

**UNIVERSITY OF WISCONSIN SYSTEM**



**LEGISLATED  
ACCOUNTABILITY REPORT  
2014**





# 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>. As participants in the Student Achievement Measure (SAM) four-year UW institutions track student movement across postsecondary institutions, providing a more complete view of student success.

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 **(52.3%)** higher than a comparable national group of institutions **(49.3%)**.
- Almost three-quarters **(73.9%)** 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 **(26,066)** last year.
- Institutions of the UW System retain new freshmen entering full-time at a rate **(75.9%)** higher than the national average **(74.6%)**. An additional **6.0%** 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/campusfinancialstatements13.htm>.
- UW System four-year institutions, including UW-Madison, spent half **(50%)**, or **\$1,520**, of the national average on institutional support per student.
- UW System spending, including UW-Madison, per student from state tax dollars was **\$960** less than the national average. Wisconsin ranks 32<sup>nd</sup> 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 **12.2%** of Wisconsin resident undergraduate students are underrepresented minority students.

- **Nearly five of every six (82%)** new transfer students were Wisconsin residents. Last year, UW System institutions enrolled **13,609** 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 **16%** less than the national average at public four-year institutions.
- Institutional grant aid to students with financial need increased **86%** during 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 more than **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 professions. Of the juniors/seniors with a declared major in fall 2013, **21%** were enrolled in Science, Technology, Engineering, and Mathematics (STEM) areas and **9%** 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 **3,938** graduate and professional degrees conferred, **33% (1,305)** 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 **19.5%** 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 **14** startup companies in addition to patents and licenses for new technologies. The newly created \$2 million Ideadvance Seed Fund will provide additional support to entrepreneurs at UW institutions.
- 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 newly launched Center for Technology Commercialization in 2013 were awarded \$6 million in federal funds for small businesses, acquired more than \$5.5 million additional capital, started three new businesses, and created 16 new jobs.
- 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 innovation centers foster new businesses and job growth. UW-Stout's Discovery Center and UW-Whitewater's University Technology Park are 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.

### ***Incentive Grants***

- The Incentive Grant Program provides \$22.5 million of UW System funds to support economic and workforce development projects, and projects that improve the affordability of education at UW institutions.



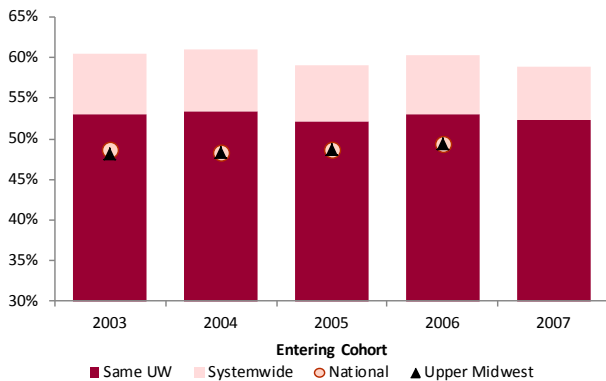
# Performance

## Graduation Rates

The six-year graduation rate, a national standard 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 2007.

- Of new freshmen entering a UW System institution full-time in fall 2007, the same institution six-year graduation rate was 52.3%. An additional 6.6% 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 52.3% was above the most recent rate of a comparable national group of institutions, 49.3%. The graduation rate of comparable institutions in the Upper Midwest was 49.4%.

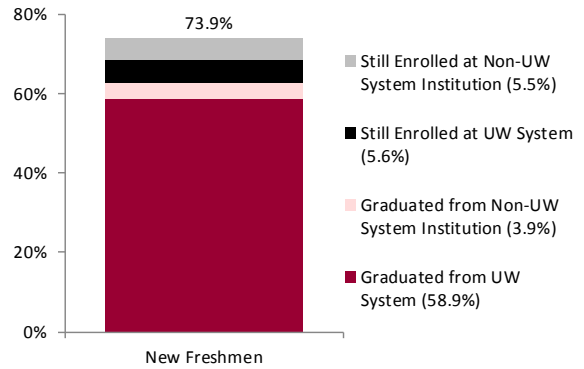
**UW System Graduation Rates  
Not Including UW-Madison**



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 2007 new freshmen, 73.9% either graduated from any U.S. institution or were still enrolled six years later.

**UW System New Freshmen Enrolling Full-Time in Fall 2007 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 26,066 degrees during the 2012-13 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/<br>Schlrshp | Profess.<br>Practice |        |
| 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 |
| 2012-13 | 1,850  | 20,278     | 3,699    | 156                | 83                   | 26,066 |

## Degrees Awarded in STEM and Health Fields

Graduates trained in Science, Technology, Engineering, and Mathematics (STEM) are essential for Wisconsin's global competitiveness and jobs of the future. In addition, an adequate supply of doctors, nurses, and other health professionals will become increasingly important as Wisconsin's population ages. Jobs in many STEM and Health-related occupations are projected to grow much faster than average, according to the Wisconsin Department of Workforce Development. During the 2012-13 academic year, UW System institutions conferred 4,146 total degrees in STEM fields and 2,126 degrees in Health areas at all levels.

**UW System Degrees Conferred in High-Demand Fields  
Not Including UW-Madison**

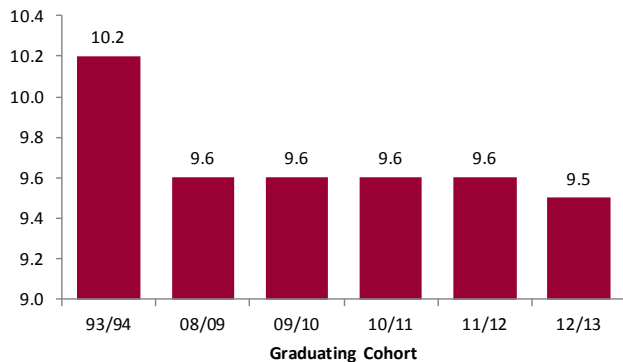
|               | Assoc. | Bachelor's | Master's | Doctorate          |                      | Total  |
|---------------|--------|------------|----------|--------------------|----------------------|--------|
|               |        |            |          | Rsrch/<br>Schlrshp | Profess.<br>Practice |        |
| <b>STEM</b>   |        | 3,820      | 279      | 47                 |                      | 4,146  |
| <b>Health</b> |        | 1,645      | 382      | 16                 | 83                   | 2,126  |
| <b>All</b>    | 1,850  | 20,278     | 3,699    | 156                | 83                   | 26,066 |

