



**UNIVERSITY OF WISCONSIN SYSTEM
LEGISLATED ACCOUNTABILITY REPORT
2013**

University of Wisconsin System Legislated Accountability Report

Introduction

The University of Wisconsin System has annually published accountability reports since 1993. These reports reflect the UW System's longstanding commitment to demonstrating its accountability to students, elected officials, and the citizens of Wisconsin. Each annual accountability report covers a broad spectrum of higher education performance measures that address diverse constituent interests. Over the years, ongoing refinements and enhancements have been made to these reports to ensure their continued relevance and value as a resource for all potential readers. This report addresses recent legislation that adds accountability measures.

The *Knowledge Powers Wisconsin's Future* accountability report, first published in 2013, builds upon three earlier publications: *Investing in Wisconsin's Future*, annually released from 2009 to 2012, *Achieving Excellence*, issued annually from 2001 to 2008, and its predecessor, *Accountability for Achievement*, published from 1993 to 1998. *Accountability for Achievement* was one of the first accountability reports for a university system in the United States. The *Knowledge Powers Wisconsin's Future* accountability report reflects the UW System's progress on its broad strategic priorities – priorities aimed at improving Wisconsin's competitive edge and quality of life. *Knowledge Powers Wisconsin's Future* is available electronically at: <http://www.uwsa.edu/opar/accountability/>.

Since 2002, each of the 15 UW institutions has produced its own annual report as a companion to the systemwide report. These reports currently have the same structure and expanded framework of the systemwide report to provide common performance measures across institutions, but also to highlight the unique accomplishments of each UW institution. The institutional reports are available electronically at: <http://www.uwsa.edu/opar/accountability/>.

The UW System further demonstrates its accountability to the public through participation in the Voluntary System of Accountability (VSA). The VSA is a voluntary initiative of public four-year colleges and universities to provide information to parents and students on measureable educational outcomes in an accessible, understandable, and comparable way. Each UW four-year institution provides a College Portrait as part of this initiative, available at: <http://www.collegeportraits.org/WI>.

The 2011-13 biennial budget included the requirement of an annual report by the UW System Board of Regents regarding all UW System institutions other than UW-Madison. A separate annual report is required from the Chancellor of UW-Madison.

The report herein is the report of the Board of Regents with respect to the UW System without UW-Madison data. Through this report, we hope the accountability of the UW System to the people of Wisconsin will further be enhanced. Roughly half of the items currently required by the legislation are included in this year's *Knowledge Powers Wisconsin's Future* accountability report, and a similar number of items are reported here. This examination demonstrates the engagement of UW System institutions in developing a stronger workforce, creating stronger businesses, and building stronger communities for our graduates and all Wisconsinites to live, work, and play.

The report's format and measures will be revised in future editions as new methodologies and data sets are developed to address these accountability requirements.

University of Wisconsin System Legislated Accountability Report

The Wisconsin 2011-13 Biennial Budget (Act 32) created section 1017M. 36.65 of the Statutes requiring that the indicators below be reported by the Board of Regents with respect to the University of Wisconsin System not including the University of Wisconsin-Madison. The purpose of this report is to meet the Act 32 requirements made of the Board of Regents (Appendix A).

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University of Wisconsin System Not Including UW-Madison Executive Summary

Performance

- UW System institutions graduate students at a rate **(53.1%)** higher than a comparable national group of institutions **(48.7%)**.
- Almost three-quarters **(73.7%)** of new freshmen either graduated from a UW or another U.S. institution or were still enrolled six years later.
- UW System institutions awarded an all-time high number of degrees **(25,703)** last year.
- Institutions of the UW System retain new freshmen entering full-time at a rate **(75.8%)** higher than the national average **(74.8%)**. An additional **6.3%** returned for a second year to a different UW System institution.
- **Five of every six (84%)** Wisconsin residents who graduate from a UW System institution remain in the state after graduation.

Financial

- The UW System financial reports are prepared annually according to standard accounting principles and posted at: <http://www.wisconsin.edu/fadmin/finrep/campusfinancialstatements12.htm>
- UW System four-year institutions, including UW-Madison, spent half **(51%)**, or **\$1,518**, of the national average on institutional support per student.
- UW System spending, including UW-Madison, per student from state tax dollars was **\$1,423** less than the national average. Wisconsin ranks 37th among states in spending on public four-year institutions.

Access and Affordability

- UW System contributes to the education of lower income and underrepresented minority students. Thirty-seven percent **(37%)** of Wisconsin resident undergraduates are lower income students and **11.8%** of Wisconsin resident undergraduate students are underrepresented minority students.
- **Five of every six (84%)** new transfer students were Wisconsin residents. Last year, UW System institutions enrolled **13,381** new transfer students, which make up more than one-third of new undergraduate degree-seeking students.
- The average cost of attendance for a Wisconsin resident undergraduate in the UW System was **13%** less than the national average at public four-year institutions.
- Institutional grant aid to students with financial need increased **67%** over the last four years.

Undergraduate Education

- The majority **(79%)** of first-year students and seniors in 2011 indicated satisfaction with the availability of general education courses, an increase from 73% five years earlier.
- UW System institutions offer **250** undergraduate majors. The UW System's Higher Education Location Program (UW HELP), a unit of UW-Extension, maintains a breadth of information regarding UW System institutions. UW HELP's MajorMania is a useful tool for prospective students, parents, high school guidance counselors, and others. MajorMania can be found here: <http://majormania.uwex.edu/>
- The most popular majors sought by students were in Business, followed by Education, and Health. Of the juniors/seniors with a declared major in fall 2012, **20%** were enrolled in Science, Technology, Engineering, and Mathematics (STEM) areas and **8%** were enrolled in Health areas.

- At or above the national average, **86%** of seniors gave their entire experience at a UW System institution a positive rating while **82%** reported they would attend the same institution again.
- UW System students performed above average on the national Nursing Licensure examination.

Graduate and Professional Education

- Of the **3,936** graduate and professional degrees conferred, **33% (1,311)** were in key areas such as Business, Nursing, Engineering, Physical Therapy, and Audiology.

Faculty

- Faculty are engaged in a variety of activities in addition to classroom instruction including instructional design, course preparation and evaluation, advising, community service, research and scholarship, and administrative and governance responsibilities. Combined, these activities promote student achievement, economic development, and lead to prestigious awards and recognitions.
- UW System faculty salaries were **20.6%** lower than faculty salaries at comparable peer universities.

Economic Development

- Revenue brought into the state through federal, state, and private sources contributes to the development of new knowledge, improves the learning experience of students, and creates jobs. Such extramural funding includes funding for research as well as instruction and other activities. Academic research and development at UW System institutions is a significant source of economic activity for Wisconsin.
- Research discoveries at UW System institutions are increasingly being tapped for their commercial potential. The WiSys technology foundation and the UW-Milwaukee Research Foundation have facilitated **12** startup companies in addition to patents and licenses for new technologies.

- Joint industry-university partnerships support Wisconsin business. GE Healthcare is investing more than **\$3 million** to create a center for imaging research at UW-Milwaukee that will help educate the company's existing workforce and encourage research in imaging reconstruction, an area key to GE's success. Nelson & Pade, a private aquaponic system company, has partnered with UW-Stevens Point to develop a college certificate program in the integration of fish and plant agriculture. Wisconsin ranks first in the Midwest in farm-raised fish production, and has the water resources needed to become a national leader.

- UW System institutions provide business development assistance. Clients of the Wisconsin Entrepreneur's Network, coordinated by UW-Extension, started **423** businesses, created **1,109** jobs, and invested **\$16.9 million** in their businesses.

- Jobs generated by UW System institutions throughout Wisconsin include direct faculty and staff employment, jobs generated by institutional operational expenditures, jobs created to support UW System employees professionally and personally, and jobs attributable to student and visitor spending.

- Technology parks and innovations centers foster new businesses and job growth. UW-Stout's Discovery Center, UW-Whitewater's University Technology Park, and UW-Eau Claire's Materials Science Center are a few examples of how UW System institutions support entrepreneurship and bring academic expertise to industry challenges.

Collaboration

- The UW System engages in a wide variety of partnerships, both formal and informal, with businesses, not-for-profit organizations, governmental agencies, and other partners. These partnerships combine UW and non-UW resources to support programs or initiatives that benefit Wisconsin communities, the Midwest region, and beyond.

