, only 25 percent of Wisconsin residents had at least a bachelor's degree in 2006.
- ❖ Wisconsin has made steady gains over the last three decades in the proportion of residents with a bachelor's degree, but still lags the national average by approximately 2 percentage points.

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



- ❖ More than 80 percent of Wisconsin residents remain in Wisconsin after getting a UW bachelor's degree. However, the number of UW graduates who leave the state is not offset by in-migration of college graduates from other states.

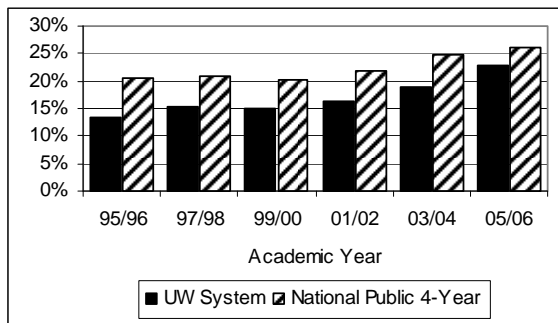
Affordability

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

- ❖ The average cost of attending a UW System institution is \$11,504 for Wisconsin resident undergraduates in 2007-08. This cost of tuition, fees, room, and board is an increase of \$594 from 2006-07.

- ❖ In 2005-06, the most recent year for which national comparison data are available, the UW System remained affordable compared to private and public four-year institutions nationally. In that year, the average cost of attendance for a resident undergraduate in the UW System was \$10,200, 16 percent less than the national average cost of attendance at public four-year institutions (\$12,108).
- ❖ One measure of the cost of higher education is college expenses relative to median household income. Nationally, the average cost of attendance at public four-year institutions consumed 26 percent of household income in 2005-06, up 4 percentage points over the previous five years.
- ❖ In contrast, the average UW System cost of attendance consumed 23 percent of a typical Wisconsin household's income in 2005-06, up 7 percentage points over the same five year period.

**Cost of Attendance
as a Percentage of Median Household Income**



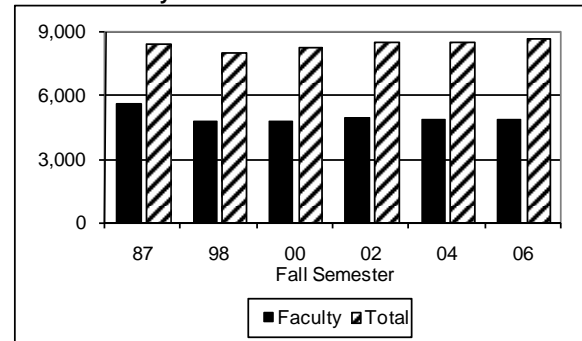
- ❖ Wisconsin ranked 10th among states in affordability at public four-year colleges and 8th in affordability at community colleges in 2005-06, according to the National Center for Public Policy and Higher Education.
- ❖ The UW System is committed to continuing to provide a quality, affordable education to the citizens of Wisconsin. However, continued State support, proportional to student enrollment demand, is essential to achieve this commitment.

Instructional Resources

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

- ❖ In 2006-07, there were 8,656 state-funded instructional full-time equivalent (FTE) staff, 209 FTE more than in 1987-88. However, tenure and tenure-track faculty declined over 820 FTE during the same period. Most of the decline resulted from the elimination of faculty positions in the 1995-97 biennium.

Faculty FTE and Total Instructional Staff



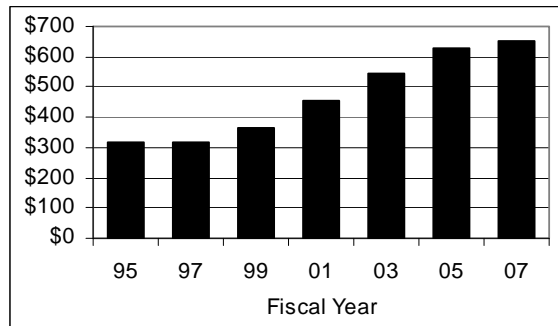
- ❖ Following the elimination of faculty positions, an increase in instructional academic staff allowed the ratio of student FTE enrollment to total instructional FTE staff to remain relatively constant, currently 16:1.
- ❖ In recent years, total state-funded instructional staff has remained relatively stable, reflecting an effort to protect faculty and staff positions devoted to classroom instruction.
- ❖ Systemwide, tenured/tenure-track faculty members teach 57 percent of student credit hours, instructional academic staff teach 36 percent of student credit hours, and teaching assistants teach the remaining 7 percent of student credit hours. See Appendix, Table 1 for additional details on instructional workload.

Research Funding

The UW System attracts significant extramural research funding.

- ❖ From fiscal years 1995 to 2007, Federal and privately funded research increased by 105 percent from \$317 million to \$649 million. During this period, approximately \$6.1 billion was generated from extramural sources supporting research throughout the UW System.

UW System Extramural Research Expenditures (\$millions)



- ❖ In FY 2007, 4,387 research staff, not including graduate assistants, were funded through extramural research support, with an economic impact of more than one billion dollars on the Wisconsin economy.

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

Economic Impact

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

- ❖ The UW System's 2006-07 budget of \$4.3 billion generates a \$10 billion annual contribution to the Wisconsin economy.
- ❖ This is a return of almost ten times the State's one billion dollar investment in UW institutions.
- ❖ UW System operations provide over 150,000 Wisconsin jobs in communities large and small throughout the state.
- ❖ The UW System's most important impact is through its more than 30,000 skilled graduates annually.
- ❖ College graduates, on average, earn 63 percent more than those who only receive high school diplomas.
- ❖ Due to the higher salaries earned by college graduates, each UW graduating class contributes over \$450 million to the Wisconsin economy.
- ❖ Each UW graduating class contributes approximately \$29 million more in state income taxes each year than would be paid on the earnings of high school graduates.

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

SECTION II: Goals and Indicators

Goal I

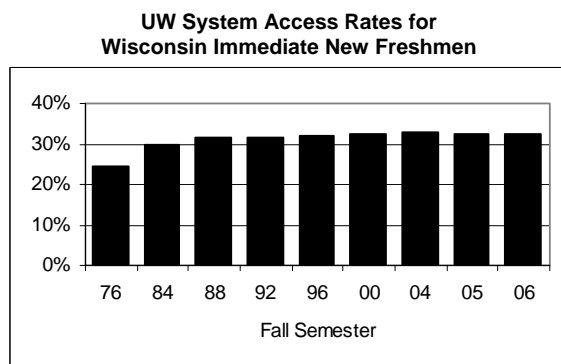
Ensure widespread access to UW institutions and increase the pool of eligible traditional and non-traditional applicants

Access to the UW System for Graduates of Wisconsin High Schools

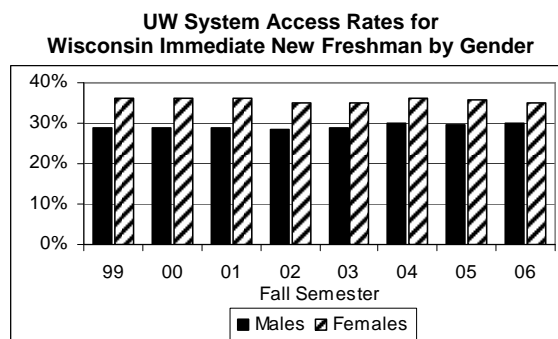
How well does the UW System serve high school graduates immediately after high school?

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

The fall 2006 UW System access rate, combined for both Wisconsin public and private high school graduates, was 33 percent. This access rate has increased 8 percentage points since fall 1976, when the rate was 25 percent. The most recent national access rate for state residents enrolling as immediate new freshmen at in-state public four-year universities is 22 percent. The UW System provides access to the vast majority of applicants seeking admission. In 2006, 95 percent of Wisconsin new freshman applicants were admitted to at least one of the UW institutions to which they applied.

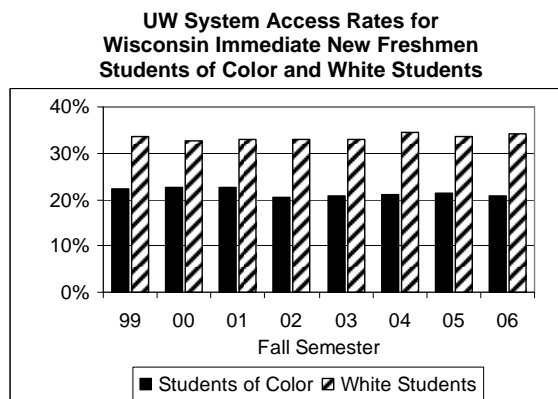


The access rate for female Wisconsin high school graduates in fall 2006 was 35 percent, compared with 30 percent for male Wisconsin high school graduates (see Appendix, Table 2). The difference is a primarily a result of lower application rates from male high school graduates. Male and female applicants are admitted to UW institutions at similar rates.



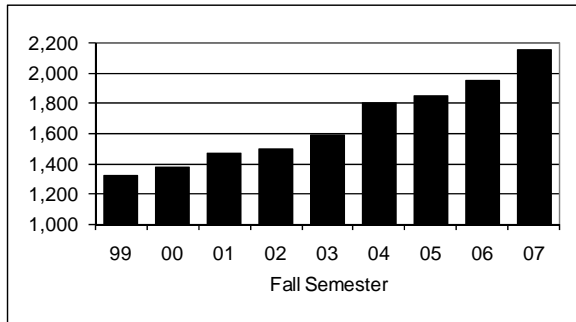
How well does the UW System serve students of color?

The UW System access rate for students of color (available only for public high school graduates; see Technical Notes) was 21 percent in fall 2006. Between 1999 and 2006, the UW System access rate for students of color has ranged from a high of 23 percent to a low of 20 percent. By comparison, the fall 2006 access rate for white students was 34 percent (see Appendix, Table 3). The UW System's goal is to reduce the gap in access rates between white students and students of color.



The UW System continues to serve increasing numbers of students of color (see Technical Notes for definition). Enrollments of immediate new freshmen of color grew by 48 percent between 1999 and 2006. During this same time period, the number of public high school graduates of color grew by 59 percent. In 2007, 2,157 students of color enrolled in the UW System.

UW System Enrollments of Wisconsin Immediate New Freshmen Students of Color



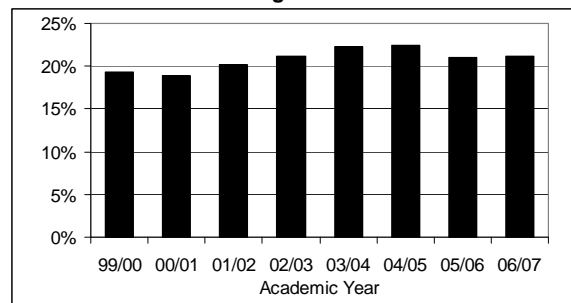
How well does the UW System serve students from lower income families?

The UW System seeks to provide access to all qualified students, regardless of financial means. The UW System's goal is to increase access for students from lower income families.

One measure of how well the UW System serves low income students is the percentage of undergraduates who receive a Pell Grant. Since the Pell Grant is provided to financially needy students using federal guidelines, it can be used for national comparisons of low income access.

In 2006-07, approximately 21 percent of UW resident undergraduates received a Pell Grant, the same as in the previous year and an increase from the 19 percent receiving a Pell Grant in 1999-00. This percentage is below the most recent national percentage of undergraduate Pell Grant recipients at four-year public institutions, 28 percent.

UW System Resident Undergraduates Receiving Pell Grants

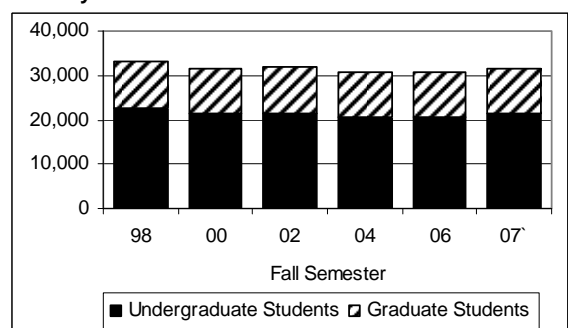


Access to the UW System for Non-Traditional Students

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

In order to support the State's transition to a "knowledge economy" of higher-skill and higher-income jobs, a goal of the UW System is to attract additional adult, non-traditional students without reducing access for traditional populations. From 1998 to 2007, UW institutions maintained access for traditional-aged Wisconsin students while enrollments of non-traditional-aged students declined from 33,143 in 1998 to 31,655 in 2007. However, non-traditional enrollments in 2007 represented a 3.4 percent increase from 30,610 in 2006 (see Appendix, Table 4). Current efforts to increase access for non-traditional-aged students include providing services and courses designed specifically for working adults and increasing bachelor's degree completion options for adults with previous higher education experience. The UW System's goal is to increase the number of non-traditional students.