**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 2012-13 enrolled an average of 9.5 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**

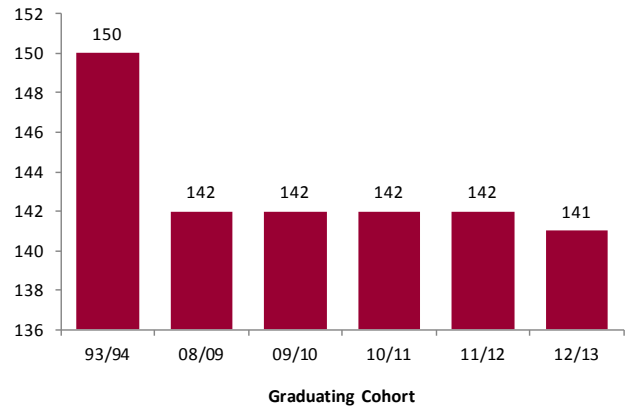
The average credits to degree for the UW System is based on students who enter any UW System institution, including the UW Colleges, as new freshmen and graduate with a bachelor's degree.

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 2012-13 attempted an average of 141 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**

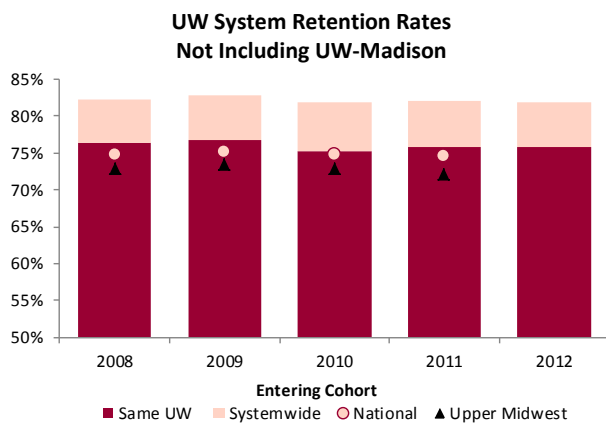


**Retention Rates**

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 75.9% for new freshmen entering a UW System institution full-time in fall 2012. Additionally, 6.0% returned for a second year to a different UW System institution.
- The UW System same institution retention rate of 75.9% was above the most recent rate of a comparable national group of institutions, 74.6%. The retention rate was also above the rate of comparable institutions in the Upper Midwest, 72.1%.





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's 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 96% of 2011-12 degree recipients who responded (61%) are either employed (80%) or attending graduate school (16%). Full results can be found here: <http://www.uwec.edu/Career/gradsurvey/upload/2011-12PostGradResults.pdf>.
- The UW-Green Bay Career Services office received responses from 72% of 2011-12 graduates, indicating 96% were employed or continuing their education. Among employed respondents, 88% were working in Wisconsin and 81% described their current jobs as "very" or "somewhat" related to their major. Additional details are available at: <http://www.uwgb.edu/careers/connections/graduate-follow-up-survey.asp>.

- The First Destination Report from UW-La Crosse Career Services reports that among graduating 2011-12 undergraduate students who responded (56%), most were employed (78%) or continuing their education (21%). Outcomes by program can be found here: [http://www.uwlax.edu/career\\_services/Annual\\_Report/annual\\_report.htm](http://www.uwlax.edu/career_services/Annual_Report/annual_report.htm).
- UW-Parkside's 2012-13 Graduating Student Survey collected information from students in the term of intended graduation. Results indicate that of responding students (54%) prior to graduation, nearly one-third (30%) have either accepted a position or received multiple offers. Full details may be found here: <http://www.uwp.edu/explore/offices/institutionaleffectiveness/instresearch.cfm>.
- The Career Services office at UW-Stevens Point reports that 92% of 2011-12 graduates who responded (85%) are employed or enrolled in further schooling up to one year after degree completion. More details can be found here: <http://www.uwsp.edu/career/Pages/annualReports.aspx>.
- The 2012-13 Career Services Annual Employment report at UW-Stout reports that approximately 97.1% of undergraduate degree recipients who responded (89.5%) were employed or continuing their education, with over 80.7% employed in a position related to their major. For more information, see: <http://www.uwstout.edu/careers/upload/anrpt.pdf>.
- The 2011-12 Undergraduate Follow-Up report from Career Services at UW-Superior states that 95% of 2011-12 graduates who responded (74%) are employed or pursuing further education. More details are available here: <http://www.uwsuper.edu/career/facultystaff/upload/11-12-Grad-Follow-up-Overview.pdf>.

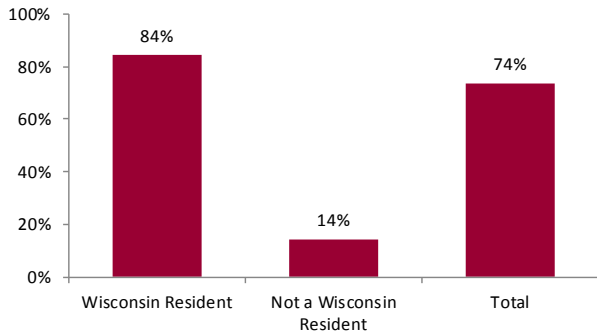
### Alumni Who Reside in the State After Graduation

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/campusfinancialstatements13.htm>.