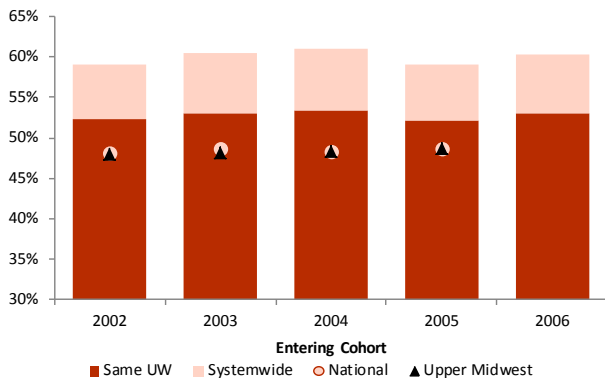
Performance

Graduation Rates

The six-year graduation rate, a standard national metric, is the proportion of new freshmen entering full-time who graduate with a bachelor's degree within six years. The most recent year for which six-year graduation rates can be computed is for new freshmen entering UW System institutions full-time in fall 2006.

- Of new freshmen entering a UW System institution full-time in fall 2006, the same institution six-year graduation rate was 53.1%. An additional 7.1% started at one UW System institution and transferred to another on the path to earning a bachelor's degree.
- UW System's same institution graduation rate of 53.1% was above the most recent rate of a comparable national group of institutions, 48.7%. The graduation rate of comparable institutions in the Upper Midwest was also 48.7%.

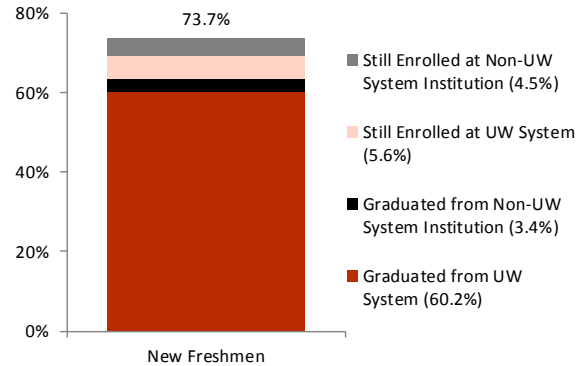
UW System Graduation Rates Not Including UW-Madison



The UW System rate is for 4-year institutions only. National and Upper Midwest rates are based on public 4-year institutions excluding those similar to UW-Madison (Carnegie classification of Research University – Very High Research Activity). Upper Midwest refers to Illinois, Indiana, Iowa, Michigan, and Minnesota.

Some students complete their studies outside the UW System, or continue to make progress toward a degree after six years. Of fall 2006 new freshmen, 73.7% either graduated from any U.S. institution or were still enrolled six years later.

UW System New Freshmen Enrolling Full-Time in Fall 2006 and Graduated or Still Enrolled Six Years Later Not Including UW-Madison



Data for non-UW System institutions is from the National Student Clearinghouse.

Total Number of Graduates

Nationally, the number of degrees conferred to graduates is the established standard metric for measuring graduates from higher education. UW System institutions conferred 25,703 degrees during the 2011-12 academic year at the Associate, Bachelor's, Master's, Doctorate-Research/Scholarship, and Doctorate-Professional Practice levels.

UW System Degrees Conferred by Level Not Including UW-Madison

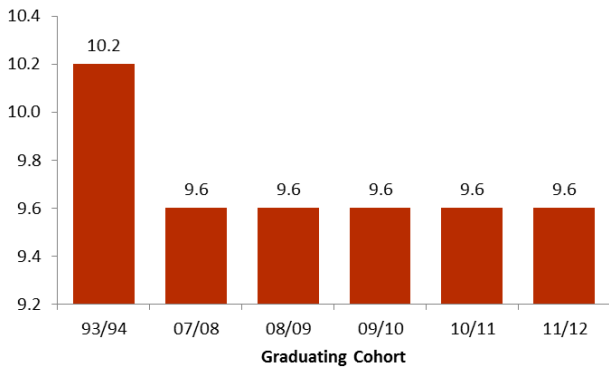
	Assoc.	Bachelor's	Master's	Doctorate		Total
				Rsrch/Schlrshp	Profess. Practice	
2007-08	1,388	17,701	3,536	115	42	22,782
2008-09	1,477	17,878	3,639	125	47	23,166
2009-10	1,531	18,208	3,680	129	62	23,610
2010-11	1,687	18,750	3,765	125	58	24,385
2011-12	2,011	19,756	3,688	150	98	25,703

Time to Graduation

Time to graduation is based on students who enter any UW System institution, including UW Colleges, as new freshmen and graduate with a bachelor's degree. The time to graduation is the number of fall and spring semesters a student was enrolled at any UW System institution between entry and graduation.

- Bachelor's degree recipients in 2011-12 enrolled an average of 9.6 fall and spring semesters between entry as new freshmen and graduation. The average time to graduation was less than five academic years, and was lower than the average of 10.2 semesters for graduates in 1993-94.

**UW System Average Time to Degree
(Fall and Spring Semesters Enrolled)
Not Including UW-Madison**



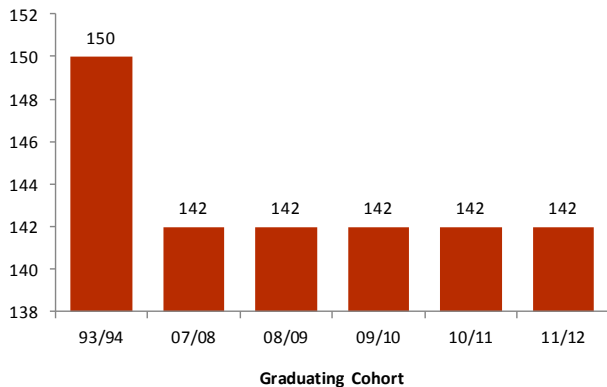
Credits to Degree

The average credits to degree for the UW System is based on students who enter any UW System institution, including the UW Colleges, as new freshmen and graduate with a bachelor’s degree.

Several factors influence the number of credits that undergraduate students attempt while earning bachelor’s degrees. Students often change majors, transfer to other UW System institutions, add a second major or a minor, and take electives. Institutions have influence over the number of credits required for degree completion, course availability, academic advising, and the number of transfer credits accepted.

- UW System graduates in 2011-12 attempted an average of 142 UW credits by the time they graduated, down from 150 in 1993-94 when the goal to reduce credits to degree was established.

**UW System Average Attempted Credits to Degree
Not Including UW-Madison**

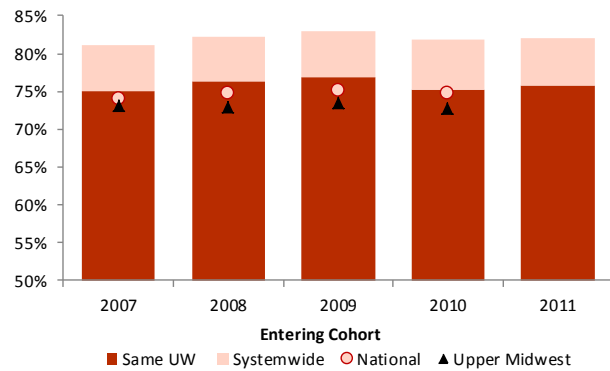


Retention Rates

The second year retention rate indicates the proportion of new freshmen entering full-time who return to the same institution for a second year. This definition is consistent with the national standard for this metric.

- The same institution second year retention rate was 75.8% for new freshmen entering a UW System institution full-time in fall 2011. Additionally, 6.3% returned for a second year to a different UW System institution.
- The UW System same institution retention rate of 75.8% was above the most recent rate of a comparable national group of institutions, 74.8%. The retention rate was also above the rate of comparable institutions in the Upper Midwest, 72.8%.

**UW System Retention Rates
Not Including UW-Madison**



The UW System rate is for 4-year institutions only. National and Upper Midwest rates are based on public 4-year institutions excluding those similar to UW-Madison (Carnegie classification of Research University – Very High Research Activity). Upper Midwest refers to Illinois, Indiana, Iowa, Michigan, and Minnesota.

Placement of Graduates

UW System institutions provide information about future plans of bachelor’s degree recipients at the College Portrait website (<http://www.collegeportraits.org/WI>). Following graduation, the majority of bachelor’s degree recipients plan to be employed, while some recipients plan to continue their education in graduate school. Information posted to the College Portraits is part of UW System participation in the Voluntary System of Accountability (VSA). UW System institutions have participated in the VSA since February 2008.

UW System institutions survey alumni about their activities.