UW System Enrollments of Non-Traditional Students



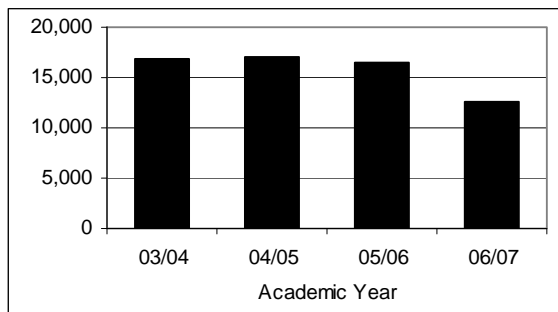
Access to the UW System Through Precollege Programs

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

UW System multicultural and disadvantaged (M/D) precollege programs work to ensure that students of color and economically disadvantaged students graduate from high school and are admissible to UW institutions. UW institutions provide many precollege programs that address these issues in a variety of ways. The UW System's goal is to continue increasing the number of students served by M/D precollege programs.

Participation in UW System M/D precollege programs decreased from 16,431 enrollments in 2005-06 to 12,527 in 2006-07, primarily due to a decline in federal GEAR UP funding and a decrease in the number of precollege scholarships from the Wisconsin Department of Public Instruction (DPI). In 2006-07, 80 percent of students participating in UW System M/D precollege programs were students of color, and over half (57%) were female.

**UW System M/D Precollege Enrollments
Unduplicated Annual Headcount**



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

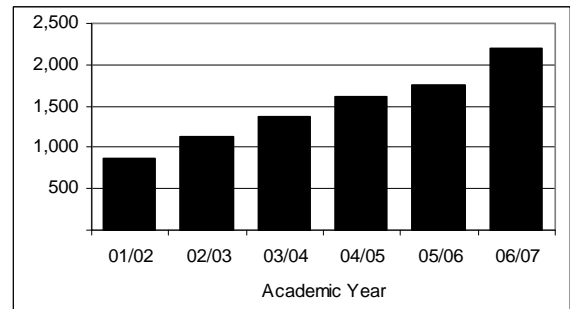
To what extent do distance education and continuing education courses facilitate access to UW institutions?

Distance education courses provide access to UW institutions for individuals who cannot attend a campus-based program. The UW System's goal is to continue the development of distance education courses in order to address the needs of Wisconsin residents.

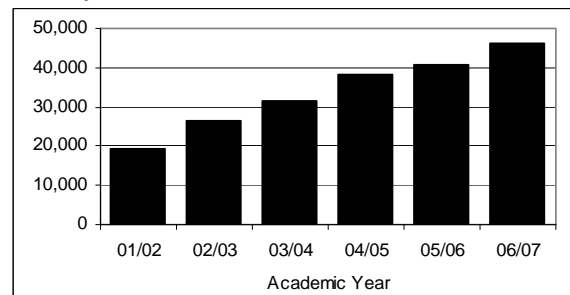
In order to provide access to as many constituents as possible, UW institutions are increasing the number of distance education opportunities. Over the past six years, both distance education course offerings and enrollments in distance education courses have more than doubled (see Appendix, Table 5 and Table 6).

In 2006-07, distance education course offerings increased by 436, an increase of 25 percent from the prior year. Similarly, distance education course enrollments increased by 5,728, or 14 percent, during the same period.

UW System Distance Education Course Offerings



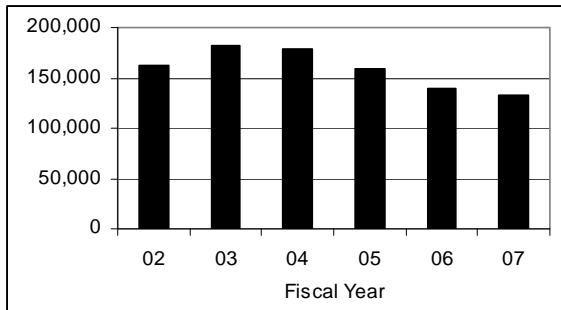
UW System Distance Education Course Enrollments



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

Continuing education enrollments for fiscal year 2007 were 133,196, a decline of 5,638 from fiscal year 2006. The decline reflects changes in market demand for existing non-credit course offerings and decreased availability of state and federal grants to support the costs of providing the courses.

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



Goal II

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

Retention of New Freshmen from the First to Second Year

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

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

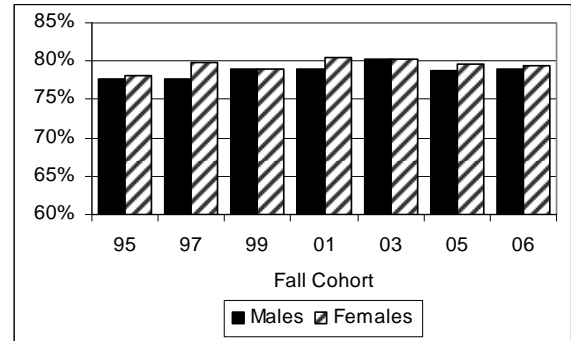
Of new freshmen entering full-time in fall 2006, 79.2 percent returned to the same institution for the second year (see Appendix, Table 7). This rate is lower than the goal of 82.2 percent, but is above the most recent national average of 77.5 percent. An additional 5.5 percent of fall 2006 full-time new freshmen continued in the UW System at a different institution from the one at which they started.

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

Fall New Freshmen	2 nd Year Retention Rates	
	Actual	Target
1995	77.9%	n/a
1996	78.6%	n/a
1997	78.8%	n/a
1998	78.8%	n/a
1999	79.0%	78.4%
2000	79.1%	78.9%
2001	79.7%	79.5%
2002	80.7%	80.3%
2003	80.2%	81.1%
2004	80.5%	82.0%
2005	79.2%	82.0%
2006	79.2%	82.2%

Male and female new freshmen return for the second year at similar rates. For new freshmen entering full-time in fall 2006, the rate for males was 79.0 percent, and the rate for females was 79.4 percent.

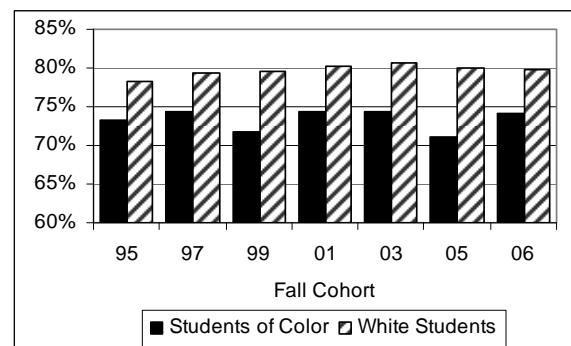
**First to Second Year Retention Rates
UW New Freshmen by Gender
Retained at the Institution Where Started**



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

For fall 2006 new freshmen of color, 74.1 percent of those who entered full-time returned for the second year to the same UW institution. An additional 3.2 percent continued in the UW System at a different institution from the one at which they started. The gap in first to second year retention rates between white students and students of color was 5.7 percentage points for the fall 2006 entering class, lower than the gap for the fall 2005 cohort, 8.9 percentage points. The UW System's goal is to reduce the gap in retention rates between white students and students of color.

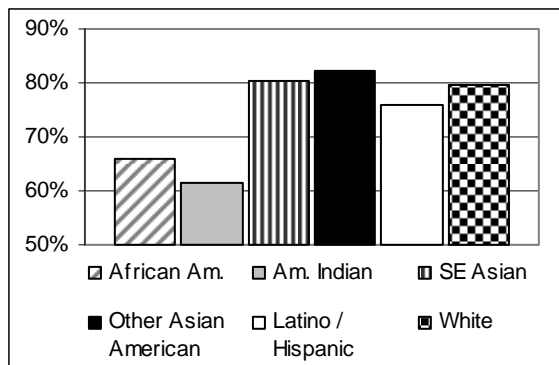
**First to Second Year Retention Rates
UW New Freshmen Students of Color & White Students
Retained at the Institution Where Started**



First to second year retention rates differ across racial and ethnic groups. For the fall 2006 entering class, retention rates varied from a high of 82.4 percent for Asian American students (non-Southeast Asians) to a low of 61.3 percent for American Indian students.

Gender differences by race and ethnicity also exist. The first to second year retention rate was highest for female Asian American students (non-Southeast Asians), 84.2 percent, and lowest for male American Indian students, 59.3 percent (see Appendix, Table 8).

**First to Second Year Retention Rates by Race/Ethnicity
Fall 2006 UW New Freshmen
Retained at the Institution Where Started**



Six-Year Graduation Rates

What proportion of UW new freshmen graduate within six years?

The six-year graduation rate is a standard metric, used nationally, for assessing institutional performance. For new freshmen entering UW institutions full-time in fall 2001 (the most recent year for which six-year graduation rates can be computed), 58.6 percent graduated from the same institution within six years of matriculation. This same-institution graduation rate is higher than the most recently available national average of 54.8 percent.

Although national data are available only for students who graduate from the institution where they started as new freshmen, the inclusion of students who graduate anywhere in the UW System recognizes the value of intra-system transfers, an important component of the UW System's mission. An additional 6.2 percent of fall 2001 full-time new freshmen graduated at

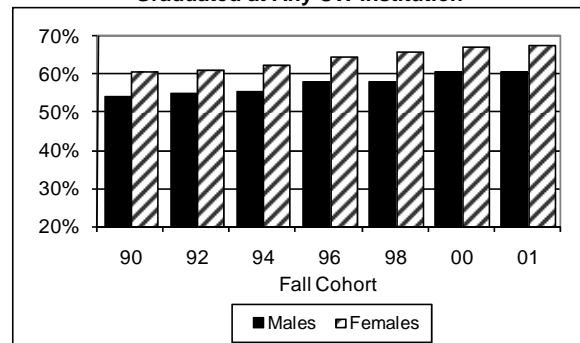
another UW institution, for a systemwide six-year graduation rate of 64.8 percent. This rate is above the goal of 63.6 percent for the 2001 cohort and above the long-term goal of 64 percent for new freshmen entering in 2004. The UW System's long-term goal is a 64 percent six-year graduation rate at any UW institution. (See Appendix, Table 10.)

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

Fall New Freshmen	6-Year Graduation Rates	
	Actual	Target
1990	57.6%	n/a
1991	57.0%	n/a
1992	58.5%	n/a
1993	59.6%	n/a
1994	59.3%	59.0%
1995	60.6%	60.4%
1996	61.8%	60.7%
1997	62.2%	61.0%
1998	62.5%	61.5%
1999	63.9%	61.8%
2000	64.5%	62.0%
2001	64.8%	63.6%

Six-year graduation rates are higher for females than for males. For new freshmen entering full-time in fall 2001, the systemwide six-year graduation rate for men was 60.8 percent, below the rate for women of 67.9 percent.

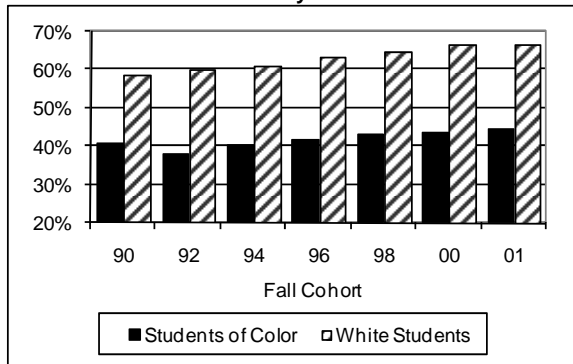
**Six-Year Graduation Rates
UW New Freshmen by Gender
Graduated at Any UW Institution**



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

For fall 2001 new freshmen of color, 44.3 percent of those who entered full-time graduated within six years from a UW institution. This proportion is higher than the rate for fall 2000 new freshmen of color, 43.4 percent. The gap in six-year graduation rates between white students and students of color was 22.5 percentage points for the fall 2001 entering class, lower than the gap for the fall 2000 cohort, 23.2 percentage points. The UW System's long-term goal is to reduce the gap in graduation rates between white students and students of color.

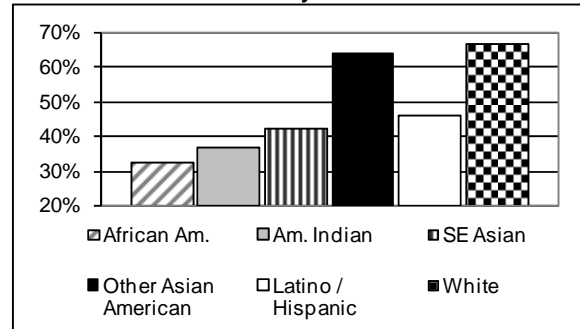
**Six-Year Graduation Rates
UW New Freshmen Students of Color & White Students
Graduated at Any UW Institution**



As second-year retention rates vary by race and ethnicity, so do six-year graduation rates. For the fall 2001 entering class, six-year graduation rates at any UW institution were highest for White students, 66.8 percent, and lowest for African American students, 32.6 percent.

Gender differences by race and ethnicity also exist. The highest six-year graduation rate was 69.9 percent for female White students, and the lowest rate was 28.9 percent for male African American students (see Appendix, Table 11).