- In fiscal year 2011 (FY11), the most recent year for the purpose of comparison, UW System four-year institutions spent \$1,520, or half (50%), 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 FY11, UW spending per student from state tax dollars was \$960 less than the national average. Wisconsin ranks 32<sup>nd</sup> 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 126,647 undergraduates enrolled in UW System institutions in fall 2012, 97,642, or 77.1%, 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 \$61,968 in 2012-13. 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**

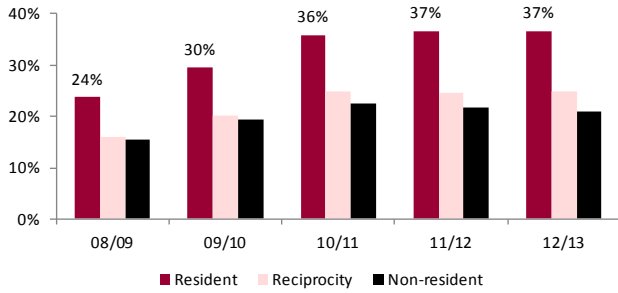
| 2012-13              | Resident        | Reciprocity     | Non-Resident    | All             |
|----------------------|-----------------|-----------------|-----------------|-----------------|
| <b>Undergraduate</b> |                 |                 |                 |                 |
| Dependent            | \$75,929        | \$93,820        | \$89,204        | \$78,350        |
| Independent          | \$15,267        | \$11,976        | \$13,137        | \$15,056        |
| <b>Total</b>         | <b>\$58,897</b> | <b>\$86,243</b> | <b>\$74,276</b> | <b>\$61,968</b> |
| <b>Graduate</b>      |                 |                 |                 |                 |
| Dependent            | *               | *               | *               | *               |
| Independent          | \$23,966        | \$14,714        | \$23,035        | \$22,977        |
| <b>Total</b>         | <b>\$24,000</b> | <b>\$14,714</b> | <b>\$23,045</b> | <b>\$23,000</b> |

\*Median income for seven 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 opportunity 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 2012, 43,798 UW undergraduates (35%) received a Pell Grant. Recipients of a Pell Grant included 37% of Wisconsin resident undergraduates, 25% of reciprocity undergraduates, and 21% of non-resident undergraduates.

**UW System Pell Recipients as a Percentage of Undergraduate Enrollment by Residence 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 2012-13, the number of Pell recipients declined 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 2013, 11.7% of all undergraduates, a similar proportion (12.2%) of Wisconsin resident undergraduates, 11.3% of non-resident undergraduates, and 7.6% 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   |
|------|----------|-------------|--------------|-------|
| 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% |
| 2013 | 12.2%    | 7.6%        | 11.3%        | 11.7% |

The UW System seeks to serve Wisconsin's increasingly diverse population. Between 2012 and 2025, students of color are expected to increase from 20% to 26% of Wisconsin high school graduates. See *Wisconsin High School Graduate Projections*: <http://www.uwsa.edu/opar/reports/projections>.

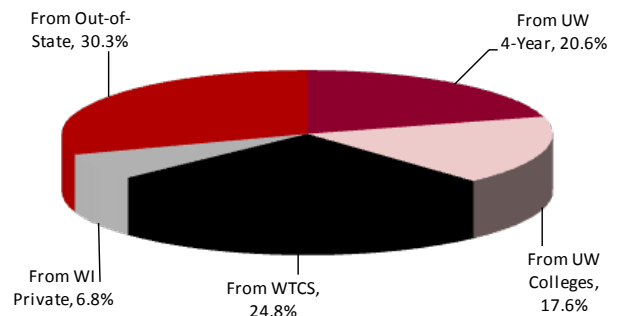
### Undergraduate New Transfer Students

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 2012-13, UW System institutions enrolled 13,609 new transfer students, or 35% of new undergraduate degree-seeking students.

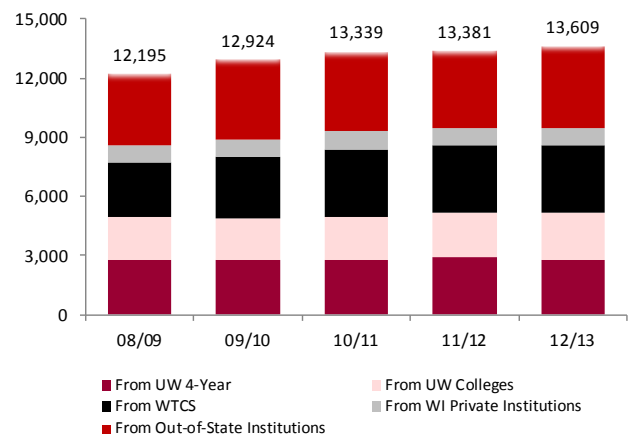
Of the 13,609 new transfer students, 38% were intra-UW System transfers and 62% transferred from other sources. Wisconsin residents accounted for 82% of the new transfer students.

**UW System Undergraduate New Transfer Students by Type of Sending Institution, 2012-13 Not Including UW-Madison**



New transfer student enrollment in 2012-13 increased 2% from 2011-12 and 12% from 12,195 four years ago.

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



In addition, 1,764 students re-enrolled at a UW System institution with transfer credits for a total of 15,373 transfer students in 2012-13.

### Improvements Made in Transfer of Credit

The UW System General Education 30-Credit Transfer Committee will provide policy recommendations regarding how the UW System will respond to the state of Wisconsin 30-Credit Transfer Rule as expressed in Wisconsin Statute Sec. 36.31(2m). The 30-Credit Transfer committee will consist of 16 members from UW institutions, and one member from UW System Administration.

The Transfer Information System (TIS), maintained by the University of Wisconsin System, offers UW and Wisconsin Technical College System (WTCS) students the ability to see how their credits will transfer to any UW or WTCS campus. Linked from the TIS website, Transfer Plans provide students and advisors with an unofficial evaluation of how transfer courses apply towards the requirements of a specific major or program.

### High School Students

The UW System served more than 4,400 students in 2012-13 who were still in high school, through UW course offerings and through college credit programming at participating high schools. In 2012-13, high school students attempted more than 24,000 UW credits through these sources.

### 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 16% less than the national average at public four-year institutions.

Between 2009-10 and 2012-13, 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 2011-12 and 2012-13, net cost declined 4% at UW-Milwaukee to \$14,924 and rose 12% at the

UW comprehensive institutions to \$12,237. Net cost rose by 12% at UW Colleges to \$5,973, as the institution ended a tuition freeze, and as students at UW Colleges received less federal grant aid.