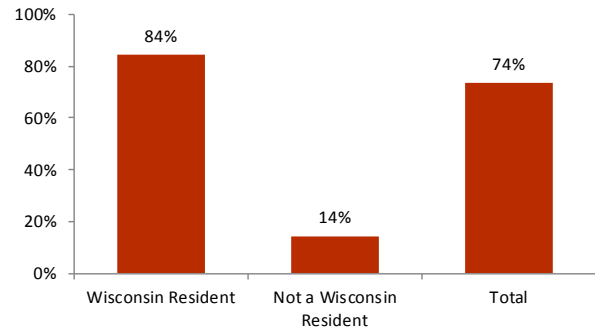
- UW-Eau Claire reports that 94% of 2010-11 degree recipients who responded (58%) are either employed (80%) or attending graduate school (14%). For full results, see: <http://www.uwec.edu/Career/gadsurvey/upload/2010-11PostGradResults.pdf>
- UW-Stevens Point Career Services conducts follow-up studies reflecting employment of graduates up to one year after degree completion. The most recent combined placement rate of teaching and non-teaching graduates who responded (80%) was 85%. More details can be found here: <http://www.uwsp.edu/career/Pages/annualReports.aspx>
- The 2011-12 Career Services Annual Employment report at UW-Stout reports that approximately 97.3% of undergraduate degree recipients who responded (91.5%) were employed or continuing their education, with over 79.3% employed in a position related to their major. For more information, see: <http://www.uwstout.edu/careers/upload/anrpt.pdf>
- The UW-Whitewater Career Resources office reports that about three-quarters (74.4%) of 2010-11 undergraduate degree recipients who responded (62%) are either employed or continuing their education. For more information, see: <http://www.uww.edu/career/>

Alumni Who Reside in the State After Graduation

Approximately five of every six UW graduates who were Wisconsin residents when enrolled remained in the state after graduation. In addition, many students enrolling in the UW System from other states chose to remain in Wisconsin after graduation.

- 84% of alumni who were Wisconsin residents when enrolled remained in Wisconsin after graduation.
- 14% of alumni who were not originally from Wisconsin remained in the state after graduation.
- Overall, 74% of alumni remained in Wisconsin.

UW System Alumni Residing in Wisconsin by Residency Status When Enrolled Not Including UW-Madison



Data are based on U.S. addresses in 2007 for alumni who received a UW bachelor's degree during 2003-04 or 2004-05. A U.S. address was available for 93% of alumni.

Financial

Financial Reports from Each UW System Institution

The UW System financial reports are prepared annually according to standard accounting principles and posted at: <http://www.wisconsin.edu/fadmin/finrep/campusfinancialstatements12.htm>

- In fiscal year 2010 (FY10), the most recent year for the purpose of comparison, UW System four-year institutions spent \$1,518, or half (51%), of the national average on institutional support per student.
- In addition to being below the national average in administrative spending per student, the UW System is below the national average in state tax dollars spent per student. In FY10, UW spending per student from state tax dollars was \$1,423 less than the national average. Wisconsin ranks 37th among states in spending on public four-year institutions.

Access and Affordability

Family Income

Higher salaries and lower unemployment rates for college graduates make access and affordability even more important for expanding economic opportunities for low income families. On average, college graduates earn \$21,000 more than high school graduates annually and the unemployment rate for college graduates is half of that for high school graduates. Results of an alumni survey, conducted by the American Council on Education (ACE) in 2010, indicate that UW graduates believe that college is worth the time and money.

Of the 126,588 undergraduates enrolled in UW System institutions in fall 2011, 94,246, or 74.5%, completed a Free Application for Federal Student Aid (FAFSA) and were offered financial aid. Family income information is available only for these students. Median family income differs depending on whether a student is considered a dependent or independent for financial aid purposes. The majority of undergraduates are dependents. The median family income for undergraduate students was \$61,607 in 2011-12. Incomes also vary by residency status. Non-resident and reciprocity students have higher family incomes among dependent undergraduates. Out-of-state independent undergraduates and graduate students have lower incomes.

UW System Median Family Income of Financial Aid Recipients by Residency Status and Dependency Not Including UW-Madison

2011-12	Resident	Reciprocity	Non-Resident	All
Undergraduate				
Dependent	\$74,968	\$92,051	\$88,216	\$77,019
Independent	\$15,411	\$12,817	\$13,717	\$15,232
Total	\$58,885	\$84,025	\$71,655	\$61,607
Graduate				
Dependent	*	*	*	*
Independent	\$25,264	\$18,428	\$19,945	\$24,118
Total	\$25,419	\$18,428	\$19,945	\$24,186

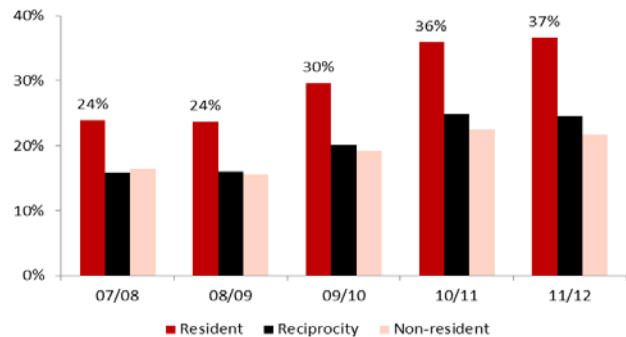
*Median income for 8 dependent graduate students is included in the graduate student total.

Low-Income Students

The UW System is committed to providing all students, including lower income students, equal access to and an equal chance to succeed in higher education. The enrollment of lower income students is measured by the percentage of UW System

undergraduates who receive a Pell Grant. In Fall 2011, 43,951 UW undergraduates (35%) received a Pell Grant. 37% of Wisconsin resident undergraduates, 25% of reciprocity undergraduates, and 22% of non-resident undergraduates received a Pell Grant.

UW System Pell Recipients as a Percentage of Undergraduate Enrollment by Residency Status Not Including UW-Madison



Growth in the number of Pell recipients in 2009-10 and 2010-11 was in part due to eligibility changes and economic factors. In 2011-12, the number of Pell recipients grew slightly.

Underrepresented Minority Students

Inherent in the broad mission of the UW System is the duty to provide underrepresented minority (URM) students and all others equal access to and equal opportunity for success in higher education. URM students include all who indicate African American, American Indian, Hispanic/Latino(a), or Southeast Asian alone or in combination with other races/ethnicities. In fall 2012, 11.2% of all undergraduates, a similar proportion (11.8%) of Wisconsin resident undergraduates, 10.1% of non-resident undergraduates, and 6.8% of reciprocity undergraduate students were URM students.

UW System Underrepresented Minority Students as a Percentage of Undergraduate Enrollment by Residency Status Not Including UW-Madison

Fall	Resident	Reciprocity	Non-Resident	All
2008	8.6%	4.2%	8.5%	8.2%
2009	9.3%	4.8%	8.0%	8.9%
2010	10.3%	5.4%	8.6%	9.8%
2011	11.1%	6.3%	9.9%	10.6%
2012	11.8%	6.8%	10.1%	11.2%

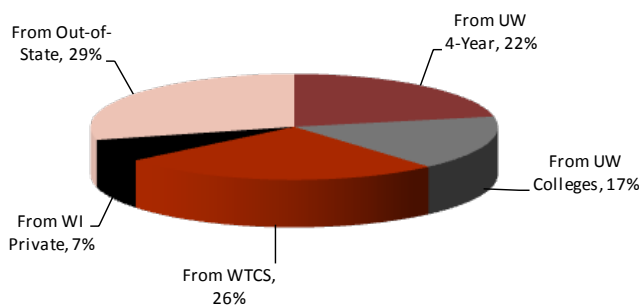
The UW System seeks to serve Wisconsin's increasingly diverse population. Between 2011 and 2019, students of color are expected to increase from 20% to 22% of Wisconsin high school graduates. See *Wisconsin High School Graduate Projections*: <http://www.uwsa.edu/opar/reports/projections>

Undergraduate New Transfer Students

Nationwide, an increasing number of students are attending more than one higher education institution on their way to earning a degree. The UW System is committed to increasing access for transfer students. An important indicator of access is measured by the number of undergraduate new transfer students who enroll at a UW System institution. New transfer students are students who have not previously enrolled at the institution to which they transferred. In 2011-12, UW System institutions enrolled 13,381 new transfer students, or 34% of new undergraduate degree-seeking students.

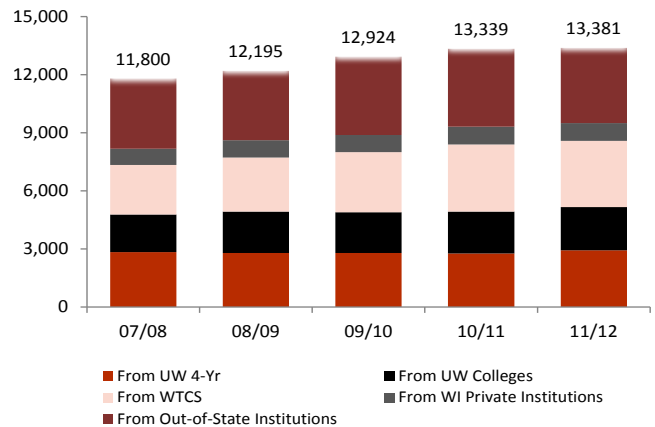
Of the 13,381 new transfer students, 39% were intra-UW System transfers and 61% transferred from other sources. 84% of the new transfer students were Wisconsin residents.