**Six-Year Graduation Rates by Race/Ethnicity
Fall 2001 UW New Freshmen
Graduated at Any UW Institution**



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

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

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

The following survey responses were taken from the ACT Alumni Outcomes Survey, administered in the summer of 2007 to University of Wisconsin alumni who graduated with a bachelor's degree during the years 2003-04 and 2004-05. The proportion of UW alumni who were satisfied or very satisfied with the academic support services they received was 59 percent, which is higher than the national proportion of 55 percent.

Fifty-six percent (56%) of UW alumni said they were satisfied or very satisfied with the academic advising they received at their institution. Although the majority of UW alumni were satisfied with the academic advising they received, this proportion was lower than the national percentage of 68 percent. To ensure continuous improvement in the quality of academic advising, the UW Academic and Career Advising Task Force assists institutions in reviewing, enhancing, and assessing advising.

2007 ACT Alumni Outcomes Survey

		UW System	National
Level of satisfaction of academic support services (e.g., tutoring, study skills) offered by your institution (satisfied or very satisfied)	*	59%	55%
Level of satisfaction of academic advising offered by your institution (satisfied or very satisfied)	*	56%	68%

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

Goal III

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

Fostering Critical Thinking Skills

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

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

The 2007 ACT Alumni Outcomes Survey was administered to a sample of UW alumni from the classes of 2003-04 and 2004-05. These UW graduates were asked about the effect of their UW education on their ability to develop original ideas and/or products, on their ability to think objectively about beliefs, attitudes, and values, and on their ability to define and solve problems. UW alumni rated the impact of their education at levels equal to or exceeding college alumni nationally. Seventy-eight percent (78%) of alumni felt their education had a moderate or major impact on developing original ideas and/or products. Eighty percent (80%) of UW alumni reported a moderate or major impact of their education on their ability to think objectively about beliefs, attitudes, and values. Eighty-seven percent (87%) indicated their UW institution had a moderate or major impact on their ability to define and solve problems, a proportion higher than the national average.

2007 ACT Alumni Outcomes Survey

	UW System	National
Impact of school on your ability to develop original ideas and/or products (major or moderate impact)	78%	76%
Impact of school on your ability to think objectively about beliefs, attitudes, and values (major or moderate impact)	80%	80%
Impact of school on your ability to define and solve problems (major or moderate impact)	* 87%	85%

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

Assessing Learning Competencies and Outcomes

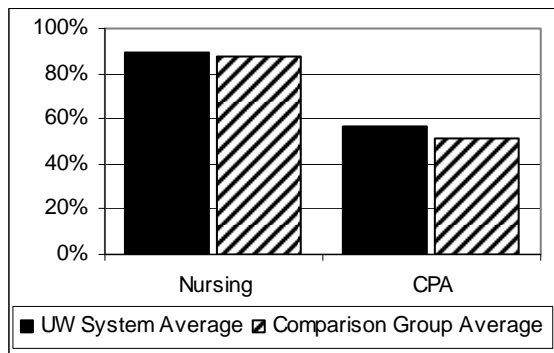
How well does a UW undergraduate education prepare students for their chosen careers and/or for graduate study?

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

In 2006, 658 UW graduates took the Professional Nursing Programs National Council Licensure Examination. Passage of this exam is necessary to be licensed as a registered nurse. Eighty-nine percent (89%) of UW graduates who took the examination for the first time passed. This rate is 1 percentage point higher than the national average. In the three most recent years, UW System pass rates have been within 1 percentage point of the national average.

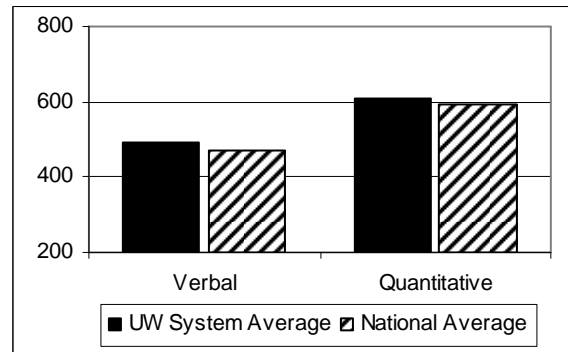
UW graduates who took the Wisconsin Uniform Certified Public Accountant (CPA) Examination, a state examination required to be a certified public accountant, had a pass rate of 57 percent. The comparable state average for graduates of all Wisconsin institutions is 51 percent. Over the years that CPA pass rates have been reported for Achieving Excellence, UW System has had consistently higher pass rates than the average of all Wisconsin institutions.

**2006 Pass Rates on the National Nursing Licensure Examination and the State CPA Exam
UW System and Comparison Group Averages**



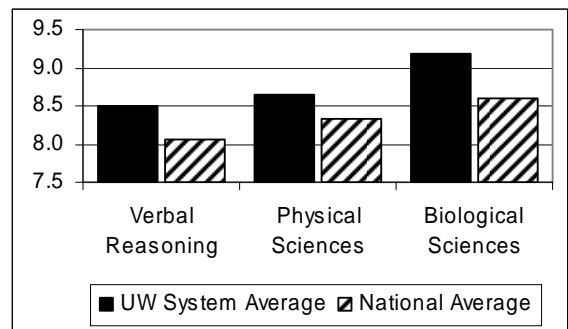
UW graduates who took the Graduate Record Examination (GRE) in 2005-06 exceeded national averages. The GRE is the most common entrance examination required for graduate school admission. On the verbal and quantitative sections, UW graduates had average scores above the national averages (490 UW System and 473 National verbal average, 608 UW System and 593 National quantitative average). In past years, UW students have consistently scored at or above national averages on the verbal and quantitative sections. On the writing portion of the GRE exam, UW graduates scored an average of four out of a maximum six points, matching the national average score.

**2005-06 Graduate Record Examination (GRE) Scores
Average Scores of UW Graduates and
Graduates Nationally**



The Medical College Admissions Test (MCAT) was taken by 759 UW students in 2006. This examination is a large determinant of an applicant's admissibility to medical school. UW students scored well above national averages on all three sections. For the past few years, UW students have consistently outperformed national test takers.

**2006 Medical College Admissions Test (MCAT)
Average Scores of UW Graduates and
Graduates Nationally**



Goal IV

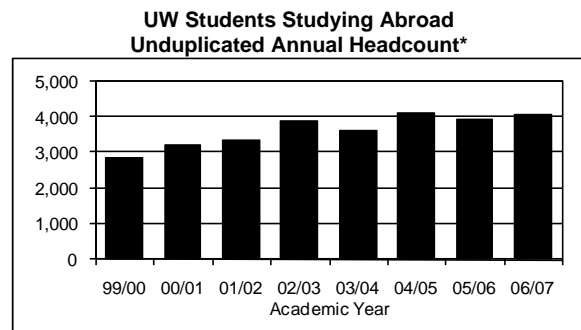
Provide a learning environment that fosters the ability to function in a dynamic world community

Exploration of World Cultures

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

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

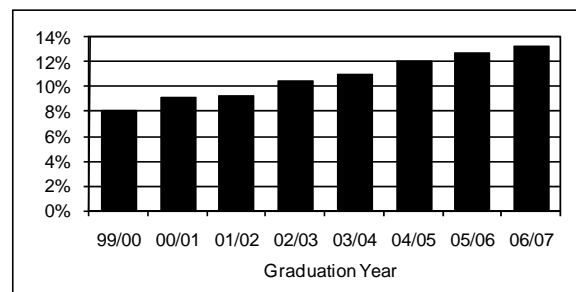
The number of students studying abroad in 2006-07 increased 4 percent, or 148 students, over the prior academic year. Since 1999-00, the number of students studying abroad during a given year has increased 43 percent. In the past academic year, 2006-07, 4,096 students took advantage of study abroad opportunities, including partial semester opportunities. This is in contrast to the 1999-00 academic year, when 2,865 students studied abroad (see Appendix, Table 13).



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

The proportion of bachelor's degree recipients who studied abroad as an undergraduate has increased from 8 percent in 1999-00 to 13 percent in 2006-07. The proportion has increased gradually each year during this period. The proportion of bachelor's degree recipients who studied abroad grew one-half of a percentage point in the last academic year (see Appendix, Table 14).

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



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

The UW System is committed to reducing the financial barriers that may prohibit financially needy students from taking advantage of study abroad opportunities. In 2006-07, 769 UW students were able to study abroad with help from the UW System's Study Abroad Grant Program.

Preparation for a Diverse World

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

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

On the ACT Alumni Outcomes Survey, UW alumni were asked about the impact of their undergraduate education on exposure and openness to a diverse society. The majority of UW alumni believe that their undergraduate experience had a positive impact on their ability to get along with diverse peoples. Seventy-two percent (72%) of UW alumni felt their UW institution had a moderate or major impact on their understanding and appreciation of cultural and ethnic differences between people.

Seventy-six percent (76%) indicated their education has helped them get along with people with different attitudes and opinions. In terms of getting along with people from various cultures, races, and backgrounds, the UW undergraduate experience had a moderate or major impact for 73 percent of UW alumni. UW alumni perceptions are not statistically different from those of alumni nationally.

Slightly more than half of UW alumni (54%) were satisfied with the multicultural content of their courses. This proportion is not significantly different from that of alumni nationwide (52%).

2007 ACT Alumni Outcomes Survey

	UW System	National
Impact of school experiences on your ability to understand and appreciate cultural and ethnic differences between people (major impact or moderate impact)	72%	70%
Impact of school experiences on your ability to get along with people whose attitudes and opinions are different from your own (major impact or moderate impact)	76%	74%
Impact of school experiences on your ability to get along with people from various cultures, races, backgrounds, etc. (major impact or moderate impact)	73%	74%
Level of satisfaction with the multicultural content of your courses (very satisfied or satisfied)	54%	52%

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

How diverse is the UW System workforce?

Diversity of faculty and staff provides different perspectives on material discussed in the classroom, broader lines of inquiry in research, and richer exchanges of ideas with students. Faculty and staff diversity also contributes to a more welcoming climate for students from underrepresented groups. The UW System's goal is to increase workforce diversity.

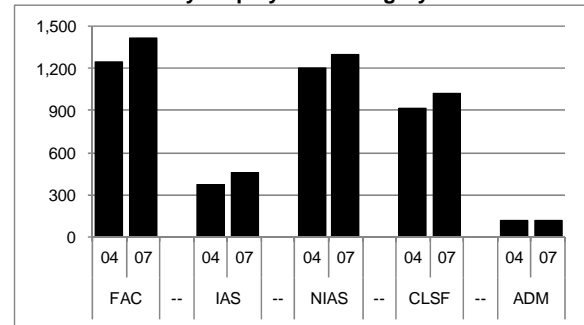
In terms of racial and ethnic diversity, the number of employees of color has increased in most employment categories since 2004. The greatest increase in employees of color was

among faculty, from 1,244 in 2004 to 1,414 in 2007. The number of academic leaders and administrators of color decreased from 119 in 2004 to 117 in 2007.

Employees of color increased as a share of all employees from 11 percent in 2004 to 12 percent in 2007. Non-instructional academic staff was the most diverse employment category with 15 percent employees of color in 2007. Academic leaders and administrators were the least diverse, at 9 percent in 2007.

Asian employees were the greatest in number among employees of color, with 2,054 across all employment categories in 2007. American Indian employees were the least numerous, with 228 in 2007 (see Appendix, Table 15).

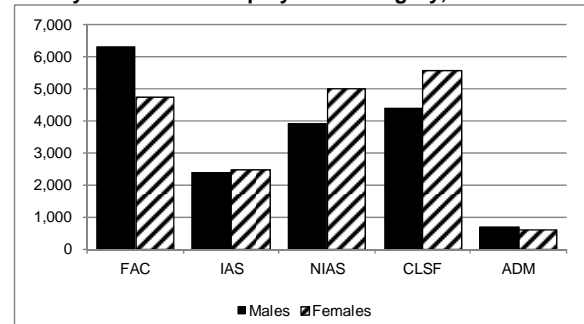
UW System Employees of Color by Employment Category



FAC=Faculty, IAS=Instructional academic staff, NIAS=Non-instructional academic staff, CLSF=Classified staff, ADM=Academic Leaders & Administrators

Men and women are employed in approximately equal numbers in the UW System. However, the proportion of women varies by employment category. Women are most numerous in non-teaching and non-administrative roles. In 2007, 56 percent of non-instructional academic staff and classified staff were women, compared to 43 percent of faculty (see Appendix, Table 16).

UW System Employees by Gender and Employment Category, Fall 2007



FAC=Faculty, IAS=Instructional academic staff, NIAS=Non-instructional academic staff, CLSF=Classified staff, ADM=Academic Leaders & Administrators

Goal V

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

Planned Learning Experiences Outside of the Classroom

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

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

Responses of UW graduates on the 2007 ACT Alumni Outcomes Survey were above the national average on questions about opportunities for student participation in experiences outside of the classroom. This indicates that the UW System is successful at providing an enhanced learning environment that offers a broad range of opportunities for students to explore and discover.