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

|              |                | 2009-10  | 2010-11  | 2011-12  | 2012-13  |
|--------------|----------------|----------|----------|----------|----------|
| UW-Milwaukee | Published Cost | \$20,610 | \$20,097 | \$21,785 | \$20,982 |
|              | Net Cost       | \$12,538 | \$13,137 | \$15,610 | \$14,924 |
| UW Comp.     | Published Cost | \$15,404 | \$15,594 | \$16,695 | \$17,003 |
|              | Net Cost       | \$9,408  | \$10,626 | \$10,940 | \$12,237 |
| UW Colleges  | Published Cost | \$9,627  | \$9,889  | \$10,372 | \$10,907 |
|              | Net Cost       | \$6,401  | \$4,457  | \$5,171  | \$5,973  |

### UW Institutional 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 following table. Several UW System institutions have special initiatives to increase institutional aid to students with financial need. Institutional grant aid (including merit-based scholarships) directed to students with need almost doubled between 2008-09 and 2012-13. Almost three-quarters (74%) 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 |
|---------|-------------------------|--|
| 2008-09 | \$11,409,741            | 53%                                    |
| 2009-10 | \$11,781,590            | 55%                                    |
| 2010-11 | \$14,561,137            | 59%                                    |
| 2011-12 | \$16,397,359            | 63%                                    |
| 2012-13 | \$21,198,124            | 74%                                    |

## 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.

In 2011, 79% of first-year students and seniors 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 |
|--|------|------|------|
| <b>Students Somewhat or Very Satisfied</b> |      |      |      |
| 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\\_14/2013-14\\_Top\\_Course\\_Enroll.pdf](http://www.wisconsin.edu/opar/accountability/Act32_14/2013-14_Top_Course_Enroll.pdf).

### Majors Offered

UW System institutions offer more than 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://majormania.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 2013, 21% were enrolled in Science, Technology, Engineering, and Mathematics (STEM) areas and 9% were enrolled in Health areas.

#### UW System Undergraduate Enrollments by Major Category, Fall 2013 Not Including UW-Madison

| Major Category  | Junior & Senior |       |
|---|-----------------|-------|
|   | #               | %     |
| Business, Management, Marketing, and Related Support Services | 11,510          | 19.6% |
| Education   | 6,160           | 10.5% |
| Health Professions and Related Programs                       | 4,998           | 8.5%  |
| Biological and Biomedical Sciences                            | 3,475           | 5.9%  |
| Visual and Performing Arts                                    | 3,460           | 5.9%  |
| Social Sciences   | 3,114           | 5.3%  |
| Psychology  | 2,837           | 4.8%  |
| Communication, Journalism, and Related Programs               | 2,685           | 4.6%  |
| Engineering   | 2,167           | 3.7%  |
| Computer and Information Sciences and Support Services        | 1,735           | 3.0%  |
| Public Administration and Social Service Professions          | 1,661           | 2.8%  |
| Parks, Recreation, Leisure, and Fitness Studies               | 1,549           | 2.6%  |
| Natural Resources and Conservation                            | 1,411           | 2.4%  |
| English Language and Literature/Letters                       | 1,392           | 2.4%  |
| Homeland Security, Law Enforcement, Firefighting and Related  | 1,385           | 2.4%  |
| Multi/Interdisciplinary Studies                               | 1,322           | 2.3%  |
| Physical Sciences   | 1,212           | 2.1%  |
| Liberal Arts and Sciences, General Studies and Humanities     | 959             | 1.6%  |
| Foreign Languages, Literatures, and Linguistics               | 946             | 1.6%  |
| Mathematics and Statistics                                    | 876             | 1.5%  |
| Agriculture, Agriculture Operations, and Related Sciences     | 861             | 1.5%  |
| History   | 839             | 1.4%  |
| Engineering Technologies and Engineering-Related Fields       | 733             | 1.2%  |
| Family and Consumer Sciences/Human Sciences                   | 349             | 0.6%  |
| Architecture and Related Services                             | 276             | 0.5%  |
| Philosophy and Religious Studies                              | 275             | 0.5%  |
| Communications Technologies/Technicians and Support Services  | 197             | 0.3%  |
| Area, Ethnic, Cultural, Gender, and Group Studies             | 132             | 0.2%  |
| Science Technologies/Technicians                              | 113             | 0.2%  |
| Legal Professions and Studies                                 | 90              | 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 |
|---|------|------|------|-------|
| <b>Participation in High Impact Practices: First-Year Students</b>                |      |      |      |       |
| Learning Communities  | 7%   | 8%   | 11%  | 19%   |
| Service Learning  | 29%  | 34%  | 33%  | 37%   |
| <b>Participation in High Impact Practices: Seniors</b>                            |      |      |      |       |
| Research with Faculty   | 17%  | 18%  | 19%  | 19%   |
| Service Learning  | 49%  | 52%  | 50%  | 46%   |
| Internship  | 53%  | 54%  | 50%  | 48%   |
| Senior Experience   | 29%  | 32%  | 29%  | 30%   |
| <b>Contribution of UW Experience to Critical Thinking: Seniors</b>                |      |      |      |       |
| 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%   |
| <b>Overall Experience: Seniors</b>  |      |      |      |       |
| 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 |
|---|------|------|------|-------|
| <b>Participation in High Impact Practices</b>                   |      |      |      |       |
| Learning Communities  | 14%  | 14%  | 12%  | 9%    |
| Service Learning  | 21%  | 24%  | 25%  | 23%   |
| <b>Contribution of UW Experience to Critical Thinking</b>       |      |      |      |       |
| 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%   |
| <b>Overall Experience</b>                                       |      |      |      |       |
| 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 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 <sup>nd</sup> Year |                  |
|----------------|---------------------------------------|------------------|
|                | Fall 1998-2000 Cohort                 | Fall 2012 Cohort |
| <b>URM</b>     | 64%                                   | 66%              |
| <b>Non-URM</b> | 76%                                   | 77%              |
| <b>Gap</b>     | 12%                                   | 11%              |

**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 2007 Cohort |
| <b>URM</b>     | 29%                       | 32%              |
| <b>Non-URM</b> | 52%                       | 54%              |
| <b>Gap</b>     | 23%                       | 22%              |

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 matched the state of Wisconsin average.