UW System Undergraduate New Transfer Students by Type of Sending Institution, 2011-12 Not Including UW-Madison



New transfer student enrollment in 2011-12 increased slightly from 13,339 in 2010-11 and 13% from four years ago.

UW System Undergraduate New Transfer Students by Type of Sending Institution Not Including UW-Madison



In addition, 1,647 students re-enrolled at a UW System institution with transfer credits for a total of 15,028 transfer students in 2011-12.

Published and Net Cost for Resident Students

Published cost is the cost of attendance paid by full-time new freshmen who receive no grant aid. Net cost is the cost of attendance minus grant aid from federal, state, and institutional sources.

The cost of attending UW System institutions – tuition, fees, room, board, books, supplies, and other expenses – remains affordable relative to the national average. Based on information from the College Board, the average cost of attendance for a Wisconsin resident undergraduate in the UW System was 13% less than the national average at public four-year institutions.

Between 2008-09 and 2011-12, tuition, not including differentials or student fees, at UW-Milwaukee and the UW comprehensive institutions rose by an average of 5.5% per year. Other costs of attendance, such as room, board, and other expenses, contributed to the increase in published cost.

Between 2010-11 and 2011-12, net cost rose 19% at UW-Milwaukee to \$15,610 and rose 3% at the UW comprehensive institutions to \$10,940. Net cost rose by 16% at UW Colleges to \$5,171, as the tuition freeze at that institution ended, and as the amount of grant aid received by UW Colleges students declined.

**UW System Published and Average Net Cost
for Resident Students
Not Including UW-Madison**

		2008-09	2009-10	2010-11	2011-12
UW-Milwaukee	Published Cost	\$17,633	\$20,610	\$20,097	\$21,785
	Net Cost	\$10,693	\$12,538	\$13,137	\$15,610
UW Comp.	Published Cost	\$14,690	\$15,404	\$15,594	\$16,695
	Net Cost	\$9,411	\$9,408	\$10,626	\$10,940
UW Colleges	Published Cost	\$9,464	\$9,627	\$9,889	\$10,372
	Net Cost	\$6,744	\$6,401	\$4,457	\$5,171

Financial Aid for Students with Need

UW System institutions have increased the amount of institutional funds available to students with financial need as shown in the table below. Some UW System institutions have special initiatives to increase institutional aid to needy students. Institutional grant aid (including merit-based scholarships) directed to students with need increased 67% between 2007-08 and 2011-12. The majority (63%) of institutional grants at UW System institutions was awarded to students with financial need.

**UW System Institutional Grant Aid
Awarded to Undergraduates with Financial Need
Not Including UW-Madison**

Year	Institutional Grant Aid	As Percent of all Institutional Grants
2007-08	\$9,831,246	49%
2008-09	\$11,409,741	53%
2009-10	\$11,781,590	55%
2010-11	\$14,561,137	59%
2011-12	\$16,397,359	63%

Undergraduate Education

Access to Required Courses

General education courses provide fundamental knowledge and skills necessary in any undergraduate major. Typically, the majority of general education courses must be completed before a student begins work on his or her major.

79% of first-year students and seniors in 2011 indicated satisfaction with the availability of general education courses, an increase from 73% in 2006.

**UW System Availability of General Education Courses
Not Including UW-Madison**

	2006	2008	2011
Students Somewhat or Very Satisfied			
First-Year Students	73%	77%	79%
Seniors	73%	76%	79%

Source: National Survey of Student Engagement, extra question added by the consortium of UW comprehensive institutions. Excludes UW-Superior in 2006 and 2008. National comparison data are not available.

The courses with the highest enrollment across UW System institutions are in English, Math, Economics, Psychology, Sociology, Communications, and other general education areas. A list of course enrollments can be found here: http://www.wisconsin.edu/opar/accountability/Act32_13/2012-13_Top_Course_Enroll.pdf

Majors Offered

UW System institutions offer 250 undergraduate majors. The UW System's Higher Education Location Program (UW HELP), a unit of UW-Extension, maintains a breadth of information regarding UW System institutions. UW HELP's MajorMania is a tool for prospective students, parents, high school guidance counselors, and others, which provides information about the majors offered at UW System Institutions. MajorMania can be found here: <http://majormaniaman.uwex.edu/>

Access to Popular Majors

Enrollments of junior and senior undergraduates indicate that the most popular majors sought by students were in Business, followed by Education, and Health. Of the juniors/seniors with a declared major in fall 2012, 20% were enrolled in Science, Technology, Engineering, and Mathematics (STEM) areas and 8% were enrolled in Health area.

**UW System Undergraduate Enrollments
by Major Category, Fall 2012
Not Including UW-Madison**

Major Category	Junior & Senior	
	#	%
Business, Management, Marketing, and Related Support Services	11,672	19.7%
Education	6,529	11.0%
Health Professions and Related Programs	4,730	8.0%
Visual and Performing Arts	3,689	6.2%
Biological and Biomedical Sciences	3,440	5.8%
Social Sciences	3,284	5.5%
Psychology	2,857	4.8%
Communication, Journalism, and Related Programs	2,721	4.6%
Engineering	1,961	3.3%
Computer and Information Sciences and Support Services	1,644	2.8%
Public Administration and Social Service Professions	1,581	2.7%
Parks, Recreation, Leisure, and Fitness Studies	1,499	2.5%
Multi/Interdisciplinary Studies	1,459	2.5%
English Language and Literature/Letters	1,447	2.4%
Homeland Security, Law Enforcement, Firefighting and Related	1,395	2.4%
Natural Resources and Conservation	1,361	2.3%
Physical Sciences	1,189	2.0%
Foreign Languages, Literatures, and Linguistics	998	1.7%
Liberal Arts and Sciences, General Studies and Humanities	981	1.7%
History	934	1.6%
Agriculture, Agriculture Operations, and Related Sciences	902	1.5%
Mathematics and Statistics	859	1.4%
Engineering Technologies and Engineering-Related Fields	718	1.2%
Family and Consumer Sciences/Human Sciences	335	0.6%
Philosophy and Religious Studies	282	0.5%
Architecture and Related Services	263	0.4%
Communications Technologies/Technicians and Support Services	196	0.3%
Science Technologies/Technicians	161	0.3%
Area, Ethnic, Cultural, Gender, and Group Studies	130	0.2%
Legal Professions and Studies	92	0.2%

Categories are those used in the USDE Classification of Instruction Programs (<http://nces.ed.gov/ipeds/cipcode/Default.aspx?v=55>).

Improvements in Student Experience

The UW System prepares students through a variety of experiences, both as part of the curriculum and outside of the classroom. Among these experiences are the high impact practices in the following table. Student participation in these activities has been shown to contribute to critical thinking, one of the fundamental outcomes of learning, as well as to gains in intellectual and practical skills and in personal and social development. UW System seniors consistently have reported high levels of satisfaction with the overall UW experience.

**UW System Four-Year Institutions
Improvements in Student Experience
Not Including UW-Madison**

	2006	2008	2011	Nat'l
Participation in High Impact Practices: First-Year Students				
Learning Communities	7%	8%	11%	19%
Service Learning	29%	34%	33%	37%
Participation in High Impact Practices: Seniors				
Research with Faculty	17%	18%	19%	19%
Service Learning	49%	52%	50%	46%
Internship	53%	54%	50%	48%
Senior Experience	29%	32%	29%	30%
Contribution of UW Experience to Critical Thinking: Seniors				
Thinking critically and analytically (quite a bit or very much)	84%	86%	86%	86%
Application of theories or concepts (quite a bit or very much)	77%	78%	81%	81%
Analyzing basic elements of an idea (quite a bit or very much)	80%	81%	84%	86%
Overall Experience: Seniors				
Would attend same institution again if starting over (probably or definitely yes)	80%	81%	82%	82%
Entire educational experience at institution (good or excellent)	85%	85%	86%	85%

Source: National Survey of Student Engagement. National comparison includes all public 4-year institutions participating in 2011.

The UW Colleges provides access to success at the associate and baccalaureate level of education by delivering the first two years of liberal arts general education.