Approximately three-fourths (76%) of UW alumni indicated that there were many opportunities for student involvement in campus activities. Eighty-three percent (83%) felt that their school had an intellectually stimulating atmosphere, and 59 percent felt there were many cultural or fine arts programs. Seventy-four percent (74%) of UW alumni were satisfied or very satisfied with health and wellness programs. All of these proportions are significantly higher than the national average.

2007 ACT Alumni Outcomes Survey

		UW System	National
Level of agreement that there were many opportunities for student involvement in campus activities (strongly agree or agree)	*	76%	59%
Level of agreement that overall the school had an intellectually stimulating atmosphere (strongly agree or agree)	*	83%	78%
Level of agreement that there were many cultural/fine arts/speaker programs (strongly agree or agree)	*	59%	47%
Level of satisfaction with the health and wellness programs/services for students (very satisfied or satisfied)	*	74%	62%

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

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

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

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

Most UW graduates responding to the 2007 ACT Alumni Outcomes Survey indicated they were satisfied with faculty availability and out-of-class support services. Over two-thirds (69%) of UW alumni reported many opportunities for student/faculty interaction, and approximately three-fourths (76%) agreed that most faculty were readily available outside of class time. However, the perception of faculty availability outside of class was lower than the national rating of 80 percent.

Satisfaction levels with student support services are comparable to the national average. Less than half of alumni (45%) were satisfied or very satisfied with personal counseling services. Similarly, almost half of UW alumni (48%) were satisfied or very satisfied with financial aid counseling and services. These proportions are not statistically different from the national average.

2007 ACT Alumni Outcomes Survey

		UW System	National
Level of agreement that there were many opportunities for student/faculty interaction (strongly agree or agree)		69%	71%
Level of agreement that most faculty were readily available to students outside of class time (strongly agree or agree)	*	76%	80%
Level of satisfaction with personal counseling services (very satisfied or satisfied)		45%	44%
Level of satisfaction with financial aid counseling and related services (very satisfied or satisfied)		48%	50%
Level of satisfaction with library services and materials (very satisfied or satisfied)	*	92%	85%

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

Library personnel are another source of out-of-classroom contacts that support learning. UW alumni reported satisfaction with library services and materials at a greater rate than alumni nationally (92 and 85 percent, respectively). In addition, UW System undergraduates were asked about the quality of service provided by library staff as part of the 2004 LibQUAL survey. Quality of service included whether library employees were knowledgeable, dependable, willing to help users, responded readily to questions, and gave users individual attention. Overall, UW library personnel provided a level of service closer to students' expectations than library staff nationally. The quality of library service perceived by UW undergraduates differed from students' expectations by 7 percentage points, less than the gap of 9 percentage points nationally.

Participation in Activities that Promote Good Citizenship

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

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

UW alumni have similar perceptions as alumni nationally regarding the impact of their education on the appreciation of citizens' rights and responsibilities and the development of leadership skills. UW alumni were more likely than alumni nationally to indicate a major or moderate impact of their school experiences on understanding international issues (57 percent vs. 52 percent).

2007 ACT Alumni Outcomes Survey

		UW System	National
Impact of school experiences on appreciating and exercising my rights, responsibilities, and privileges as a citizen (major impact or moderate impact)		61%	59%
Impact of school experiences on developing and using effective leadership skills (major impact or moderate impact)		75%	73%
Impact of school experiences on understanding international issues (major impact or moderate impact)	*	57%	52%

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

Use of Technology in the Curriculum

How well is technology incorporated into the undergraduate curriculum?

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

Since the ACT Alumni Outcomes Survey does not specifically address the use of technology in the curriculum, progress in this area is assessed through the responses of UW seniors to questions on the National Survey of Student Engagement (NSSE), conducted in spring 2006.

UW seniors were asked about their use of email to communicate with an instructor, their use of the electronic media to complete assignments, and the degree to which their institution has contributed to their knowledge of computer and information technology. More than four-fifths (83%) of UW seniors used email often or very often to communicate with instructors, above the national average of 81 percent. More than half (56%) of UW seniors surveyed said they had used electronic media that year to complete assignments. This proportion was below the national average of 62 percent.

A substantial proportion (79%) of UW seniors reported that their institution contributed to their skills and knowledge in computing and information technology. This proportion was not statistically different from the national average of 80 percent.

2006 National Survey of Student Engagement

Seniors	UW System	National	
In your experience at your institution during the current school year, about how often have you used email to communicate with an instructor? (often or very often)	*	83%	81%
In your experience at your institution during the current school year, about how often have you used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment? (often or very often)	*	56%	62%
To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in using computing and information technology? (quite a bit or very much)		79%	80%

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

An additional perspective on technology in the curriculum is provided by a survey conducted through the Educause Center for Applied Research (ECAR) Study of Undergraduate Students and Information Technology. In 2007, 61 percent of UW freshmen and seniors reported that the use of information technology in their courses improved their learning overall. When comparing courses that did and did not use information technology, over two-thirds felt that courses using information technology helped them do better research (70%) and resulted in more prompt feedback from the instructor (73%). Fifty-nine percent (59%) of UW undergraduates agreed that their instructors used information technology well in their courses. These responses were similar to those of undergraduates nationally, although national results were not available in detail sufficient for use as benchmarks.

Goal VI

Efficient and effective stewardship of resources

Classrooms and Other Campus Facilities

How technology-ready are UW System's classrooms?

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

Overall, the UW System (excluding UW Colleges) has over 1,600 general assignment classrooms of varying sizes, encompassing over 1.4 million square feet of space. Currently, approximately 34 percent of these essential instructional spaces need technology improvements, and 36 percent require some degree of remodeling.

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

Since 1995, substantial progress has been made in upgrading classrooms, moving the UW System closer to desired classroom technology levels. Nearly \$48 million (\$45 million in state GPR funding and \$2.8 million in non-GPR funding) has been approved over the past ten years, providing 461 classrooms with updated environments and contemporary technology and installing higher capacity data wiring in selected buildings at all institutions.

In 2006, UW System conducted a survey to re-evaluate the extent of unmet classroom needs at each institution. The survey indicated increased demand for the more sophisticated 3 and 3+ classroom technology levels, reflecting the

increasing use of technology by faculty in classroom instruction. Classroom updates in 2005-07 resulted in a substantial increase in the percent of Level 3 and 3+ classrooms. However, there remains a continuing need for funding to achieve goals in meeting contemporary instructional technology requirements.

**Actual versus Needed
Classroom Technology Levels**

Level	0 & 1	2	3	3+	Distance Learning
Prior to 1995	81%	12%	6%	*	1%
1995-97	78%	14%	6%	*	2%
1997-99	71%	19%	7%	*	3%
1999-01	57%	15%	18%	7%	3%
2001-03	54%	14%	21%	8%	3%
2003-05	52%	14%	22%	9%	3%
2005-07	30%	13%	37%	18%	2%
Needed	16%	11%	44%	27%	2%

*Technology Level 3+ added in 2000.

The UW Board of Regents requested \$6.5 million for the UW System's Classroom Renovation/Instructional Technology program as part of the 2007-09 Capital Budget. The program was enumerated at a reduced level of \$3.5 million. Also, state funding for four new academic building proposals (UW-La Crosse, UW-Oshkosh, UW-Parkside, and UW-Superior) was enumerated at \$70 million in 2007-09 and \$69 million in 2009-11, along with \$23 million of gift funding. New technologically enhanced classrooms provided under the four capital projects will enable demolition or reassignment of 73 existing classrooms to more appropriate uses. The UW System's goal is to reduce the gap between actual and needed classroom technology levels.

How well are UW System facilities maintained?

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

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

The UW System receives General Fund Supported Borrowing (GFSB) biennially for maintenance projects, although a significant gap between the documented need for maintenance and funding has existed since 1993. Funding for maintenance has met approximately half of the need since 2001. During 2005-07, 373 requests totaling \$279 million GFSB were submitted for capital funding, and 150 requests totaling \$121 million GFSB were funded. The UW System's goal is to reduce the backlog of maintenance. Progress in this area could be accelerated through increased maintenance funding allocations.

How energy efficient are UW System facilities?

The amount of energy used by UW System facilities depends on a variety of factors, including the design of the building and its heating and cooling systems, the academic programs delivered within the facility, and the patterns of use by faculty, staff, and students.

In 2006, Governor Doyle issued Executive Order 145, directing state agencies to set energy efficiency goals for state facilities, including the reduction of energy usage per square foot by 10 percent in fiscal year (FY) 2008 and by 20 percent in FY 2010 from the level in FY 2005. The UW System's goal is to reduce energy usage in campus facilities in accordance with Executive Order 145.

In FY 2007, UW System buildings served by campus heating plants, electrical substations, and chilling plants consumed an average of 207,205 British Thermal Units (BTUs) of energy per gross square foot of space. This consumption is 3 percent less than the baseline consumption in FY 2005. The change represents a reduction in total energy usage from 9,942 billion BTUs to 9,559 billion BTUs

during a time when gross square feet increased from 44.5 million to 46.1 million.

Energy Usage per Gross Square Foot (GSF) of Space

Fiscal Year	BTUs (billions)	GSF (millions)	Energy Usage (BTUs per GSF)	Reduction from FY 05	
				Actual	Goal
2005	9,942	44.5	213,505	0.0%	*
2006	9,572	45.1	212,427	-0.5%	*
2007	9,559	46.1	207,205	-3.0%	*
2008	*	*	*	*	-10.0%
2010	*	*	*	*	-20.0%

*Not available

Energy conservation efforts to date include preventative maintenance of building mechanical systems, reprogramming campus automation systems to optimize control of heating, ventilation, and air conditioning systems, and the promotion of conservation behavior among faculty and staff. More substantial energy savings could be attained through capital investments in equipment upgrades or new energy-efficient building systems for facilities that consume large amounts of energy. The UW System will pursue funding from the state building commission for energy conservation projects.

Human Resources

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

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

The UW System has consistently spent at least 1 percent of its payroll on professional development activities for faculty and staff over the past decade. These activities include conference travel and specific career-related training. The actual dollars spent on professional development have increased from \$16.7 million in 1996-97 to a high of \$25.3 million in the most recent fiscal year, 2006-07. Professional development dollars, as a proportion of the total payroll, have increased to 1.5 percent from 1.4 percent in 2005-06, but remain below the 1997-98 to 2000-01 plateau of 1.6 percent.

UW System Professional Development Expenditures

Year	Annual \$ (Millions)	% of Payroll
1996-97	16.7	1.5
1997-98	18.6	1.6
1998-99	19.2	1.6
1999-00	20.4	1.6
2000-01	22.3	1.6
2001-02	20.6	1.4
2002-03	19.3	1.3
2003-04	20.6	1.3
2004-05	22.9	1.4
2005-06	23.3	1.4
2006-07	25.3	1.5

Utilization of Technology Resources

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

Providing accessible and modern computing facilities is critical to UW System's teaching, research, and public service mission in the 21st century. Accessible and modern computing facilities also serve to attract quality faculty and students. In order to expand the UW System's technology infrastructure and the distributed learning system to meet demands for upgraded computers, improved access, support, and training, the UW System must explore both reallocation of current dollars and new funding initiatives. The UW System will assess its progress in this area by comparing itself to national benchmarks.

On the ACT Alumni Outcomes Survey, UW alumni were asked if they felt their institution had an extensive computer system, including equipment, labs, and computer services. Over three-fourths (77%) of alumni said they agreed or strongly agreed with this statement. This proportion is higher than the 67 percent of alumni at other public colleges and universities nationwide.

2007 ACT Alumni Outcomes Survey

	UW System	National
Level of agreement that there were extensive computer system, services, equipment, labs, etc. (strongly agree or agree)	* 77%	67%

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

Allocation of Resources

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

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

Academic collaborations include degree programs and initiatives among UW institutions and between UW and non-UW partners. Within the UW System, collaborative degree programs have been developed among UW four-year institutions and between UW four-year institutions and UW Colleges campuses.

The UW System continues to work closely with the Wisconsin Technical College System (WTCS) to identify collaborative academic programs that use state wide educational resources most effectively and efficiently. With the goal of expanding student access to collegiate transfer opportunities, the UW Board of Regents approved *Criteria for Approval of Wisconsin Technical College System Collegiate Transfer Programs*. Following the approval of these criteria, a new Associate of Science (AS)

degree at Chippewa Valley Technical College (CVTC) was implemented as the fourth liberal arts degree program at a Wisconsin Technical College. To take full advantage of existing courses and resources, the CVTC AS degree will be offered collaboratively with UW institutions. CVTC will offer approximately two-thirds of the courses and a UW institution will offer the remaining courses, primarily in the humanities.