**UW System Post-Baccalaureate Examinations  
Not Including UW-Madison**

| Post-Baccalaureate Examination                            |                                   | UW System | National |
|---|-----------------------------------|-----------|----------|
| <b>Professional Licensure or Certification Pass Rates</b> | Nursing                           | 92%       | 90%      |
|   | Certified Public Accountant (CPA) | 55%       | 55%*     |
| <b>Graduate Record Exam (GRE) Scores</b>                  | Verbal (200-800)                  | 454       | 472      |
|   | Quantitative (200-800)            | 567       | 599      |
|   | Writing (0-6)                     | 3.85      | 3.79     |
| <b>Medical College Admissions Test (MCAT) Scores</b>      | Verbal (1-15)                     | 7.8       | 8.1      |
|   | Physical Sciences (1-15)          | 8.0       | 8.4      |
|   | Biological Sciences (1-15)        | 8.5       | 8.8      |
|   | Total Score (3-45)                | 24.3      | 25.2     |

\*Pass rate is for state of Wisconsin graduates only.

As the demand for professionals in the health-related fields such as Physical Therapy, Pharmacy and Medicine expands, UW-Parkside pre-health majors have an 86% acceptance rate, on average, into professional or graduate programs since 2008. Acceptance rates for underrepresented minority (URM) students were between 17% and 25% in the six most recent years.

**UW-Parkside Pre-Health Graduates Accepted into Health-Related Professional or Graduate Program**

|                       | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 |
|-----------------------|------|------|------|------|------|------|
| <b>Applied</b>        | 33   | 35   | 42   | 46   | 50   | 42   |
| <b>Accepted Total</b> | 91%  | 86%  | 90%  | 87%  | 84%  | 86%  |
| <b>Accepted URM</b>   | 21%  | 17%  | 25%  | 21%  | 17%  | 19%  |

Students are counted only for the first year they applied; however, some students apply more than once and may be accepted in a later year.

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.

More than 70 UW-Eau Claire alumni work at the Nestlé facility in Eau Claire, including 22 chemistry graduates. UW-Eau Claire alumni make up almost half of the employees in the Nestlé Eau Claire laboratory. Nestlé also hires current students as interns and in temporary positions in various departments of the facility. The Nestlé facility in Eau Claire produces infant formula and medical foods that are tested for quality and nutrition in the microbiological lab.

## Graduate and Professional Education

### Graduate and Professional Degrees Awarded and in Key Areas

During the 2012-13 academic year, the UW System awarded 3,699 degrees at the Master's level, 156 degrees at the Doctorate-Research/Scholarship (Ph.D.) level, and 83 degrees at the Doctorate-Professional Practice level. Of these, 33% (1,305) 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             | 2012-13      |
|------------------------------------|------------------|--------------|
| <b>Master's</b>                    | Business         | 952          |
|                                    | Engineering      | 121          |
|                                    | Nursing          | 111          |
|                                    | Other            | 2,515        |
|                                    | <b>Total</b>     | <b>3,699</b> |
| <b>Doctorate-Rsrch/Schlrshp</b>    | Business         | 9            |
|                                    | Engineering      | 22           |
|                                    | Nursing          | 7            |
|                                    | Other            | 118          |
|                                    | <b>Total</b>     | <b>156</b>   |
| <b>Doctorate-Profess. Practice</b> | Audiology        | 2            |
|                                    | Nursing          | 21           |
|                                    | Physical Therapy | 60           |
|                                    | <b>Total</b>     | <b>83</b>    |

### 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 the Knowledge Powers Wisconsin effort, 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 in fall 2012, as shown in the table, at the UW Comprehensive institutions each faculty member teaches approximately three courses each semester, on average, which corresponds to nearly 12 hours of direct contact with students. Each faculty member also teaches about three 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, 271 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 Fall Teaching Loads  
Not Including UW-Madison**

| Group Instruction Sections |     | 2010 | 2011 | 2012 |
|----------------------------|-----|------|------|------|
| UW-Milwaukee               | FA  | 2.0  | 2.1  | 2.0  |
|                            | IAS | 4.1  | 4.3  | 4.1  |
| UW Comprehensives          | FA  | 3.3  | 3.3  | 3.3  |
|                            | IAS | 4.7  | 4.8  | 4.8  |
| UW Colleges                | FA  | 3.8  | 3.8  | 3.7  |
|                            | IAS | 7.6  | 6.8  | 7.1  |

| Weekly Group Contact Hours |     | 2010 | 2011 | 2012 |
|----------------------------|-----|------|------|------|
| UW-Milwaukee               | FA  | 6.1  | 6.2  | 6.6  |
|                            | IAS | 13.3 | 13.7 | 14.1 |
| UW Comprehensives          | FA  | 11.4 | 11.6 | 11.7 |
|                            | IAS | 15.2 | 15.7 | 16.1 |
| UW Colleges                | FA  | 12.6 | 12.3 | 12.0 |
|                            | IAS | 22.8 | 21.1 | 22.5 |

| Individual Instruction Enrollments |     | 2010 | 2011 | 2012 |
|------------------------------------|-----|------|------|------|
| UW-Milwaukee                       | FA  | 2.9  | 3.1  | 3.3  |
|                                    | IAS | 3.1  | 2.5  | 2.7  |
| UW Comprehensives                  | FA  | 3.1  | 2.9  | 2.9  |
|                                    | IAS | 4.7  | 4.4  | 4.0  |
| UW Colleges                        | FA  | 0.2  | 0.1  | 0.2  |

| Student Credit Hours |     | 2010 | 2011 | 2012 |
|----------------------|-----|------|------|------|
| UW-Milwaukee         | FA  | 150  | 152  | 147  |
|                      | IAS | 337  | 326  | 336  |
| UW Comprehensives    | FA  | 278  | 275  | 271  |
|                      | IAS | 361  | 355  | 354  |
| UW Colleges          | FA  | 257  | 249  | 228  |
|                      | IAS | 431  | 418  | 413  |
|                      | IAS | 0.3  | 0.1  | 0.1  |

FA = Faculty IAS = Instructional Academic Staff  
Includes State-funded activity only.