**UW Colleges
Improvements in Student Experience**

	2005	2008	2011	Nat'l
Participation in High Impact Practices				
Learning Communities	14%	14%	12%	9%
Service Learning	21%	24%	25%	23%
Contribution of UW Experience to Critical Thinking				
Thinking critically and analytically (quite a bit or very much)	69%	72%	74%	70%
Application of theories or concepts (quite a bit or very much)	55%	58%	58%	57%
Analyzing basic elements of an idea (quite a bit or very much)	67%	70%	73%	69%
Overall Experience				
Entire educational experience at college (good or excellent)	83%	83%	80%	85%

Source: Community College Survey of Student Engagement. National comparison includes all other community colleges participating in 2011.

Closing the Equity Gap

The UW System is one of 22 U.S. higher education systems that pledged to cut equity gaps as part of the national Access to Success initiative, a project of the National Association of System Heads (NASH) and the Education Trust. The UW System is committed to providing all students an equal opportunity to succeed in higher education. Closing the gap in second year retention rates and six year graduation rates between underrepresented minority (URM) students and non-URM students is one important effort the UW System is making to achieve the commitment.

Progress toward closing the equity gap is measured using the most recent data on new freshmen entering full-time compared to the baseline cohorts (1998 to 2000 combined).

UW System Gap in Retention Rates At UW System Institution Where Started Not Including UW-Madison

	Retention to the 2 nd Year	
	Fall 1998-2000 Cohort	Fall 2011 Cohort
URM	64%	68%
Non-URM	76%	77%
Gap	12%	9%

UW System Gap in Graduation Rates At UW System Institution Where Started Not Including UW-Madison

	Graduation Within 6 Years	
	Fall 1998-2000 Cohort	Fall 2006 Cohort
URM	29%	30%
Non-URM	52%	55%
Gap	23%	25%

Underrepresented minority (URM) students include all who indicate African American, American Indian, Hispanic/Latino(a), or Southeast Asian alone or in combination with other races/ethnicities.

The UW System seeks to provide a positive learning environment for all students. To better understand how campus climate affects student success, each UW System institution has completed a Climate Study involving a survey of students, faculty, and staff. In addition, each UW System institution has conducted a data-intensive Equity Scorecard process. The Equity Scorecard process identifies barriers to success unique to specific student groups. The UW System engages in LEAP: Liberal Education and America's Promise. LEAP embraces and promotes Essential Learning Outcomes, High-Impact Educational Practices (HIPs), Authentic Assessments, and Inclusive Excellence.

Post-Graduation Success

Examinees from UW System institutions performed above the national average on the Nursing Licensure examination and writing section of the Graduate Record Exam (GRE). Scores on the verbal and quantitative sections of the GRE and all sections of the Medical College Admissions Test (MCAT) were slightly below national averages. The average pass rate of the CPA examination was just below the state of Wisconsin average.

UW System Post-Baccalaureate Examinations Not Including UW-Madison

Post-Baccalaureate Examination	UW System	National	
Professional Licensure or Certification Pass Rates	Nursing	89%	88%
	Certified Public Accountant (CPA)	56%	57%*
Graduate Record Exam (GRE) Scores	Verbal (200-800)	454	472
	Quantitative (200-800)	567	599
	Writing (0-6)	3.85	3.79
Medical College Admissions Test (MCAT) Scores	Verbal (1-15)	7.4	7.9
	Physical Sciences (1-15)	7.8	8.4
	Biological Sciences (1-15)	8.5	8.8
	Total Score (3-45)	23.6	25.1

*Pass rate is for state of Wisconsin graduates only.

According to the National Science Foundation *Survey of Earned Doctorates*, 1,052 graduates of UW System institutions completed research doctorate (Ph.D.) degrees from 2006 through 2010, the most recent data available. Of these, 445 doctorate degrees were in a Science, Technology, Engineering, or Mathematics (STEM) field. Further information about this survey can be found here: <http://www.nsf.gov/statistics/srvydoctorates/sedreporting/>

Graduate and Professional Education

Graduate and Professional Degrees Awarded and in Key Areas

During the 2011-12 academic year, the UW System awarded 3,688 degrees at the Master's level, 150 degrees at the Doctorate-Research/Scholarship (Ph.D.) level, and 98 degrees at the Doctorate-Professional Practice level. Of these, 33% (1,311) were in key areas such as Business, Nursing, Engineering, Physical Therapy, and Audiology.

**UW System Graduate and Professional Degrees Conferred
Not Including UW-Madison**

Degree Level	Area	2011-12
Master's	Business	918
	Engineering	143
	Nursing	119
	Other	2,508
	Total	3,688
Doctorate-Rsrch/Schlrshp	Business	7
	Engineering	12
	Nursing	14
	Other	117
	Total	150
Doctorate-Profess. Practice	Audiology	4
	Nursing	28
	Physical Therapy	66
	Total	98

Incentives Provided for Remaining in the State after Graduation

Currently, financial incentives such as student loan-forgiveness programs, tax credits, or home ownership assistance to students who remain in the state after graduation are not available to UW graduates. However, there are non-financial reasons for graduates to remain in Wisconsin such as graduate and advanced degree opportunities, and the overall quality of life.

As indicated earlier in this document, 84% of UW System alumni who were Wisconsin residents when enrolled as undergraduates remained in Wisconsin after graduation.

As part of Knowledge Powers Wisconsin, UW System institutions are engaged in developing a stronger workforce, creating stronger businesses, and building stronger communities for our graduates to live, work, and play. Tens of thousands of UW graduates enter the workforce each year, ready to put their talent and entrepreneurial spirit to work as the business and community leaders of tomorrow.

Faculty

Faculty Teaching Loads

Faculty teaching loads are based on full-time equivalent faculty and instructional staff (FTE). Four measures of teaching workload are included in this report—Student Credit Hours, Contact Hours, Group Instruction Sections, and Individual Instruction activity. Average Student Credit Hours measure the credit hours generated through all types of

instruction. Average Weekly Group Contact Hours measure the number of hours spent in classroom instruction. Average Group Instruction measures the number of primary group instruction sections (which do not include supporting course sections such as laboratory or discussion sections). Average Individual Instruction measures the enrollments in individualized instruction such as independent study and thesis research. For example, as shown in the table that follows, at the UW Comprehensive institutions, on average, each faculty member teaches approximately 3 courses each semester which correspond to nearly 12 hours of direct contact with students. Each faculty member also teaches about 3 students in independent settings. When this instructional activity is converted to student credit hours (the sum of all the credits generated by students under a faculty member's instruction) each faculty member teaches, on average, 275 student credit hours.

Faculty are engaged in a variety of activities in addition to classroom instruction including instructional design, course preparation and evaluation, advising, community service, research and scholarship, and administrative and governance responsibilities. Combined, these activities promote student achievement, economic development, and lead to prestigious awards and recognitions. The nature and variety of these activities make them more challenging to quantify than direct teaching metrics. Additional information on extramural research activity is found in the Economic Development section of this document.

The Whitewater University Technology Park is an example of faculty collaborating and partnering with the City of Whitewater Community Development Authority and the Walworth County Economic Development Alliance. The Whitewater Incubation Program leverages faculty and staff expertise to support regional economic development. Faculty and staff mentors provide core business development services to start-up companies affiliated with the Innovation Center. Faculty and staff mentors exceed the required hours of coaching and services per semester by providing significantly more hours of engagement per week in addition to their regular teaching, research, and service activities.

**UW System Teaching Loads
Not Including UW-Madison**

Student Credit Hours		2009	2010	2011
UW-Milwaukee	FA	166	150	152
	IAS	347	337	326
UW Comprehensives	FA	281	278	275
	IAS	369	361	362
UW Colleges	FA	260	257	249
	IAS	470	431	418

Weekly Group Contact Hours		2009	2010	2011
UW-Milwaukee	FA	6.2	6.1	6.2
	IAS	13.7	13.3	13.7
UW Comprehensives	FA	11.6	11.4	11.6
	IAS	15.6	15.2	15.7
UW Colleges	FA	12.8	12.6	12.3
	IAS	24.9	22.8	21.1

Group Instruction Sections		2009	2010	2011
UW-Milwaukee	FA	2.0	2.0	2.1
	IAS	4.3	4.1	4.3
UW Comprehensives	FA	3.2	3.3	3.3
	IAS	4.7	4.7	4.8
UW Colleges	FA	3.9	3.8	3.8
	IAS	8.1	7.6	6.8

Individual Instruction Enrollments		2009	2010	2011
UW-Milwaukee	FA	3.0	2.9	3.1
	IAS	3.4	3.1	2.5
UW Comprehensives	FA	3.1	3.1	2.9
	IAS	4.8	4.7	4.4
UW Colleges	FA	0.2	0.2	0.1
	IAS	0.1	0.3	0.1

FA = Faculty IAS = Instructional Academic Staff

Success or Failure in Recruiting and Retaining Scholars and Teachers

The UW System institutions recruit nationally and internationally for quality faculty and staff. The competitive academic job market along with a challenging economic environment adds additional pressure on recruitment and retention efforts. The high cost of turnover is reflected in costs not solely related to recruitment expenses. Turnover also involves lost productivity and additional administrative costs. In addition, the loss of grant funding and the negative impacts on reputation and morale can be significant.