**Collaborative Degree Programs
Among UW Four-Year Institutions**

Collaborative Programs	Partner Institutions
BS in Nursing (Collaborative Program)	EAU, GBY, MSN, MIL, OSH
BS in Nursing	MIL, PKS
Dual Degree - BS in Chemistry, BS in Engineering	LAC, MSN
Dual Degree - BS in Environmental Science, BS in Civil Engineering	GBY, MIL
Dual Degree - BS in Physics, BS in Engineering	EAU, LAC, OSH, RVF, MSN
Master of Business Administration (MBA Consortium)	EAU, LAC, OSH, PKS, EXT
Master of Business Administration	OSH, GBY
Master of Public Administration	OSH, WTW
MEd in Reading	OSH, GBY
MEd in Educational Administration	SUP, STP, EAU
MS in Administrative Leadership	MIL, GBY
MS in Counselor Education	OSH, STP
MS in Educational Psychology	MIL, GBY
MS in Educational Leadership & Policy Analysis	MSN, OSH
MS in Educational Leadership & Policy Analysis	MSN, WTW
MS in Social Work	GBY, OSH
Doctor of Audiology	MSN, STP
Doctor of Physical Therapy	MIL, LAC

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

The UWS/WTCS Committee on Baccalaureate Expansion (COBE) has also continued its work in recommending cost-effective and collaborative strategies to increase the number of baccalaureate degree recipients in the state. COBE funding assisted in the development of two new degree programs between WTCS and UW institutions. The Bachelor of Applied Studies in Leadership and Organizational Studies at UW-Oshkosh and the Bachelor of Applied Studies degree at UW-Green Bay are designed for students with an Associate of Applied Science degree from a Wisconsin Technical College. Courses in these programs are offered in a variety of formats, locations, and timeframes to accommodate working adult non-

traditional students who are seeking to advance in their careers through the completion of a baccalaureate degree.

**Collaborative Degree Programs Between UW Four-Year
Institutions and UW Two-Year Campuses**

Collaborative Program (UW 4-Year Inst.)	UW 2-Year Campus(es)
BA in American Studies (STP)	Fond du Lac, Fox Valley, Marathon Co., Marinette, Marshfield
BA in Communication (MIL)	Baraboo, Barron Co., Fond du Lac, Manitowoc, Marinette, Richland, Rock Co., Sheboygan, Washington Co., Waukesha
BA in Interdisciplinary Studies (GBY)	Barron Co., Manitowoc
BA in Org. Admin. (MIL)	Baraboo, Barron Co., Fond du Lac, Manitowoc, Marinette, Richland, Rock Co., Sheboygan, Washington Co., Waukesha
BA/BS Communications (SUP)	Barron Co., Fond du Lac
BA/BS Elementary Education (SUP)	Barron Co., Fond du Lac
BA/BS Individualized Major (SUP)	Barron Co., Fond du Lac
BA/BS Liberal Studies (WTW)	Rock Co.
BLS in Leadership Development (OSH)	Washington Co.
BLS in Org. Admin. (OSH)	Fond du Lac, Fox Valley, Waukesha
BS in Business Admin. (STP)	Marathon Co., Marshfield
BS in Engineering (PLT)	Fox Valley, Rock Co.
BS in Info. Resources (MIL)	Baraboo, Barron Co., Fond du Lac, Manitowoc, Marinette, Richland, Rock Co., Sheboygan, Washington Co., Waukesha
BS in Management (STO)	Sheboygan
BS in Nursing (GBY)	Marinette
BS in Nursing (MIL)	Washington Co.
BS in Nursing (OSH)	Manitowoc, Marathon Co., Sheboygan
2+2 in School of Engineering (MIL)	Waukesha
2+2 in School of Social Work (MIL)	Waukesha

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

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

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

The major source of cost avoidance in fiscal year 2007 was the creation of a prime vendor book contract at the request of the Council of UW Libraries. The new contract, which replaces existing contracts with multiple vendors, will result in savings of \$400,000 over three years. Additional savings were realized through a consortial subscription to the Autodesk Design Institute and by negotiating a shared license for Xythos web content management software for five UW institutions. The UW System continues to realize savings from contracts negotiated in previous years.

Cost Savings Agreements

Cost Agreement	Savings
Prime vendor book contract	\$400,000
Autodesk Design Institute	\$233,500
Xythos	\$166,500

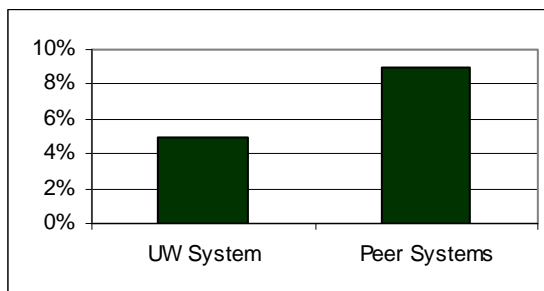
How do the UW System's administrative costs compare to its peer systems?

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

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

In 2005-06, the most recent year available, 5 percent of the UW System's expenditures were for administrative costs. In comparison, the UW System's peers expended an average of 9 percent for administrative costs. The UW System has consistently allocated a lower percentage of funds to administration than other higher education institutions nationally.

**Percent Expended for Administrative Costs in FY 2006
UW System and Peer University System Averages**



The National Center for Higher Education Management Systems (NCHEMS) has ranked Wisconsin among the most productive public sectors of higher education relative to the level of funding from state appropriations, tuition, and fees. Wisconsin ranked fourth among states in the performance of its public research universities and fifth in the performance of its public comprehensive universities.

Average Number of Credits Taken by Bachelor's Degree Recipients

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

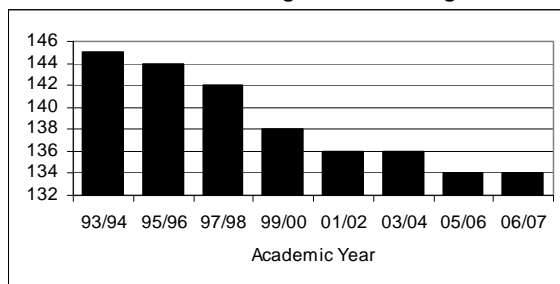
The UW System recognizes that students benefit from exploring new fields, taking extra classes for improved job marketability or for personal development, and completing more than one major or a certificate program in addition to their primary majors. However, these desires need to be balanced with the need for UW institutions to accommodate new students who would like to begin their undergraduate studies. For this reason, all UW institutions have reduced the total number of credits required for graduation to between 120 and 128, with the exception of certain professional degree programs, while maintaining educational quality. This allows students to take more credits than required for graduation but not at the expense of access for others.

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

The 2006-07 UW graduates took an average of 134 credits between the time they were new freshmen and the completion of their bachelor's degrees. This is the same average as in 2005-06. By reducing credits to degree from 145 in 1993-94 to 134, the UW System has surpassed the target of 140 set by the UW Board of Regents (see Appendix, Table 17).

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

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



SECTION III: Compendium of Other UW System Reports

- 1) Access to the UW System for Wisconsin High School Graduates
Contact: Office of Policy Analysis and Research
Published in October 2000
Provides detailed information regarding access to UW institutions.
- 2) Access to the UW System: Service Rates by Family Income
Contact: Office of Policy Analysis and Research
Published in June 2001
Provides information on applications, admissions, and enrollments of new freshmen by family income level.
- 3) Expanding Access to Baccalaureate Education in Wisconsin
Report of the Joint UWS/WTCS Committee on Baccalaureate Expansion
Contact: Academic and Student Services/Office of Policy Analysis and Research
Published in January 2005
Examines the number and nature of baccalaureate degree holders in Wisconsin as compared with other states, determines why Wisconsin is lagging behind, and recommends cost effective and collaborative strategies to provide access and opportunities to expand the number of baccalaureate degree completers in the state.
- 4) Universal Access Whitepaper
Contact: Office of Learning and Information Technology
Published in March 2000
Presents systemwide findings regarding the demand for access to various forms of information technology.
- 5) Accountability for Achievement Report
Contact: Office of Policy Analysis and Research
Published in December 1998
Final iteration of the first mandated UW System accountability report.
- 6) Charting a New Course for the UW System
Contact: Board of Regents Office
Report by the Board of Regents, presented in June 2004
Study by the Board of Regents in collaboration with students, faculty, staff, and others on ways to address the needs of Wisconsin's future.
- 7) Competitive Pay Report
Contact: Office of Budget and Planning
Prepared annually
Provides information on the amounts given for UW pay increases for competitive reasons.
- 8) Continuing Appropriation
Contact: Office of Budget and Planning
Prepared annually
Provides the amount by which expenditures from the tuition appropriation exceeded the amount shown in the appropriation schedule.
- 9) University of Wisconsin System and Wisconsin Technical College System Plan for Enhancing Credit Transfer and Expanding the Number of Baccalaureate Degree Holders in Wisconsin
Contact: Office of Academic and Student Services
Presented to the Board of Regents in November 2003
Provides information on proposed new transfer initiatives to enhance opportunities for WTCS students transferring into UW institutions.

- 10) Degrees Conferred
Contact: Office of Policy Analysis and Research
Published annually
Reports on degrees conferred by discipline, level, race, and gender.
- 11) University of Wisconsin System Report on Efficiencies and Effectiveness
Contact: Office of Financial Administration
Presented to the Board of Regents in April 2000
Focuses on administrative and instructional efficiencies, as well as the effectiveness and efficiency of student support.
- 12) Equality for Women in the University of Wisconsin System
Contact: Office of Academic and Student Services
Prepared in 2000
Presents findings and recommendations from the Committee on the Status of Women in the University of Wisconsin System.
- 13) Expenditure of Gift and Grant Funds
Contact: Office of Financial Administration
Prepared annually
Provides information on expenditures during the preceding fiscal year from non-federal funds.
- 14) University of Wisconsin System Fact Book
Contact: Office of Communications and External Relations
Prepared annually
Offers academic, financial, faculty, and general data.
- 15) Annual Financial Report
Contact: Office of Financial Administration
Presented to the Board of Regents annually in February
Provides detailed information on revenue sources and expenditures.
- 16) GPR Position Authority
Contact: Office of Budget and Planning
Prepared annually
Provides the number of FTE positions created or abolished within base resources in the prior fiscal year.
- 17) Industrial and Economic Development Research Report
Contact: Office of Budget and Planning
Prepared biennially
Provides information on projects supported with industrial and economic development research funds.
- 18) University of Wisconsin System Information Technology Plan
Contact: Office of Learning and Information Technology
Prepared in 2001
Presents plans for systemwide and campus-specific technology infrastructures.
- 19) Institutional Efficiency and Student Success: The Relationship Between Credits-to-Degree, Time-to-Degree, and Graduation Rates
Contact: Office of Policy Analysis and Research
Published in May 2002
Provides information on the experience of UW institutions regarding the relationship of credits-to-degree, time-to-degree, and graduation rates.

- 20) Introduction to the University of Wisconsin System
Contact: UW HELP Office
Prepared annually
Offers information for prospective students, parents, and other interested citizens of Wisconsin.
- 21) Management to Staff Ratio
Contact: Office of Human Resources
Prepared annually
Provides definitions of the terms "management" and "staff" which includes: a) the definitions used by the Board to categorize the positions; b) a list of the position titles in each category; c) the criteria used by the Board to categorize the positions; and d) the current number of authorized positions in each category at each campus.
- 22) Minority and Disadvantaged Student Annual Report
Contact: Office of Academic Diversity and Development
Prepared annually
Presents a wide range of data related to diversity and fulfills legislative requirements.
- 23) The University of Wisconsin Mission
Contact: Board of Regents Office
Revised in August 1999
Provides information on systemwide and institutional missions.
- 24) Participation in Multicultural/Disadvantaged Precollege Programming
Contact: Office of Policy Analysis and Research
Published annually
Reports on M/D precollege activity at UW System institutions.
- 25) The New Freshman Class
Contact: Office of Policy Analysis and Research
Published annually
Provides demographic data about fall new freshmen entering the UW System.
- 26) Plan 2008: Educational Quality through Racial and Ethnic Diversity
Contact: Office of Academic Diversity and Development
Presented to the Board of Regents in June 1999, with subsequent progress reports
Presents the UW System's plans for promoting racial and ethnic diversity including data on precollege, admissions, enrollment, financial aid, faculty, unclassified and classified staff, and summary of institutional plans.
- 27) Program Assessment Study, Wisconsin Technical College System (WTCS) to the University of Wisconsin System (UWS)
Contact: Office of Policy Analysis and Research
Published annually
Provides information on students who attended a WTCS institution and subsequently enrolled at a UWS institution, focusing on the students' WTCS programs and their UWS majors.
- 28) Program Revenue Position Authority
Contact: Office of Budget and Planning
Prepared quarterly
Provides information regarding positions created or abolished the previous quarter and their funding source.
- 29) Program Revenue Spending Authority
Contact: Office of Financial Administration
Prepared annually
Provides information on expenditures in excess of the original annual allotments for auxiliary operations and general operational receipts.