### 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.

A December 2013 Report to the UW Board of Regents Business and Finance committee provided information on faculty separating from employment at each UW System institution during fiscal year 2011, 2012, and 2013. Commonly called faculty turnover, separations were categorized into retirements and resignations. Annual faculty turnover across the UW System totaled 865 positions during FY11-FY13 and averaged 6.7%. Annual retirements averaged 3.7% and annual resignations averaged 2.8%. Of the 362 resignations over the FY11-FY13 period, 114 were tenured faculty and 248 were tenure track (probationary) faculty.

**UW System Faculty Turnover  
Not Including UW-Madison  
FY11-FY13**

|                        | Tenured | Tenure Track | Total | Turnover Rate |
|------------------------|---------|--------------|-------|---------------|
| Retired                | 474     | 0            | 474   | 3.7%          |
| Resigned               | 114     | 248          | 362   | 2.8%          |
| Not Renewed            | 0       | 29           | 29    | 0.2%          |
| <b>Total Turnovers</b> | 588     | 277          | 865   |               |
| <b>Turnover Rate</b>   | 6.8%    | 6.4%         | 6.7%  |               |

UW-Stout has initiated a major competitive compensation initiative based on market, merit, and equity for UW-Stout faculty and staff. Approximately \$1.2 million has been reallocated during the past two years for a supplemental compensation program. The UW-Stout program is needed due to the fact that there has been limited funding from the state to address salary needs. The 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 are paid in the 10<sup>th</sup> percentile for Master’s institutions, associate professors are paid in the 12<sup>th</sup> percentile, and assistant professors are paid in the 21<sup>st</sup> percentile.
- At the institution-level, UW-Stout faculty salaries are at 81% of the market comparison and instructional academic staff are at 80% of the market comparison based on the College and University Professional Association for Human Resources (CUPA) salary study.
- UW-Stout’s average salary for all faculty and instructional academic staff ranks is nearly \$25,500 lower than the average salary of its polytechnic peer group.

Recruiting and retaining faculty at the University of Wisconsin-Green Bay shows a mixed record. The University has been able to hire the top candidate in a job search 80% of the time. The search failure rate for situations when the top candidate does not accept the offer is 25%. UW-Green Bay has had a long practice of hiring new faculty members at a rate that is aligned with CUPA salary averages. However, UW-Green Bay has become increasingly concerned that its compensation and workload levels could undermine its efforts at retaining faculty and thus hamper its ability to provide high quality education:

- For several years, salary and compensation levels for UW-Green Bay’s tenured faculty have fallen in the lowest quintile of a nationwide analysis by the American Association of University Professors (AAUP).
- The number of tenured professors resigning and leaving Wisconsin has increased; these individuals have moved out of state into positions with higher compensation.
- On the triennial national Faculty Survey conducted by the Higher Education Research Institute, the percent of UW-Green Bay’s faculty feeling “Satisfied” or “Very Satisfied” with their salary fell from 22% in 2007-08 to 11% in 2010-11.
- A 2013 compensation, workload, and staffing study conducted by Fox Lawson & Associates determined that on an aggregated basis across all staff positions, pay at UW-Green Bay lags behind the median value at its peers by a margin of 12%. Assistant Professors’ salaries lagged behind their peer median by 4%, Associate Professors lagged by 15%, and Full Professors lagged by 13%.

In 2013, only 66 percent of faculty positions at UW-Stevens Point were accepted by the first-choice candidate. When asked why they rejected offers, more than 30 percent of the candidates for faculty and academic staff positions responded the salary offer was matched or exceeded by another institution.

In 2013, nearly 89 percent of faculty members were paid less than the national average by discipline and rank. When merit and years of service are added to the equation, 94 percent of UW-Stevens Point faculty members are paid less than the national average. More than 45 percent of faculty are paid at least

\$10,000 a year below the national average. Approximately 12 percent are paid more than \$20,000 a year less than the national average.

In 2012-13, UW System faculty salaries were 19.5% 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 three of the past five years (2010-11, 2011-12, and 2012-13). A 1% pay increase has been approved and granted in both 2013-14 and 2014-15.

## Economic Development

### Revenue Brought into the State

Revenue brought into the state through federal, state, and private sources totaled \$943 million in fiscal year 2013. 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**

|                      | FY11    | FY12    | FY13    |
|----------------------|---------|---------|---------|
|                      | \$M     | \$M     | \$M     |
| <b>Federal</b>       | \$601.3 | \$544.7 | \$547.3 |
| <b>State (WI)</b>    | \$31.9  | \$22.9  | \$28.9  |
| <b>Private/Other</b> | \$289.1 | \$295.3 | \$340.3 |
| <b>Total</b>         | \$922.3 | \$862.9 | \$943.4 |

### 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 2013 totaled 4,354.

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

|                 | FY11  |         | FY12  |         | FY13  |         |
|-----------------|-------|---------|-------|---------|-------|---------|
|                 | #     | \$M     | #     | \$M     | #     | \$M     |
| <b>New</b>      | 1,092 | \$291.5 | 903   | \$208.7 | 996   | \$247.9 |
| <b>On-Going</b> | 1,876 | \$474.2 | 2,033 | \$483.4 | 2,493 | \$538.5 |
| <b>Ended</b>    | 706   | \$156.7 | 804   | \$170.7 | 865   | \$157.0 |
| <b>Total</b>    | 3,674 | \$922.3 | 3,740 | \$862.9 | 4,354 | \$943.4 |

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-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 2012, UW System institutions generated 12 U.S. patents and executed 13 new licenses for technologies. In addition, these institutions generated 78 disclosures of inventions or other intellectual property.

### New Businesses Created or Spun Off

To help commercialize technology and ideas at UW institutions, the UW System and the Wisconsin Economic Development Corporation created a \$2 million seed fund in February 2014. The Ideadvance Seed Fund supports entrepreneurs as they evaluate product or service ideas, explore key markets and demand, and develop strategies for investment sources. Unlike most early stage funding, the Ideadvance Seed Fund encourages ideas from all disciplines, including the humanities, social sciences, and liberal arts.