In the Collaborative on Academic Careers in Higher Education (COACHE) faculty survey conducted by UW-Parkside in May 2011, 42% of the participating UW-Parkside faculty responded that they actively sought an outside job offer in the past five years, compared to 24% of participating faculty in the peer institutions, and all participating institutions.

Responding to the question, “Assuming you achieve tenure, how long do you plan to remain at this institution?” 36% of participating UW-Parkside pre-tenured faculty indicated “for no more than five years after earning tenure” compared to 15% of participating pre-tenured faculty in peer institutions and 12% in all participating institutions.

In 2010-11, UW-Stevens Point indicates 43% of employment offers were rejected by the top choice candidate. Rejected offers ended in a failed search 40% of the time. Of the reasons provided for rejection, 32% specified salary was matched or exceeded by another institution. UW-Stevens Point would need nearly \$3 million to bring faculty salaries in line with those of comparable institutions. Only with renewed investment from the state does UW-Stevens Point believe it can recruit and retain the best faculty.

UW-Stout has initiated a major competitive compensation initiative based on market, merit, and equity for UW-Stout faculty and staff. Approximately \$650,000 has been reallocated for a supplemental compensation program which is estimated to provide raises for approximately 50% of faculty and staff. The UW-Stout program is intended to address the following critical issues:

- In a national survey by the American Association of University Professors (AAUP), UW-Stout’s faculty salaries were ranked “far below the median.” Professors and associate professors are paid in the 12th percentile for Master’s institutions, and assistant professors are paid in the 21st percentile.
- There was an increase of approximately 43% in the number of resignations at UW-Stout from 2010-11 to 2011-12.
- A record number of searches at UW-Stout have smaller pools and require multiple offers before an offer is accepted. There were 86 faculty and academic staff searches in 2011-12, up from 65 in the previous year; there were 11 failed faculty and academic staff searches in 2011-12, up from 5 in the previous year.
- There are large numbers of faculty and staff searching for other positions. In 2011, 48% of faculty and staff reported that they have seriously considered leaving UW-Stout.

In 2012-13, UW System faculty salaries were 20.6% lower than faculty salaries at comparable peer universities using a standard methodology established in 1984. Comparable salary information is provided by the American Association of University Professors (AAUP), and includes 14 peer institutions for UW-Milwaukee and 31 peer institutions for the UW Comprehensive institutions.

Up until the early 2000's the state of Wisconsin approved some salary increases specifically for the University's unclassified staff that were above the generally approved wage adjustments for others. Since that practice ended, UW employee pay has slipped behind its peers with no salary increases in the last four years (2009-10, 2010-11, 2011-12, and 2012-13).

Economic Development

Revenue Brought into the State

Revenue brought into the state through federal, state, and private sources totaled \$863 million in fiscal year 2012. This extramural funding contributes to the development of new knowledge, improves the learning experience of students, and creates jobs. Extramural funding comes from outside the institution and includes funding for research as well as instruction and other activities. It may come from federal, state or local governments, business, private foundations, or individuals.

**UW System Extramural Funding by Source
Not Including UW-Madison**

	FY10	FY11	FY12
	\$M	\$M	\$M
Federal	\$523.1	\$601.3	\$544.7
State (WI)	\$27.0	\$31.9	\$22.9
Private/Other	\$280.5	\$289.1	\$295.3
Total	\$830.6	\$922.3	\$862.9

Extramural Projects in Progress or Completed and Government Contracts

Academic research and development at UW System institutions is a significant source of economic activity for Wisconsin. The number of new projects, projects in progress, and projects completed in fiscal year 2012 totaled 3,740.

**UW System Extramural Projects
Not Including UW-Madison**

	FY10		FY11		FY12	
	#	\$M	#	\$M	#	\$M
New	1,154	\$264.2	1,092	\$291.5	903	\$208.7
On-Going	1,787	\$452.3	1,876	\$474.2	2,033	\$483.4
Ended	647	\$114.1	706	\$156.7	804	\$170.7
Total	3,588	\$830.6	3,674	\$922.3	3,740	\$862.9

Includes all sources of funding and all types of extramurally funded projects.

Patents and Licenses for System Inventions

UW System institutions commercialize research discoveries in part through affiliated technology foundations. The Wisconsin Alumni Research Foundation (WARF) serves UW-Madison. The UWM Research Foundation (<http://www.uwmresearchfoundation.org/>) serves the UW System's other doctoral-granting institution, UW-Milwaukee. The WiSys Technology Foundation (<http://www.wisys.org/>) serves the 11 UW comprehensive institutions and UW Colleges.

- Through WiSys and the UWM Research Foundation, in fiscal year 2011, UW System institutions generated five U.S. patents and executed 25 new licenses for technologies. In addition, these institutions generated 57 disclosures of inventions or other intellectual property.

New Businesses Created or Spun Off

Technology foundations such as WiSys and the UWM Research Foundation provide valuable support to faculty and staff seeking to commercialize a discovery by creating a new business.

- Since its inception in 2005-06, WiSys has facilitated nine startup companies by UW faculty members from discoveries at UW comprehensive institutions. Two of these companies together have \$2.5 million private equity, 11 employees, and are expected to reach market in 2013-14.
- The UWM Research Foundation has facilitated three startups, one each year from fiscal year 2010 (FY10) through FY12. Not all businesses created by UW-Milwaukee faculty involve technology licensed through the foundation.

UW System institutions also facilitate business creation by providing entrepreneurs with skills and information to develop their businesses.

- UW-Extension’s Small Business Development Center (SBDC) network provides statewide counseling and training to business owners. In FY12, SBDCs worked with 2,562 clients, including 293 individuals who went on to start new businesses. More information may be found here: <http://www.wisconsinsbdc.org/sbdc.htm>
- UW-Parkside College of Business, Economics, and Computing, Small Business Development Center (SBDC) delivered counseling and/or business training to 422 existing businesses and nascent entrepreneurs in Kenosha and Racine counties. These services resulted in 49 business starts and a capital infusion of over \$20 million over fiscal years 2009 and 2012.
- UW-Platteville created the Center for New Ventures in May 2011 to encourage innovation, creative activity, and entrepreneurship on campus among faculty, staff, and students and off campus with innovators and entrepreneurs. Center services include technical grant-writing assistance, business development, faculty marketing and consultant contracting, implementation of the innovation center feasibility study recommendations, and partnerships, funding, and contracting for applied research projects.

Secondary Businesses Affiliated with the UW System Supporting Sponsored Research

The UW System supports Wisconsin businesses through the products and services it purchases in connection with sponsored research. The number of vendors affiliated with the UW System totals near 2,400, not including vendor purchases made through electronic banking cards, and generates \$7.9 million in revenue to those businesses. Similarly, over 1,500 Wisconsin businesses are supported by the UW System totaling \$4.0 million in revenue. Purchases made through electronic banking comprise 34% of all purchases, or another \$4.1 million in spending.

**UW System Vendors and Purchases
Not Including UW-Madison**

	Total		Wisconsin	
	Vendors	\$	Vendors	\$
2009	2,747	\$6.2 M	1,748	\$1.9 M
2010	2,714	\$8.3 M	1,751	\$2.7 M
2011	2,563	\$8.6 M	1,640	\$2.8 M
2012	2,378	\$7.9 M	1,530	\$4.0 M

Does not include \$4.1 million in purchasing card transactions.

Support Provided to Existing Industries Throughout the State

Joint industry-university research partnerships are one way UW System institutions support Wisconsin businesses.

UW-Milwaukee’s collaborative research programs with the healthcare, energy, and water sectors encourage research responsive to regional industry needs.

- GE Healthcare is investing more than \$3 million to support a first-of-its-kind talent pipeline for Wisconsin-based medical imaging software developers and researchers. The investment will create a center for imaging research that will help educate GE’s existing workforce and encourage research in imaging reconstruction, an area key to GE’s success.
- Johnson Controls built two high tech laboratories to enable groundbreaking discoveries related to energy storage and batteries and to facilitate collaboration with students and faculty. The multimillion dollar investment is intended to position Wisconsin as a global leader in energy storage. In a related partnership, several regional energy companies have provided over \$1 million to fund approximately 15 projects through the Wisconsin Energy Research Consortium.
- The Water Center, supported by grants from the National Science Foundation, includes Marquette University and six industry partners. One licensed technology from the center uses a new form of polymer foam to remove lead from water, which regional companies are well-suited to commercialize.