- 30) Program Review and Planning in the UW System
Contact: Office of Academic and Student Services
Prepared annually
Provides information on approval of programs, program reviews, and accreditation.
- 31) Report on the Recommendations of the Accountability Task Force
Contact: Office of Policy Analysis and Research
Presented to the Board of Regents in June 2000
Provides the blueprint for *Achieving Excellence*: The University of Wisconsin System Accountability Report.
- 32) Remedial Education in the UW System
Contact: Office of Policy Analysis and Research
Presented to the Board of Regents in October 2006
Presents information regarding students requiring Math and English remediation.
- 33) Research and Public Service Report
Contact: Office of Budget and Planning
Prepared biennially
Provides information on the purpose, duration, cost, and anticipated completion date of all research and public service projects.
- 34) Retention and Graduation of New Freshmen
Contact: Office of Policy Analysis and Research
Published annually
Provides detailed information regarding the retention and graduation of UW students.
- 35) Serving Adult Students of the University of Wisconsin Through Biennial Budget Appropriations
Contact: Office of Policy Analysis and Research
Prepared annually
Provides the number and the type of courses offered by the UW System that are charged on a fee-recovery basis and the number of students enrolled in such classes.
- 36) Student Financial Aid
Contact: Office of Policy Analysis and Research
Published annually
Offers information regarding the types and quantities of financial assistance received by UW students.
- 37) Transfer Students
Contact: Office of Policy Analysis and Research
Published annually
Reports on enrollment, demographics, and outcomes of students transferring into and within the UW System.
- 38) Trends in Enrollment
Contact: Office of Policy Analysis and Research
Published annually
Reports data regarding fall full-time equivalent (FTE) and headcount enrollment.
- 39) Annual Report on Undergraduate Course Drop Rates
Contact: Office of Policy Analysis and Research
Presented to the Board of Regents annually in September
Provides course drop rates by campus and systemwide.

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Table 1
University of Wisconsin System
Fall Instructional Workload

		UW-Madison*			UW-Milwaukee		
		FA	IAS	GA	FA	IAS	GA
Weekly Group Contact Hours:	2006	5.8	7.7	8.5	7.2	12.6	8.1
	2005	6.0	7.7	8.6	7.4	14.0	8.9
	2004	5.9	7.3	9.1	6.4	12.7	7.7
	2003	6.1	7.1	8.9	7.8	13.9	4.0
	2002	5.5	7.2	8.2	6.7	14.2	7.6
	2001	6.0	7.2	9.3	7.4	12.7	8.1
	2000	6.1	7.3	8.9	7.9	13.9	8.1
Avg. Student Credit Hours:	2006	204	221	109	161	309	163
	2005	203	216	115	165	330	175
	2004	210	206	112	158	329	152
	2003	224	198	112	178	354	115
	2002	200	203	131	165	344	151
	2001	201	205	135	160	304	164
	2000	198	214	131	170	323	168
Avg. Group Instruction: (Primary Section)	2006	1.9	2.1	0.7	2.2	3.8	1.3
	2005	1.9	2.0	0.8	2.3	4.1	1.3
	2004	1.9	1.9	0.8	2.1	4.1	1.1
	2003	2.0	1.9	0.8	2.1	4.0	0.9
	2002	1.9	2.0	0.8	2.0	4.2	1.0
	2001	1.9	1.9	0.9	2.3	3.6	0.9
	2000	1.9	2.0	0.8	2.4	4.0	0.9
Avg. Individual Instruction: (Enrollment)	2006	6.0	3.8	0.2	3.4	3.0	0.0
	2005	6.0	3.6	0.4	3.5	2.9	0.0
	2004	6.3	3.5	0.1	3.2	2.2	0.1
	2003	6.0	3.8	0.2	3.1	2.7	0.0
	2002	5.8	3.6	0.1	3.0	2.7	0.0
	2001	5.9	3.9	0.1	2.5	3.4	0.2
	2000	5.7	3.8	0.1	2.8	4.0	0.0

		UW Comprehensives			UW Colleges		
		FA	IAS	GA	FA	IAS	GA
Weekly Group Contact Hours:	2006	12.0	15.8		13.2	23.9	
	2005	11.9	15.6		13.2	22.8	
	2004	12.0	14.9		13.1	21.6	
	2003	11.9	14.8		13.0	21.5	
	2002	12.0	14.4		14.6	27.0	
	2001	12.0	14.7		15.0	25.2	
	2000	11.9	14.9		14.6	26.0	
Avg. Student Credit Hours:	2006	282	372		253	418	
	2005	284	369		258	427	
	2004	284	367		268	386	
	2003	291	362		272	423	
	2002	286	348		287	391	
	2001	282	352		290	396	
	2000	284	356		280	379	
Avg. Group Instruction: (Primary Section)	2006	3.3	4.7		3.9	8.0	
	2005	3.3	4.7		4.0	7.8	
	2004	3.4	4.6		3.9	7.4	
	2003	3.4	4.6		3.8	7.7	
	2002	3.4	4.4		4.0	8.8	
	2001	3.4	4.5		4.1	8.2	
	2000	3.4	4.6		3.9	8.3	
Avg. Individual Instruction: (Enrollment)	2006	3.7	5.1		0.2	0.2	
	2005	3.7	4.9		0.3	0.0	
	2004	3.8	4.7		0.1	0.1	
	2003	3.9	5.3		0.2	0.0	
	2002	4.1	5.0		0.2	0.2	
	2001	3.7	4.4		0.2	0.2	
	2000	3.8	4.4		0.1	1.0	

*Excludes UW-Madison's Law, Med, and Vet Med.

FA = Faculty IAS = Instructional Academic Staff GA = Graduate Assistant

Table 2
University of Wisconsin System
Access Rates by Gender
Wisconsin Immediate Fall New Freshmen*

		1999	2000	2001	2002	2003	2004	2005	2006
Female	UWS Enrollment	11,668	11,631	11,777	11,579	12,188	12,064	12,257	12,048
	WI HS Grads	32,260	32,311	32,586	33,250	34,666	33,380	34,297	34,257
	Access Rate	36%	36%	36%	35%	35%	36%	36%	35%
Male	UWS Enrollment	9,099	9,051	9,291	9,298	9,830	9,854	10,123	10,275
	WI HS Grads	31,482	31,522	32,118	32,627	34,219	33,001	34,319	34,328
	Access Rate	29%	29%	29%	28%	29%	30%	29%	30%
Total	UWS Enrollment	20,767	20,682	21,068	20,877	22,018	21,918	22,380	22,323
	WI HS Grads	63,742	63,833	64,704	65,877	68,885	66,381	68,616	68,585
	Access Rate	33%	32%	33%	32%	32%	33%	33%	33%

*Includes public and private high school graduates (data from the Department of Public Instruction) and Wisconsin immediate new freshmen from all Wisconsin high schools.

Table 3
University of Wisconsin System
Access Rates by Race/Ethnicity
Wisconsin Immediate Fall New Freshmen*

		1999	2000	2001	2002	2003	2004	2005	2006
African American	UWS Enrollment	416	438	447	435	466	556	575	594
	Public HS Grads	2,581	2,573	2,835	3,148	3,196	3,815	3,751	4,040
	Access Rate	16%	17%	16%	14%	15%	15%	15%	15%
American Indian	UWS Enrollment	115	107	88	111	115	126	157	151
	Public HS Grads	538	532	547	623	668	688	700	776
	Access Rate	20%	20%	16%	18%	17%	18%	22%	19%
Asian	UWS Enrollment	472	518	590	639	637	726	697	775
	Public HS Grads	1,373	1,520	1,567	1,757	1,859	2,063	2,011	2,150
	Access Rate	34%	34%	38%	36%	34%	35%	35%	36%
Hispanic/Latino	UWS Enrollment	319	313	341	315	368	397	420	432
	Public HS Grads	1,405	1,446	1,557	1,792	1,870	2,023	2,201	2,430
	Access Rate	22%	22%	22%	18%	20%	20%	19%	18%
Students of Color	UWS Enrollment	1,322	1,376	1,466	1,500	1,586	1,805	1,849	1,952
	Public HS Grads	5,897	6,071	6,506	7,320	7,593	8,589	8,663	9,396
	Access Rate	22%	23%	23%	20%	21%	21%	21%	21%
White/Unknown	UWS Enrollment	17,526	17,214	17,493	17,486	18,354	18,023	18,367	18,399
	Public HS Grads	52,415	52,474	52,835	53,255	55,677	52,390	54,566	53,610
	Access Rate	33%	33%	33%	33%	33%	34%	34%	34%
Total**	UWS Enrollment	18,856	18,598	18,967	19,007	19,947	19,843	20,231	20,361
	Public HS Grads	58,312	58,545	59,341	60,575	63,270	60,979	63,229	63,006
	Access Rate	32%	32%	32%	31%	32%	33%	32%	32%

*Includes public high school graduates (data from the Department of Public Instruction) and Wisconsin immediate new freshmen from public high schools.

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

Table 4
University of Wisconsin System
Fall Enrollment of Non-Traditional Students

		1998	2000	2002	2004	2006	2007
UW-Eau Claire	Undergraduate	895	784	854	847	743	749
	Graduate	408	284	314	308	331	388
	Total	1,303	1,068	1,168	1,155	1,074	1,137
UW-Green Bay	Undergraduate	1,375	1,179	1,163	977	846	1,144
	Graduate	189	178	149	135	85	127
	Total	1,564	1,357	1,312	1,112	931	1,271
UW-La Crosse	Undergraduate	761	623	514	521	437	480
	Graduate	379	426	756	499	630	549
	Total	1,140	1,049	1,270	1,020	1,067	1,029
UW-Madison	Undergraduate	3,134	2,738	2,466	2,452	2,473	2,536
	Graduate	3,979	3,893	3,743	3,539	3,627	3,584
	Total	7,113	6,631	6,209	5,991	6,100	6,120
UW-Milwaukee	Undergraduate	5,537	5,021	4,679	4,878	4,629	4,644
	Graduate	2,321	2,340	2,180	2,169	2,200	2,235
	Total	7,858	7,361	6,859	7,047	6,829	6,879
UW-Oshkosh	Undergraduate	1,482	1,358	1,426	1,513	1,571	1,677
	Graduate	1,093	948	1,019	915	868	959
	Total	2,575	2,306	2,445	2,428	2,439	2,636
UW-Parkside	Undergraduate	1,255	1,318	1,256	1,171	1,147	1,140
	Graduate	118	103	84	57	68	60
	Total	1,373	1,421	1,340	1,228	1,215	1,200
UW-Platteville	Undergraduate	457	626	730	599	624	712
	Graduate	139	155	276	325	424	505
	Total	596	781	1,006	924	1,048	1,217
UW-River Falls	Undergraduate	537	502	466	466	494	532
	Graduate	218	217	219	256	272	220
	Total	755	719	685	722	766	752
UW-Stevens Point	Undergraduate	1,215	1,017	1,081	1,016	969	1,016
	Graduate	333	270	289	244	190	233
	Total	1,548	1,287	1,370	1,260	1,159	1,249
UW-Stout	Undergraduate	1,015	839	940	842	884	967
	Graduate	381	342	463	394	463	499
	Total	1,396	1,181	1,403	1,236	1,347	1,466
UW-Superior	Undergraduate	695	731	662	677	819	746
	Graduate	289	258	260	204	193	162
	Total	984	989	922	881	1,012	908
UW-Whitewater	Undergraduate	1,168	1,017	966	976	883	905
	Graduate	624	673	695	720	611	611
	Total	1,792	1,690	1,661	1,696	1,494	1,518
UW Colleges	Undergraduate	3,146	3,526	4,075	3,836	4,129	4,274
UW System Total	Undergraduate	22,672	21,279	21,278	20,771	20,648	21,522
	Graduate	10,471	10,087	10,447	9,765	9,962	10,132
	Total	33,143	31,366	31,725	30,536	30,610	31,655

Table 5
University of Wisconsin System
Distance Education Course Offerings

	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07
UW-Eau Claire	100	110	118	120	124	149
UW-Green Bay	57	59	66	67	53	68
UW-La Crosse	14	10	8	8	11	11
UW-Madison	162	197	220	251	253	254
UW-Milwaukee	24	79	175	197	219	282
UW-Oshkosh	68	66	65	127	126	137
UW-Parkside	19	21	25	15	35	40
UW-Platteville	35	84	106	121	196	204
UW-River Falls	4	11	7	5	11	12
UW-Stevens Point	64	82	119	153	117	176
UW-Stout	131	184	212	215	253	263
UW-Superior	14	17	19	50	47	299
UW-Whitewater	62	76	106	139	156	135
UW Colleges	107	129	118	150	154	161
UW System Total	861	1,125	1,364	1,618	1,755	2,191