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 five startups from fiscal year 2010 (FY10) through FY13. UW-Milwaukee faculty members also create additional businesses that do not involve technology licensed through the foundation.

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

- In 2013, UW-Extension launched the Center for Technology Commercialization (CTC) in partnership with the Wisconsin Economic Development Corporation. The CTC provides hands-on assistance in assessing feasibility using Lean Startup methods, access to Small Business Innovation Research/Small Business Technology Transfer (SBIR/STTR) and other federal funding, and business and commercialization planning for early stage technology-based firms. During 2013, CTC clients were awarded \$6 million in federal SBIR/STTR funding and acquired \$5.5 million in additional capital. Also during this period, CTC staff assisted 211 clients, resulting in the launch of three new businesses, the creation of 16 new jobs, and retention of 14 high-paying jobs.
- UW-Parkside College of Business, Economics, and Computing Small Business Development Center (SBDC) delivered counseling and/or business training to 291 existing businesses and nascent entrepreneurs in Kenosha and Racine counties. These services resulted in 14 business starts and a capital infusion of more than \$1 million in fiscal year 2012-13.
- UW-Extension’s Small Business Development Center (SBDC) network provides statewide consulting and technical assistance to business owners. In FY13, SBDCs across the state worked with 2,412 clients to start 206 new businesses.
- UW-Platteville is promoting a culture of entrepreneurship among students in three ways. The Pioneer Launch Lab, created in 2012, helps approximately 15 students each semester develop their business or service idea. Second, a suite of networking events and competitions allow students to pitch business ideas and meet entrepreneurs. The third and foundational strategy is a curriculum minor in Entrepreneurship, which connects students with

community partners to meet the needs of local businesses. More than 35 students declared the minor in its first year, 2013.

### 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 over 2,000, not including vendor purchases made through electronic banking cards, and generates \$12.7 million in revenue to those businesses. Similarly, more than 1,300 Wisconsin businesses are supported by the UW System totaling \$9.1 million in revenue. Purchases made through electronic banking comprise 24% of all purchases, or another \$4.1 million in spending.

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

|             | Total   |          | Wisconsin |         |
|-------------|---------|----------|-----------|---------|
|             | Vendors | \$       | Vendors   | \$      |
| <b>2009</b> | 2,747   | \$6.2 M  | 1,748     | \$1.9 M |
| <b>2010</b> | 2,714   | \$8.3 M  | 1,751     | \$2.7 M |
| <b>2011</b> | 2,563   | \$8.6 M  | 1,640     | \$2.8 M |
| <b>2012</b> | 2,378   | \$7.9 M  | 1,530     | \$4.0 M |
| <b>2013</b> | 2,022   | \$12.7 M | 1,319     | \$9.1 M |

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

The large spending increase in FY13 was driven by two projects. UW-Extension was the lead institution for a federal award for broadband sustainability in the state and contracted with CCI Systems to perform a substantial portion of the work. Only \$1.7 million was expended in FY12, while \$5.6 million was expended in FY13. Secondly, UW-Oshkosh (through its Foundation) is partnering with BioFerm USA to produce a small-scale biodigester. No expenditures were incurred for this project in FY12, while about \$1.2 million was expended in FY13.

### 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 and energy 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 more than \$1 million to fund approximately 15 projects through the Wisconsin Energy Research Consortium.

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 more than 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 hosted the first International Aquaponics Conference in 2013 with 144 participants from 9 countries.

In November 2013, UW-Eau Claire received a \$451,000 UW System Economic Development Grant focusing on the mining industry. The "Responsible Mining Initiative" grant is intended to create internships related to the mining industry and other environmental industries. The geology program currently has students who have completed internships that led to permanent positions after graduation. The grant money will be used by faculty to develop these internships.

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

- UW-Extension provides resources to businesses statewide. In fiscal year 2013, entrepreneurship

and economic development counseling and training reached 9,375 participants. UW-Extension's Small Business Development Centers helped client companies gain \$103 million in new capital and offered specialized support including market research (67 clients), product feasibility and prototype assistance (20 clients), and performance improvement and benchmarking (26 clients).

- UW-Oshkosh hosts the Wisconsin Family Business Forum in partnership with 36 family businesses and 10 professional service organizations. Dedicated to fostering healthy family businesses, it has offered educational programs, training, and networking opportunities since 1996.
- Additionally, the UW-Oshkosh Business Success Center unites local businesses with university resources including faculty experts, student interns, research facilities and a survey center - to deliver customized, cost-effective solutions for an organization's challenges. The Center facilitated hiring 129 interns through its internship program. The number of organizations that the Center worked with throughout the community grew to 101 different organizations during the last year.
- 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 189 businesses and entrepreneurs in the region. Recent industries supported include craft brewing; cold forming tooling and specialty manufactured parts; and silk screen and digital printing.
- UW-Parkside, along with Marquette University, Milwaukee School of Engineering, UW-Milwaukee, and UW-Whitewater were awarded a 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, first and second 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.



- Many UW System institutions provide additional business development assistance. UW System institutions reported 3,410 business development partnerships in 2012-13.

### Job Growth from Support to Existing Industries and New Businesses

The Wisconsin Small Company Advancement Program, a WiSys Technology Foundation initiative, helps small companies develop products using the expertise and resources of UW System comprehensive campuses across the state. Since 2010, 28 high-tech projects have been initiated involving 24 companies and 10 campuses and creating 16 high-paying jobs. Selected projects are important for the farming (dairy, cranberry), fishing, paper, healthcare, nanotechnology, energy, industrial materials, transportation, and content management sectors.

The Discovery Center at UW-Stout helps industry partners solve current and future challenges. In 2012-13, the Discovery Center’s projects provided 135 companies with \$34.6 million in new or retained sales, cost savings, and investments. Companies reported a total of 365 jobs saved or created as a result of Discovery Center activities. Clients identified staff expertise and reputation for results as the two most important factors for choosing to work with the center.

With the assistance of UW-Extension’s Small Business Development Center, client companies created 787 new jobs and saved 584 existing jobs. The newly launched Center for Technology Commercialization helped clients create 16 new jobs and retain 14 high-paying jobs.