UW-Stevens Point has partnered with Nelson & Pade, Inc., a private company in Montello, Wisconsin that is the national leader in aquaponic system design, construction, and training, to develop and offer college courses and a college certificate program that will educate the aquaponic workforce. Aquaponics is comprised of aquaculture (fish farming) and

hydroponics (soilless plant culture) and refers to the integration of fish and plant agriculture. Wisconsin has over 2,500 registered fish farms that produce more than \$14 million in sales annually and contribute \$21 million in economic activity to Wisconsin's economy. While Wisconsin ranks first in the Midwest in farm-raised fish production, it ranks 20th nationwide and has the water resources needed to become a national leader. UW-Stevens Point is the only accredited university in the U.S. that offers undergraduate and graduate credit courses in aquaponics.

At UW-Eau Claire, state-of-the-art instrumentation, innovative industry partnerships, and student and faculty research collaborations have been the hallmark of the Materials Science Center since it opened in 2004. In 2011 and 2012, the Materials Science Center assisted 47 businesses, 39 from Wisconsin and eight from outside the state, to bring solutions, products, and processes to the market quickly and effectively. For more information see: <http://www.uwec.edu/News/releases/12/11/1130MatScience.htm>

The Wisconsin Medical Entrepreneurship Foundation (WisMEF) was formed in 2011 by WiSys, Aurora Health Care, Marshfield Clinic, and BayCare Clinic to advance medical innovation. Projects include increasing the convenience and accuracy of collecting patient information at appointment check-in and improving the ability of heart surgeons to create 3D maps of a catheter's location in the heart.

Another major way the UW System supports Wisconsin businesses is through entrepreneurship and economic development programs.

- UW-Extension's Small Business Development Centers and the Wisconsin Entrepreneur's Network (WEN) provide resources to businesses statewide. These include one-on-one counseling on business plan development and management, initiatives that help build innovative small businesses, and networking opportunities. In fiscal year 2012, UW-Extension provided entrepreneurship and economic development counseling and training to 9,015 participants.
- UW-Whitewater is a founding sponsor of the State of Ingenuity Initiative, a regional network supporting business development in southeastern Wisconsin and northern Illinois. UW-Whitewater received a \$5.9 million grant in 2010 from the U.S.

Economic Development Administration to develop the network. Since then, UW-Whitewater has provided services to 164 businesses and entrepreneurs in the region.

- UW-Parkside, along with Marquette University, Milwaukee School of Engineering, UW-Milwaukee, and UW-Whitewater were awarded the prestigious University Center (UC) Program grant in 2011. Funded by the Economic Development Administration (EDA), the Wisconsin Center for Commercialization Resources (WCCR) provides resources and services for commercialization of products and technology to faculty, staff, entrepreneurs, 1st and 2nd stage businesses, companies, and many others throughout Wisconsin. The WCCR is unique as it harnesses the resources and assets of the five major universities of southeastern Wisconsin.
- The Capacity-Building Assistance for Nonprofits Works (CAN Works) program at UW-Parkside served 22 nonprofit organizations in 2010-11. CAN Works organizations received 154 hours of training and 579 technical assistance hours to strengthen their governance, management, and infrastructure, and a total of \$600,000 in financial assistance as of June 30, 2011. As a result of CAN Works, 11 organizations expanded services to include a new group of service recipients or a new geographic area. Collectively, the non-profits reported leveraging an additional \$240,000 in government and private funds from new sources during the grant period.
- Many UW System institutions provide additional business development assistance. UW System institutions reported 3,521 business development partnerships in 2011-12.

Job Growth from Support to Existing Industries and New Businesses

The Wisconsin Entrepreneur's Network (WEN), coordinated by UW-Extension, brings together the resources of over 100 partners to help grow new and existing businesses. Partners include universities, technical colleges, chambers of commerce, and economic development organizations. From 2005 to 2010, WEN clients started 423 businesses, created 1,109 jobs, and invested \$16.9 million in their businesses. The *WEN Five Year Progress Report* can be found here: <http://www.wenportal.org>

The Wisconsin Small Company Advancement Program, a WiSys initiative funded by a \$2 million state grant, allowed seven UW comprehensive institutions to partner with 14 small companies to develop products and grow business. In 2011, these companies created 11 high-paying jobs.

The Discovery Center at UW-Stout helps industry partners solve current and future challenges. In 2011-12, the Discovery Center's projects provided 178 companies with \$13.7 million in new or retained sales, cost savings, and investments. A total of 123 jobs were reported saved or created as a result of Discovery Center activities. The two most important factors selected for the client choosing to work with the Discovery Center were staff expertise and their reputation for results.

Jobs Created in Campus Areas and Statewide

Scientific research at UW campuses is a key ingredient to job growth. Academic research and development represents a \$1.1 billion dollar industry in Wisconsin, one that has created over 38,000 jobs across the state, according to the Wisconsin Technology Council. Technology parks and innovation centers foster new businesses and job growth. For example, the Whitewater University Technology Park leverages the UW-Whitewater's strengths in information technology and entrepreneurship. Similarly, businesses at the Stout Technology and Business Park in Menomonie capitalize on UW-Stout's expertise in packaging, plastics, and industrial technology.

In addition to creating and supporting job growth through research, development, entrepreneurship, partnerships, and collaborations, UW System institutions generate jobs throughout Wisconsin in other ways. Those jobs can be measured as direct faculty and staff employment, jobs generated by institutional operational expenditures, jobs created to support UW System employee spending, and jobs attributable to student and visitor spending.

Economic impact studies conducted by individual UW institutions demonstrate the job creation impact of these universities in the state and region. Note that these studies were conducted using differing methodologies and are not directly comparable.

UW-Eau Claire (Chippewa Valley Regional Economic Impact Study 2012)	Jobs
Faculty and staff hired to teach, conduct research, provide public service, and perform administrative functions	1,300
Operational spending creates jobs in region	169
Construction spending creates jobs in the region	273
Employee spending creates jobs in region	635
Student spending creates jobs in region	937
Visitor spending creates jobs in region	55
Total*	3,369

UW-Stevens Point (Economic Impact Study 2011)	Jobs
Faculty and staff hired to teach, conduct research, provide public service, and perform administrative functions	1,162
Operational spending creates jobs in region and state	893
Employee spending creates jobs in region and state	226
Student spending creates jobs in region and state	2,688
Visitor spending creates jobs in region and state	722
Total*	5,690

UW-Oshkosh (Economic Impact Study 2006)	Jobs
Faculty and staff hired to teach, conduct research, provide public service, and perform administrative functions	1,250
Operational spending creates jobs in region and state	1,944
Employee spending creates jobs in region and state	180
Student spending creates jobs in region and state	4,531
Visitor spending creates jobs in region and state	1,159
Total*	9,064

UW-Whitewater (Regional Economic Impact Study 2009)	Jobs
Faculty and staff hired to teach, conduct research, provide public service, and perform administrative functions	1,018
Employee spending creates jobs in region and state	497
Student spending creates jobs in region and state	158
Visitor spending creates jobs in region and state	115
Camp Participants	88
Total*	1,876

*Totals may not sum due to rounding.

Economic Indicators for Campus and Other Areas

The creation of the UW System Board of Regents Research, Economic Development, and Innovation (REDI) Committee in Spring 2012 reflects the UW's increasingly important role in this area and aligns with changes in the UW System staffing. A new Associate Vice President for Economic Development provides leadership for the economic development portfolio, with 50 percent of the position funded by the Wisconsin Economic Development Corporation (WEDC), reflecting a strong university-state partnership that addresses the needs of established industries, fledgling start-ups, and growing communities all over Wisconsin.

UW System institutions contribute to the Wisconsin economy by educating students and producing degree holders, by supporting business development linking academic programs and research to entrepreneurship, and by engaging and building stronger communities. One way the economic

impact can be measured is by the overall spending generated in the Wisconsin economy. The economic impact is measured as direct spending by faculty, staff, students, visitors, and university operations. It is also measured by indirect or induced spending which results from direct spending cycling through the regional and state economy.