Table 6
University of Wisconsin System
Distance Education Course Enrollments

	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07
UW-Eau Claire	1,261	1,606	2,112	2,179	2,205	3,016
UW-Green Bay	639	594	619	704	650	1,077
UW-La Crosse	62	38	32	57	66	188
UW-Madison	6,915	8,184	9,996	10,690	9,336	7,912
UW-Milwaukee	860	2,567	4,273	4,089	5,170	7,365
UW-Oshkosh	1,080	1,111	1,283	2,463	2,731	2,840
UW-Parkside	79	65	66	40	99	162
UW-Platteville	314	835	1,233	1,510	2,312	2,468
UW-River Falls	16	305	75	57	196	209
UW-Stevens Point	1,016	1,212	1,557	1,965	1,237	2,805
UW-Stout	2,051	3,548	4,163	5,009	6,224	6,024
UW-Superior	146	184	153	384	283	2,147
UW-Whitewater	1,957	2,416	2,887	4,299	4,708	4,231
UW Colleges	2,886	3,858	3,185	4,911	5,344	5,845
UW System Total	19,282	26,523	31,634	38,357	40,561	46,289

Table 7
University of Wisconsin System
First to Second Year Retention Rates at Institution Where Started
New Freshmen Entering Full-Time

	Fall 2002		Fall 2003		Fall 2004		Fall 2005		Fall 2006	
	#	%	#	%	#	%	#	%	#	%
UW-Eau Claire	2,050	82.9	1,869	81.3	2,026	83.7	2,063	83.7	2,020	82.4
UW-Green Bay	896	81.4	960	74.9	989	75.7	904	76.2	1,019	75.1
UW-La Crosse	1,555	84.8	1,506	86.5	1,539	87.7	1,755	85.6	1,751	87.0
UW-Madison	5,488	92.8	5,553	92.9	5,617	94.0	6,118	93.0	5,633	93.2
UW-Milwaukee	3,178	71.6	3,716	72.6	3,714	71.8	4,218	69.3	3,977	71.8
UW-Oshkosh	1,775	75.8	1,765	76.4	1,708	76.9	1,617	74.4	1,726	73.5
UW-Parkside	760	67.0	863	61.5	890	64.7	783	63.1	814	60.1
UW-Platteville	1,120	81.2	1,116	77.4	1,164	76.0	1,218	76.8	1,387	75.2
UW-River Falls	1,045	76.1	1,220	77.2	1,197	76.1	1,192	71.4	1,289	75.0
UW-Stevens Point	1,464	76.2	1,498	79.5	1,525	76.2	1,521	77.3	1,640	76.0
UW-Stout	1,303	72.7	1,267	73.4	1,277	73.5	1,699	71.5	1,507	69.6
UW-Superior	286	66.4	336	67.0	329	71.7	336	69.0	293	62.5
UW-Whitewater	2,004	78.3	1,825	76.9	1,745	77.0	1,701	74.6	1,780	77.0
UW System Total	22,924	80.7	23,494	80.2	23,720	80.5	25,125	79.2	24,836	79.2

Table 8
University of Wisconsin System
First to Second Year Retention Rates at Institution Where Started
New Freshmen Entering Full-Time, by Gender and Race/Ethnicity, Fall 2006

	Male		Female		Total	
	Cohort (#)	Rate (%)	Cohort (#)	Rate (%)	Cohort (#)	Rate (%)
African American	324	67.9	453	64.5	777	65.9
American Indian	86	59.3	95	63.2	181	61.3
Southeast Asian	212	80.7	254	80.3	466	80.5
Other Asian American	267	80.5	284	84.2	551	82.4
Latino/Hispanic	282	72.3	323	78.9	605	75.9
Students of Color	1,171	73.5	1,409	74.5	2,580	74.1
White	10,007	79.6	11,886	79.9	21,893	79.8
International	222	80.6	141	85.1	363	82.4
Total	11,400	79.0	13,436	79.4	24,836	79.2

Table 9
University of Wisconsin System
First to Second Year Retention Rates at Institution Where Started
New Freshmen Entering Full-Time, by Gender and Race/Ethnic Group, Fall 2006

		Students of Color		White		Total **	
		Cohort (#)	Rate (%)	Cohort (#)	Rate (%)	Cohort (#)	Rate (%)
UW-Eau Claire	Male	42	83.3	767	82.9	811	83.0
	Female	74	82.4	1,132	81.9	1,209	82.0
	Total	116	82.8	1,899	82.3	2,020	82.4
UW-Green Bay	Male	36	72.2	311	77.5	352	77.0
	Female	44	70.5	623	74.3	667	74.1
	Total	80	71.3	934	75.4	1,019	75.1
UW-La Crosse	Male	53	86.8	590	89.7	653	89.3
	Female	69	84.1	1,025	85.8	1,098	85.7
	Total	122	85.2	1,615	87.2	1,751	87.0
UW-Madison	Male	383	90.6	2,082	94.2	2,600	93.4
	Female	418	90.7	2,521	93.6	3,033	93.0
	Total	801	90.6	4,603	93.9	5,633	93.2
UW-Milwaukee	Male	251	57.0	1,648	73.5	1,913	71.4
	Female	369	67.8	1,691	73.1	2,064	72.2
	Total	620	63.4	3,339	73.3	3,977	71.8
UW-Oshkosh	Male	57	64.9	639	74.8	702	74.1
	Female	75	61.3	944	74.3	1,024	73.0
	Total	132	62.9	1,583	74.5	1,726	73.5
UW-Parkside	Male	80	53.8	286	60.1	372	59.1
	Female	135	52.6	305	64.3	442	60.9
	Total	215	53.0	591	62.3	814	60.1
UW-Platteville	Male	51	64.7	868	76.6	920	76.0
	Female	30	50.0	437	75.3	467	73.7
	Total	81	59.3	1,305	76.2	1,387	75.2
UW-River Falls	Male	47	74.5	461	72.5	516	72.3
	Female	39	66.7	730	77.4	773	76.8
	Total	86	70.9	1,191	75.5	1,289	75.0
UW-Stevens Point	Male	41	63.4	701	74.6	752	73.7
	Female	32	71.9	843	78.3	888	77.9
	Total	73	67.1	1,544	76.6	1,640	76.0
UW-Stout	Male	40	62.5	669	70.4	715	70.2
	Female	51	66.7	738	69.1	792	69.1
	Total	91	64.8	1,407	69.7	1,507	69.6
UW-Superior	Male	8	*	129	65.1	150	61.3
	Female	5	*	131	61.8	143	63.6
	Total	13	53.8	260	63.5	293	62.5
UW-Whitewater	Male	82	75.6	856	77.1	944	76.9
	Female	68	76.5	766	77.3	836	77.2
	Total	150	76.0	1,622	77.2	1,780	77.0
UW System Total	Male	1,171	73.5	10,007	79.6	11,400	79.0
	Female	1,409	74.5	11,886	79.9	13,436	79.4
	Total	2,580	74.1	21,893	79.8	24,836	79.2

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

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

Table 10
University of Wisconsin System
Six-Year Graduation Rates at Any UW Institution
New Freshmen Entering Full-Time

	Fall 1997		Fall 1998		Fall 1999		Fall 2000		Fall 2001	
	#	%	#	%	#	%	#	%	#	%
UW-Eau Claire	2,160	64.9	2,139	67.4	2,006	69.6	2,079	68.7	2,125	67.5
UW-Green Bay	895	57.2	947	57.9	880	57.4	929	64.3	866	64.2
UW-La Crosse	1,700	68.4	1,740	71.0	1,631	72.7	1,609	72.9	1,596	76.4
UW-Madison	5,864	78.2	5,578	79.0	5,580	80.4	5,713	81.5	6,050	82.1
UW-Milwaukee	2,272	43.1	2,527	41.3	2,759	46.5	2,815	47.6	2,884	47.5
UW-Oshkosh	1,719	54.0	1,894	53.2	1,834	57.6	1,624	55.0	1,822	52.7
UW-Parkside	726	38.8	790	37.5	811	37.7	747	37.2	854	38.2
UW-Platteville	978	56.4	1,118	55.2	1,094	60.0	958	57.1	1,039	59.3
UW-River Falls	1,144	60.4	1,199	62.0	1,118	61.6	1,119	60.6	1,108	56.3
UW-Stevens Point	1,527	63.9	1,503	67.1	1,490	67.2	1,518	67.5	1,505	66.7
UW-Stout	1,241	53.5	1,333	56.4	1,317	57.8	1,307	58.5	1,272	58.9
UW-Superior	330	37.0	377	38.7	412	40.8	406	39.9	339	43.1
UW-Whitewater	1,882	58.8	1,902	60.8	1,877	57.8	2,052	59.4	1,857	60.9
UW System Total	22,438	62.2	23,047	62.5	22,809	63.9	22,876	64.5	23,317	64.8

Table 11
University of Wisconsin System
Six-Year Graduation Rates at Any UW Institution
New Freshmen Entering Full-Time, by Gender and Race/Ethnicity, Fall 2001

	Male		Female		Total	
	Cohort (#)	Rate (%)	Cohort (#)	Rate (%)	Cohort (#)	Rate (%)
African American	277	28.9	371	35.3	648	32.6
American Indian	51	35.3	70	37.1	121	36.4
Southeast Asian	148	34.5	170	49.4	318	42.5
Other Asian American	208	59.1	229	67.7	437	63.6
Latino/Hispanic	213	43.7	283	47.3	496	45.8
Students of Color	897	40.7	1,123	47.2	2,020	44.3
White	9,196	62.9	11,768	69.9	20,964	66.8
International	216	56.5	117	68.4	333	60.7
Total	10,309	60.8	13,008	67.9	23,317	64.8

Table 12
University of Wisconsin System
Six-Year Graduation Rates at Any UW Institution
New Freshmen Entering Full-Time, by Gender and Race/Ethnic Group, Fall 2001

		Students of Color		White		Total **	
		Cohort (#)	Rate (%)	Cohort (#)	Rate (%)	Cohort (#)	Rate (%)
UW-Eau Claire	Male	43	39.5	762	66.7	811	64.9
	Female	63	58.7	1,247	69.9	1,314	69.2
	Total	106	50.9	2,009	68.7	2,125	67.5
UW-Green Bay	Male	14	42.9	240	62.1	258	60.9
	Female	21	38.1	584	66.8	608	65.6
	Total	35	40.0	824	65.4	866	64.2
UW-La Crosse	Male	39	43.6	530	75.7	574	72.8
	Female	44	61.4	974	79.3	1,022	78.4
	Total	83	53.0	1,504	78.0	1,596	76.4
UW-Madison	Male	285	62.1	2,253	81.4	2,680	78.7
	Female	331	73.7	2,970	86.0	3,370	84.8
	Total	616	68.3	5,223	84.0	6,050	82.1
UW-Milwaukee	Male	222	21.6	1,118	50.3	1,352	45.3
	Female	311	24.8	1,217	55.9	1,532	49.5
	Total	533	23.5	2,335	53.2	2,884	47.5
UW-Oshkosh	Male	34	23.5	790	51.0	828	49.9
	Female	53	41.5	936	55.6	994	55.0
	Total	87	34.5	1,726	53.5	1,822	52.7
UW-Parkside	Male	60	25.0	303	34.7	368	33.2
	Female	108	28.7	375	46.1	486	42.0
	Total	168	27.4	678	41.0	854	38.2
UW-Platteville	Male	20	45.0	644	58.2	666	57.7
	Female	5	*	366	62.8	373	62.2
	Total	25	40.0	1,010	59.9	1,039	59.3
UW-River Falls	Male	40	35.0	385	54.3	428	52.1
	Female	37	27.0	643	60.8	680	59.0
	Total	77	31.2	1,028	58.4	1,108	56.3
UW-Stevens Point	Male	25	56.0	617	63.5	656	62.2
	Female	31	64.5	807	70.9	849	70.2
	Total	56	60.7	1,424	67.7	1,505	66.7
UW-Stout	Male	20	35.0	599	51.6	620	51.0
	Female	24	41.7	626	67.4	652	66.4
	Total	44	38.6	1,225	59.7	1,272	58.9
UW-Superior	Male	10	*	123	35.8	147	40.1
	Female	11	*	174	47.1	192	45.3
	Total	21	*	297	42.4	339	43.1
UW-Whitewater	Male	85	34.1	832	59.3	921	56.9
	Female	84	50.0	849	66.4	936	64.9
	Total	169	42.0	1,681	62.9	1,857	60.9
UW System Total	Male	897	40.7	9,196	62.9	10,309	60.8
	Female	1,123	47.2	11,768	69.9	13,008	67.9
	Total	2,020	44.3	20,964	66.8	23,317	64.8

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

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

Table 13
University of Wisconsin System
Students Studying Abroad
Unduplicated Annual Headcount*

	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07
UW-Eau Claire	310	327	376	328	379	444	361	427
UW-Green Bay	83	146	100	167	211	110	94	195
UW-La Crosse	95	175	183	168	213	365	324	238
UW-Madison	729	795	933	957	1,053	1,148	1,116	1,136
UW-Milwaukee	184	238	305	335	332	458	484	446
UW-Oshkosh	163	189	227	586	136	238	328	306
UW-Parkside	0	0	0	0	0	0	0	0
UW-Platteville	672	646	560	595	469	292	210	248
UW-River Falls	86	57	61	79	210	245	234	245
UW-Stevens Point	412	424	414	441	444	447	427	486
UW-Stout	72	110	95	152	108	258	214	245
UW-Superior	13	11	15	22	15	37	24	30
UW-Whitewater	46	94	67	60	69	65	69	62
UW Colleges	0	2	0	0	0	0	63	32
UW System Total	2,865	3,212	3,336	3,890	3,639	4,107	3,948	4,096