### 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. Tenants experienced substantial job growth in 2013, with one adding 147 full-time and 298 temporary employees.

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           |
| <b>Total*</b>  | <b>3,369</b> |

| 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          |
| <b>Total*</b>  | <b>5,690</b> |

| 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        |
| <b>Total*</b>  | <b>9,064</b> |

| 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           |
| <b>Total*</b>  | <b>1,876</b> |

\*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 UW System staffing. The 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 as the indirect or induced spending which results from direct spending cycling through the regional and state economy. For example, international students attending the University of Wisconsin-Eau Claire contributed \$3.2 million to Wisconsin's economy during the 2008-09 academic year. Since 2008-09, UW-Eau Claire's international student population has doubled bringing a proportional increase in revenue to both the local and state economy.

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

| <b>UW-Stout (Economic Impact Study 2012)</b> |           |
|--|-----------|
| 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 |

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

| <b>UW-Oshkosh (Economic Impact Study 2006)</b> |           |
|--|-----------|
| Total Impact                                   | \$500.5 M |
| Direct Impact                                  | \$233.0 M |
| Tax Revenue Impact                             | \$37.5 M  |

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

In November 2013, a \$3.2 million UW System Economic Development Grant was awarded to UW-Eau Claire for the "Nurses for Wisconsin: Learn, Teach, Lead" initiative. The newly funded project will encourage new nurses to immediately pursue their doctoral degrees and encourage established nurses to enroll in nursing doctoral programs full time. Fellowships, loan forgiveness programs, and nursing faculty summits are among the strategies that will be used to accomplish the project's goals. Nurses who receive the fellowships and participate in the loan forgiveness program will make three-year teaching commitments to UW nursing schools, which will enable those programs to enroll more nursing students. With 86% of nursing graduates continuing to live and work in Wisconsin, graduating more nurses will help strengthen the state economy. Ensuring an adequate number of nurses to meet the health care needs of all Wisconsin residents also will help strengthen the state's workforce in all sectors.

## 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 2012-13, 17,836 UW partnerships were reported. UW System students, faculty, and staff further contribute to partnerships not covered by the categories below.

**UW System Partnerships  
Not Including UW-Madison**

| Type of Partnership   | Description  | 2012-13 |
|---|--|---------|
| Business development  | Businesses or organizations receiving development assistance   | 3,410   |
| Co-op or internship   | Businesses or organizations hosting UW co-op or internship students  | 5,766   |
| Service learning, community-based research, or volunteering | Organizations at which UW students or staff volunteered or partnered with for classroom learning or research | 3,002   |
| Cultural or arts-related                                    | Organizations partnering to offer cultural or arts events  | 1,068   |
| Student teachers  | Schools hosting UW student teachers or practicum participants  | 2,079   |
| Clinical, legal, or social work placements                  | Businesses or organizations hosting UW students in clinical, legal, or social work                           | 2,511   |

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

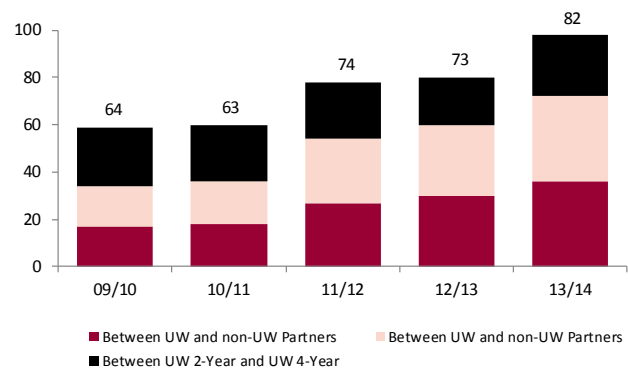
- The Northeast Wisconsin Educational Resource Alliance (NEW ERA), begun in 2000, includes UW-Green Bay, UW-Oshkosh, five campuses of UW Colleges, UW-Extension, four area technical colleges, and the College of the Menominee Nation. Recent collaboration focused on the creation of three new Engineering Technology programs. Students graduating with majors in electrical, mechanical, or environmental engineering technology will fill distinct needs in the manufacturing workforce identified by NEW ERA business partners.
- 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.

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.

UW System institutions are partners in a growing set of collaborative degree programs, with the number of programs increasing from 64 in 2009-10 to 82 in 2013-14. Of the 82 collaborative degree programs in 2013-14, 32% are between UW Colleges and UW System four-year institutions, 24% are among UW System four-year institutions, and 44% 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, 2013-14*: <http://www.wisconsin.edu/opar/accountability/>.

**Number of UW System Collaborative Degree Programs  
Not Including UW-Madison\***



\* The collaborative degree programs between UW-Madison and other UW 4-Year institutions are included so the numbers are same as the UW System’s *Knowledge Powers Wisconsin’s Future* report.

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 support for systemwide access and delivery of library materials.

## **Incentive Grants**

### **Program goals, results, and budget**

The Incentive Grant Program, for projects implemented during the 2013-15 biennium, provides \$22.5 million of UW System funds to support economic and workforce development projects, and projects that improve the affordability of education at UW institutions. All UW institutions are invited to submit grant proposals for projects or programs that advance one or more of the three eligible program activities.

These activities include economic development programs, development of an educated and skilled workforce, and programs to improve affordability of postsecondary education. For more information about the goals, results, and budget, see: [http://www.uwsa.edu/acss/grants/Incentive\\_Grants/IncentiveGrants.html](http://www.uwsa.edu/acss/grants/Incentive_Grants/IncentiveGrants.html).

## Appendix A. Chapter 36.65 of the Wisconsin State Statutes

<http://docs.legis.wisconsin.gov/statutes/statutes/36/65>

### 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, the number of degrees awarded in fields specified in s. 36.25 (52) (a) 2. a., 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, a description of any improvements made in the transfer of credit between institutions of higher education, the number of high school pupils who have earned credit, 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.

(i) *Incentive grants.* The goals, results, and budget for each program for which the board awarded a grant under s. 36.25 (52) and a summary of this information.









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