UW-Eau Claire (Chippewa Valley Regional Economic Impact Study 2012)	
Total Impact	\$209.8 M
Direct Impact	\$156.4 M
Tax Revenue Impact	\$21.9 M

UW-Stout (Economic Impact Study 2012)	
Total Impact	\$293.7 M
University Operations Effect	\$104.0 M
Student Spending Effect	\$8.3 M
Visitor Spending Effect	\$2.7 M
Student Productivity Effect	\$178.7 M

UW-Stevens Point (Economic Impact Study 2011)	
Total Impact	\$407.8 M
Direct Impact	\$171.4 M
Tax Revenue Impact	\$16.7 M
Return on Public Investment	\$9.46 per \$1

UW-Oshkosh (Economic Impact Study 2006)	
Total Impact	\$500.5 M
Direct Impact	\$233.0 M
Tax Revenue Impact	\$37.5 M

UW-Whitewater (Regional Economic Impact Study 2009)	
Total Impact	\$274.0 M
Direct Impact	\$59.0 M
Tax Revenue Impact	\$20.2 M
Return on Student Investment	\$1.37 per \$1

Collaboration

Partnerships and Collaborative Relationships with UW System Administration and UW System Institutions

The UW System engages in a wide variety of partnerships, both formal and informal, with businesses, not-for-profit organizations, governmental agencies, and other partners. These partnerships combine UW and non-UW resources to support programs or initiatives that benefit Wisconsin communities, the Midwest region, and beyond. The UW System collects data on several different types of partnerships that benefit businesses, communities, and educational and service organizations.

- In 2011-12, 16,780 UW partnerships were reported. UW System students, faculty, and staff also contribute to many other partnerships which are unique or difficult to classify.

UW System Partnerships Not Including UW-Madison

Type of Partnership	Description	2011-12
Business development	Businesses or organizations receiving development assistance	3,521
Co-op or internship	Businesses or organizations hosting UW co-op or internship students	4,555
Service learning, community-based research, or volunteering	Organizations at which UW students or staff volunteered or partnered with for classroom learning or research	2,758
Cultural or arts-related	Organizations partnering to offer cultural or arts events	1,080
Student teachers	Schools hosting UW student teachers or practicum participants	2,219
Clinical, legal, or social work placements	Businesses or organizations hosting UW students in clinical, legal, or social work	2,647

Regional development partnerships are one way UW System institutions work with other sectors to align educational opportunities with regional economic needs.

- The Northeast Wisconsin Educational Resource Alliance (NEW ERA), begun in 2000, includes UW-Green Bay, UW-Oshkosh, five campuses of UW Colleges, UW-Extension, four area technical colleges, and the College of the Menominee Nation.
- The Northwest Wisconsin Educators for Regional Development (NorthWERD), begun in 2012, includes UW-Superior, UW Colleges, UW-Extension, two area technical colleges, the regional Cooperative Education Service Area (CESA), Northland College, and the Lac Courte Oreilles Ojibwa Community College.
- The St. Croix Valley Educational Collaborative (SCVEC), begun in 2010, includes UW-River Falls, Wisconsin Indianhead Technical College, Chippewa Valley Technical College, Hudson School District, and the School District of River Falls.

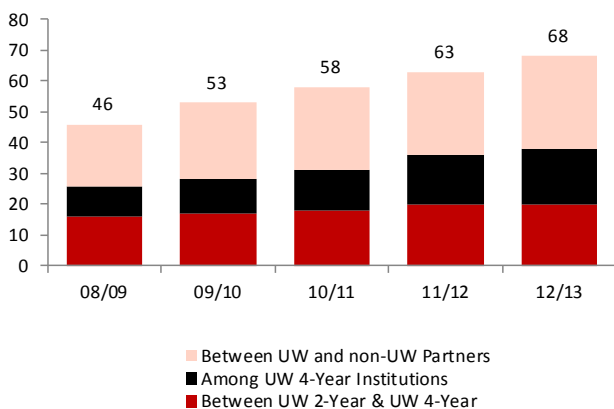
Collaborative degree programs are formal arrangements among institutions to provide access to a degree program at multiple locations, to provide courses offered by different institutions as part of a single degree program, or both. Staff members at partner institutions collaborate on the development,

implementation, administration, and/or delivery of the program. Collaborative programs allow faculty to share knowledge between institutions, conserve state resources by reducing duplication of degree programs, and provide students with a wider access to programs.

The Collaborative Engineering Program between UW-Platteville and UW-Fox Valley allows students to stay in the area while earning a bachelor's of mechanical or electrical engineering. All of the program's 58 graduates thus far have remained in the Fox Valley: <http://www.uwpowerswi.com/uw-platteville-enhances-engineering-presence-in-fox-valley/>

UW System institutions are partners in a growing set of collaborative degree programs, with the number of programs increasing from 46 in 2008-09 to 68 in 2012-13. Of the 68 collaborative degree programs in 2012-13, 20 are between UW Colleges and UW System four-year institutions, 18 are among UW System four-year institutions, and 30 are between UW and non-UW partners, including 13 with Wisconsin Technical Colleges. For more information, see UW System's *Knowledge Powers Wisconsin's Future, 2012-13*: <http://www.wisconsin.edu/opar/accountability/>

**UW System Collaborative Degree Programs
Not Including UW-Madison**



Another collaborative effort, to make higher education more accessible, provides prospective students more opportunity to be prepared to take college-level mathematics courses. Through a massive open online course (MOOC) hosted at UW-La Crosse, individuals can self-assess their need to brush up on specific topics in algebra and then work on the course modules that will be of greatest value. The MOOC's content aligns with the Wisconsin Early Math Placement Tool, used to place students in mathematics courses at UW System and Wisconsin Technical College System institutions. The project is funded through the Bill and Melinda Gates Foundation. UW-Milwaukee is a collaborating partner providing additional online tutoring support.

UW System institutions also collaborate on common information systems which promote efficiencies and synergies. These include a Human Resource System (HRS), a Shared Financial System (SFS), a course management system (Desire2Learn), and common Student Information System (SIS) software. All UW System institutions provide course transfer information to the Transfer Information System (TIS) and admissions, student, financial aid, and curricular data to the Central Data Request (CDR) database. These central sources of information serve as a resource for a wide range of constituencies across the State. In addition, UW System collaborations include a single library automation system that provides the majority of support for statewide library materials delivery directly benefiting higher education, K-12 education, and public libraries in all counties of the state.

Appendix A. Chapter 36.65 of the Wisconsin State Statutes

[HTTPS://DOCS.LEGIS.WISCONSIN.GOV/2011/RELATED/ACTS/32](https://docs.legis.wisconsin.gov/2011/related/acts/32)

SECTION 1017M. 36.65 of the statutes is created to read:

36.65 Annual reports.

(1) DEFINITION. In this section, "chancellor" means the chancellor of the University of Wisconsin-Madison.

(2) REPORTS. Annually, the board and the chancellor shall each submit an accountability report to the governor and to the legislature under s. 13.172 (2). The reports shall include all of the following information, the board's report with respect to the system other than the University of Wisconsin-Madison, and the chancellor's report with respect to the University of Wisconsin-Madison:

(a) *Performance.* The graduation rate, the total number of graduates, the time needed to graduate, the number of credits needed to obtain a degree, retention rates, placement of graduates, and the percentage of residents and nonresidents who reside in this state 10 years after graduation.

(b) *Financial.* Financial reports from each institution and each college campus, prepared using generally accepted accounting principles.

(c) *Access and affordability.* A profile of enrolled students, including mean per capita family income, the percentage of resident and nonresident students who are low-income, the percentage of resident and nonresident students who are members of minority groups, the number of transfers from other institutions and other colleges within this state, the published cost for resident students and the actual cost for resident students once financial aid is subtracted, and increases in available institutional financial aid for students with a demonstrated need.

(d) *Undergraduate education.* The extent of access to required courses and to popular majors, the majors offered, improvements in overall student experience, efforts to close the achievement gap between majority and underrepresented minority students, and post-graduation success.

(e) *Graduate and professional education.* The number of graduate degrees awarded; the number of professional graduates in key areas, including physicians, nurses, business, engineers, pharmacists, veterinarians, and lawyers; and incentives provided for remaining in this state after graduation.

(f) *Faculty.* A profile of the faculty, including faculty teaching loads, success or failure in recruiting and retaining scholars, and teachers who are rated at the top of their fields.

(g) *Economic development.* The amount and source of research funds and other new revenue brought into the state, the number of government contracts received, the number of research projects in progress or completed, the number of patents and licenses for system inventions, the number of new businesses created or spun off, the number of secondary businesses affiliated with the system or system-sponsored research projects, support provided to existing industries throughout the state, job growth from support to existing industries and new businesses, the number of jobs created in campus areas, the number of jobs created statewide, and a comparison of economic indicators for campus and other areas.

(h) *Collaboration.* Partnerships and collaborative relationships with system administration and institutions.



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The Accountability Report can be found at <http://www.uwsa.edu/opar/accountability>