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

Table 14
University of Wisconsin System
Proportion of Bachelor's Degree Recipients Who Studied Abroad*

	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07
UW-Eau Claire	14.5%	14.9%	14.9%	17.3%	16.8%	20.0%	17.3%	19.8%
UW-Green Bay	9.5%	9.1%	9.9%	9.0%	9.7%	12.8%	9.9%	10.8%
UW-La Crosse	5.9%	6.7%	8.3%	8.5%	9.5%	13.0%	15.5%	15.2%
UW-Madison	11.2%	12.5%	13.7%	14.7%	16.2%	16.1%	16.6%	17.2%
UW-Milwaukee	5.6%	5.7%	5.7%	6.9%	6.7%	7.6%	7.9%	8.2%
UW-Oshkosh	5.7%	9.3%	8.6%	11.8%	11.7%	12.2%	13.8%	14.4%
UW-Parkside	0.9%	0.2%	0.4%	0.3%	0.7%	0.5%	0.5%	0.7%
UW-Platteville	0.7%	2.4%	3.1%	2.7%	4.6%	2.9%	2.6%	3.7%
UW-River Falls	7.5%	7.5%	5.8%	6.7%	9.2%	12.9%	14.6%	17.4%
UW-Stevens Point	15.6%	14.8%	14.0%	15.1%	15.8%	17.8%	18.8%	20.5%
UW-Stout	5.7%	6.4%	5.4%	6.4%	7.4%	7.6%	12.0%	13.7%
UW-Superior	0.6%	2.1%	3.4%	2.4%	4.8%	3.6%	7.1%	3.9%
UW-Whitewater	1.3%	3.0%	2.4%	4.2%	3.6%	3.4%	4.3%	2.9%
UW System Total	8.1%	9.1%	9.3%	10.5%	11.0%	12.0%	12.7%	13.2%

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

Table 15
University of Wisconsin System
Employees by Race/Ethnicity and Employment Category

		Faculty	Instructional Academic Staff	Non-Instructional Academic Staff	Classified Staff	Academic Leaders and Administrators	Total
African American	2004	228	74	231	361	70	964
	2005	239	82	229	350	59	959
	2006	248	89	249	331	57	974
	2007	266	109	261	351	65	1,052
American Indian	2004	71	26	53	54	6	210
	2005	75	28	56	50	6	215
	2006	71	25	61	53	6	216
	2007	77	30	60	54	7	228
Asian*	2004	698	185	698	221	19	1,821
	2005	740	208	691	235	19	1,893
	2006	764	221	699	252	18	1,954
	2007	797	217	751	272	17	2,054
Hispanic/Latino	2004	247	88	222	276	24	857
	2005	268	106	215	297	26	912
	2006	264	99	221	324	24	932
	2007	274	100	227	341	28	970
Employees of Color (Number)	2004	1,244	373	1,204	912	119	3,852
	2005	1,322	424	1,191	932	110	3,979
	2006	1,347	434	1,230	960	105	4,076
	2007	1,414	456	1,299	1,018	117	4,304
Employees of Color (Percent of Total)	2004	12%	9%	14%	9%	9%	11%
	2005	12%	9%	14%	9%	8%	11%
	2006	13%	9%	14%	10%	8%	12%
	2007	13%	9%	15%	10%	9%	12%
White	2004	9,037	3,787	7,299	9,105	1,247	30,475
	2005	9,214	4,002	7,296	8,906	1,217	30,635
	2006	9,204	4,064	7,307	8,854	1,194	30,623
	2007	9,438	4,349	7,451	8,891	1,206	31,335
Unknown	2004	95	60	100	33	1	289
	2005	135	82	127	49	1	394
	2006	159	102	151	79	3	494
	2007	172	113	184	75	9	553
Total	2004	10,376	4,220	8,603	10,050	1,367	34,616
	2005	10,671	4,508	8,614	9,887	1,328	35,008
	2006	10,710	4,600	8,688	9,893	1,302	35,193
	2007	11,024	4,918	8,934	9,984	1,332	36,192

*State and federal regulations that proscribe racial/ethnic definitions and data collection practices for purposes of equal employment opportunities and affirmative action do not distinguish various Asian racial/ethnic groups.

Table 16
University of Wisconsin System
Employees by Gender and Employment Category

		Faculty	Instructional Academic Staff	Non-Instructional Academic Staff	Classified Staff	Academic Leaders and Administrators	Total
Male	2004	6,165	2,114	3,830	4,373	755	17,237
	2005	6,292	2,267	3,827	4,300	719	17,405
	2006	6,248	2,306	3,846	4,343	700	17,443
	2007	6,285	2,411	3,904	4,407	712	17,719
Female (Number)	2004	4,209	2,104	4,773	5,676	612	17,374
	2005	4,375	2,238	4,785	5,586	609	17,593
	2006	4,459	2,292	4,841	5,547	602	17,741
	2007	4,735	2,504	5,028	5,575	619	18,461
Female (Percent of Total)	2004	41%	50%	55%	56%	45%	50%
	2005	41%	50%	56%	56%	46%	50%
	2006	42%	50%	56%	56%	46%	50%
	2007	43%	51%	56%	56%	46%	51%
Unknown	2004	2	2	0	1	0	5
	2005	4	3	2	1	0	10
	2006	3	2	1	3	0	9
	2007	4	3	2	2	1	12
Total	2004	10,376	4,220	8,603	10,050	1,367	34,616
	2005	10,671	4,508	8,614	9,887	1,328	35,008
	2006	10,710	4,600	8,688	9,893	1,302	35,193
	2007	11,024	4,918	8,934	9,984	1,332	36,192

Table 17
University of Wisconsin System
Average Number of Attempted Credits
for UW Students Earning Bachelor's Degrees

	93-94	95-96	97-98	99-00	01-02	02-03	03-04	04-05	05-06	06-07
UW-Eau Claire	147	145	143	141	140	140	141	138	138	137
UW-Green Bay	139	138	138	134	135	134	133	132	133	132
UW-La Crosse	154	152	149	143	141	142	142	142	141	140
UW-Madison	136	134	131	128	125	125	124	122	123	122
UW-Milwaukee	148	151	149	147	141	141	140	139	136	134
UW-Oshkosh	152	153	152	147	144	145	144	145	145	145
UW-Parkside	146	146	141	142	139	142	138	138	140	139
UW-Platteville	153	152	150	150	147	148	148	144	146	145
UW-River Falls	149	143	140	138	136	137	136	134	132	132
UW-Stevens Point	149	147	144	141	141	141	141	141	141	140
UW-Stout	152	149	148	144	142	143	142	141	140	139
UW-Superior	153	145	142	140	136	139	138	140	140	134
UW-Whitewater	143	142	141	139	140	140	139	138	138	138
UW System Total*	145	144	142	138	136	136	136	135	134	134

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

Technical Notes

General

- ❖ Unless otherwise specified, UW System Administration is the source of the data and information presented in this report. Enrollments in this report consist of all students enrolled in academic courses provided by the UW System, unless noted otherwise.
- ❖ The 2007 ACT Alumni Outcomes Survey was administered to a randomly selected group of alumni who received a UW bachelor's degree during the years 2003-04 or 2004-05. Comparison data were drawn from a national normative report of survey respondents from public four-year higher education institutions.
- ❖ For survey data, determination of statistical significance is based on calculation of the 95 percent confidence interval of a given sample estimate for each survey question. A 95 percent confidence interval sets the limits between which the sample estimates are likely to fall 95 percent of the time. Only when the normative data fall above or below these limits are they considered statistically significant. In most cases, differences of three or more percentage points are significant, except when differences of three percent are the result of rounding.

Section I

State GPR Allocations

Source: UW System Office of Budget and Planning. Inflation-adjusted GPR appropriations are in 1972 dollars. As a result of the late passage of the 2007-09 Biennial Budget, FY08 levels are as approved by the Board of Regents in August of 2007 as part of the 2007-08 Operating Budget and are not the final funding levels that have been reported in prior editions of *Achieving Excellence*.

High School Graduation Projections

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

Wisconsin Population Projections

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

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

Bachelor's Degree Attainment

Source: U.S. Census American Community Survey and decennial censuses.

Cost of Attendance

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

Median Household Income

Source: U.S. Census Current Population Survey

Affordability

Source: The National Center for Public Policy and Higher Education, *Measuring Up 2006*, <http://measuringup.highereducation.org/>.

Economic Impact

Source: NorthStar Economics, Inc., *Economic Impact of the University of Wisconsin System*, 2002. Where possible, numbers have been adjusted with the most recent information available.

Goal I

Access Rate

The overall access rate and access rates by gender include Wisconsin public and private high school graduates and Wisconsin immediate new freshmen from public and private high schools. Access rates by race/ethnicity include Wisconsin public high school graduates and Wisconsin immediate new freshmen from public high schools. The source for the number of Wisconsin high school graduates is the Wisconsin Department of Public Instruction (DPI).

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

Students of Color

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

Low Income Access

The percentage of Pell Grant recipients for the UW System includes the UW Colleges and is the number of resident undergraduates receiving a Pell during the academic year divided by resident undergraduate enrollment in the fall term. The most recent national percentage is all undergraduate Pell recipients at public 4-year institutions during 2005-06 divided by all undergraduate fall enrollment at public 4-year institutions in 2005.

Sources: Federal Pell Program End of Year Reports, IPEDS.

Non-Traditional Students

Includes students at the graduate/professional level age 30 and older, undergraduate students age 25 and older at the doctoral and comprehensive universities, and undergraduates age 22 and older at the UW Colleges.

Precollege Programs

Annual enrollments in multicultural and disadvantaged (M/D) precollege programs represent the number of individual participants per campus per year. Editions of *Achieving Excellence* prior to 2005-06 reported each program registration, regardless of whether an individual participant registered for more than one program.

The reporting year for precollege participation is defined as the summer term followed by fall and spring.

Distance Education Courses and Enrollments

Beginning with *Achieving Excellence 2005-06*, courses and enrollments reflect activity during the full academic year and supported by all funding sources.

Continuing Education Registrations in Non-Credit Courses

Source: UW-Extension.

Goal II

UW System Retention and Graduation Rates

Retention and graduation rates are reported for new freshmen entering full-time at UW four-year institutions only. The rates for the most recent retention cohort (2006) are preliminary. Retention and graduation rates for earlier cohorts have been updated from previous editions of *Achieving Excellence* to reflect their final values.

National Second-Year Retention Rate

The most recent available rate is for the fall 2005, full-time new freshmen cohort at public four-year institutions. The national rate is the average of the institutions' rates. Institutions include military service schools but exclude four-year institutions in U.S. territories and outlying areas.

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

National Six-Year Graduation Rate

The most recent available rate is for the fall 2000, full-time new freshmen cohort at public four-year institutions. The national rate includes military service schools but excludes four-year institutions in U.S. territories and outlying areas.

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

Goal III

Professional Nursing Programs National Council Licensure Examination

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

Uniform CPA Examination

Source: Continental Testing Services, Inc.

CPA exam data reflect the passage rate for total sections taken by all candidates from September 2006 through August 2007. In editions of *Achieving Excellence* prior to 2005-06, CPA testing data reflected the passage rate for new candidates passing all parts.

Graduate Record Examination

Source: Educational Testing Service (ETS).

The UW System average includes scores for institutions reporting 25 or more examinees. The 2005-06 data reflect scores for the 12 month period from July 2005 through June 2006. GRE scores for the Verbal and Quantitative sections range from 200 to 800; the range of Analytical Writing scores is from 0 to 6.

Medical College Admissions Test

Source: Association of American Medical Colleges. Each section of the MCAT is scored on a scale from 1 (lowest) to 15 (highest).

Goal IV

Study Abroad

Bachelor's degree recipients who studied abroad include students who graduated from a UW institution and studied abroad through a program at any UW institution at any time in their educational career. Beginning with *Achieving Excellence* 2005-06, study abroad has been updated to reflect all activity at UW institutions.

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

Goal V

Survey of Library Services

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

Survey of Students and Information Technology

Source: The ECAR Study of Undergraduate Students and Information Technology, 2007, EDUCAUSE Center for Applied Research. UW-Stout did not participate in the survey.

Goal VI

Classroom Technology Levels

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

Administrative Costs

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

Source: Integrated Postsecondary Education Data System (IPEDS).

Rankings of performance relative to funding are from *A New Look at the Institutional Component of Higher Education Finance*, National Center for Higher Education Management Systems (NCHEMS), December 2005.

Credits to Degree

Calculations are based on attempted credits of first-time UW bachelor's degree recipients who started as new freshmen at any UW institution. Only credits that are state-supported (GPR-funded) are included in the analysis.

