Higher Education and the Future of Wisconsin

Presented to the

Board of Regents of the University of Wisconsin System
Milwaukee, Wisconsin

June 7, 2007
The Management Cycle

Strategic Management — The allocation of resources to programmed activities calculated to achieve a set of goals.
The Management Cycle in a Public Institution
Strategic Planning at the State/System Level

Creating a “Public Agenda”—
Identifying Those Key Issues Facing
the State Which the System of
Higher Education Can Help Address
Relationship Between Educational Attainment, Personal Income, and Economic Strength

<table>
<thead>
<tr>
<th>State New Economy Index (2002)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Top Tier</td>
</tr>
<tr>
<td>Middle Tier</td>
</tr>
<tr>
<td>Low Tier</td>
</tr>
</tbody>
</table>

Personal Income Per Capita, 2000

$15,000

$20,000

$25,000

$30,000

Percent of Adults Age 25-64 with a Bachelor’s Degree or Higher

Low Income, Low Educational Attainment

Low Income, High Educational Attainment

High Income, High Educational Attainment

High Income, Low Educational Attainment

15% 20% 25% 30% 35% 40%
Relationship Between Educational Attainment and High Tech Employment

Correlation = 0.76

Source: State New Economy Index, U.S. Census Bureau
Relationship Between Educational Attainment and Health

Source: United Health Foundation, U.S. Census Bureau

Correlation = 0.69

Percent of Adults Age 25-64 with a Bachelor’s Degree or Higher

State Health Index, United Health Foundation

Source: United Health Foundation, U.S. Census Bureau
Educational Attainment of Adults Age 18-64—Total U.S. Population vs. Prison Population (Percent)

- Less than 9th Grade: Total Population 4.5, Prison Population 12.3
- Grades 9-12 (No Diploma): Total Population 9.6, Prison Population 31.6
- High School Graduate (or Equivalent): Total Population 29.3, Prison Population 43.1
- Some College, No Degree: Total Population 22.6, Prison Population 10.1
- College Graduate or Higher: Total Population 34.0, Prison Population 2.9

Source: U.S. Bureau of Justice Statistics 2002 data, U.S. Census Bureau 2005 data
Incarceration Rate by State in 2005—Prisoners Under Federal and State Jurisdiction per 100,000 Residents

Source: U.S. Bureau of Justice Statistics, U.S. Census Bureau
The Relationship Between Educational Attainment and Employment in the Arts, 2005

Source: U.S. Census Bureau, 2005 American Community Survey
**Strategic Decision Areas**

<table>
<thead>
<tr>
<th>Basic Mission</th>
<th>Basic Purposes of the Enterprise and Its Guiding Principles for Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clientele</td>
<td>Target Audiences to Be Served</td>
</tr>
<tr>
<td>Program/Service Mix</td>
<td>Program Offerings and Priorities of the Enterprise</td>
</tr>
<tr>
<td>Comparative Advantage</td>
<td>“Differential Advantage” Sought Over Other Organizations Engaged in Similar Activities</td>
</tr>
<tr>
<td>Assets</td>
<td>Changes Needed in Human, Physical, Information or Intangible Assets of the Enterprise</td>
</tr>
<tr>
<td>Objectives</td>
<td>What the Organization Must Accomplish in Order to Move from <em>Existing</em> to <em>Desired</em> State of Affairs</td>
</tr>
</tbody>
</table>
Population
Total Population, 2005

Wisconsin = 5,536,201
Source: U.S. Census Bureau, Population Estimates
Population Projections—Percent Change, 2000-25

Source: U.S. Census Bureau
Percent Change in Total Population, 2005-2025

Wisconsin = 12.8%
Source: Wisconsin Department of Administration, Population and Household Projections 2000-30
Projected Change in Wisconsin Population by Age and Race/Ethnicity, 2000-20

Source: U.S. Census Bureau
Total Minority Population, 2005

Wisconsin = 777,003
Source: U.S. Census Bureau, Population Estimates
Counties Where 80% of Minority Population Reside, 2005

Source: U.S. Census Bureau, Population Estimates
Economy and the Workforce
Percent of Total Gross State Product by Industry and Comparison to U.S.

Source: Bureau of Labor Statistics
Employment in High-Technology Establishments as Share of Total Employment by State, 2004

Projected Percent Change in Occupations Requiring Some Postsecondary Training, 2002-2012

Note: Some college, Associate, Bachelor's and higher.

Source: ACINet, Career InfoNet

- Registered Nurses: 16,010
- Retail Salespersons: 11,110
- Janitors & Cleaners, exc. Maids & Housekeeping Cleaners: 9,510
- Customer Service Representatives: 8,780
- Combined Food Prep./Serving Workers, incl. Fast Food: 8,360
- Personal & Home Care Aides: 8,200
- Home Health Aides: 7,060
- Truck Drivers, Heavy & Tractor-Trailer: 6,980
- Waiters & Waitresses: 6,920
- Nursing Aides, Orderlies, & Attendants: 6,690
- Carpenters: 6,040
- Business Operations Specialists, All Other: 5,190
- Receptionists & Information Clerks: 4,560
- Teacher Assistants: 4,210
- Accountants & Auditors: 4,140
- General & Operations Managers: 4,050
- Elementary School Teachers, exc. Special Education: 4,030
- Team Assemblers: 3,890
- Executive Secretaries & Administrative Assistants: 3,660
- Computer Software Engineers, Applications: 3,650
- Maids & Housekeeping Cleaners: 3,590
- Child Care Workers: 3,470
- Truck Drivers, Light or Delivery Services: 3,440
- Landscaping & Groundskeeping Workers: 3,300

Source: Wisconsin Department of Workforce Development, Office of Economic Advisors
Wisconsin Projected Occupation Growth, Top 25 Occupations Typically Requiring Postsecondary Education 2004-2014

Source: Wisconsin Department of Workforce Development, Office of Economic Advisors
Projections of Working-Age Population (Age 18-64)—Percent Change from 2000 to 2025

Source: U.S. Census Bureau
Percent of Civilian Population Participating in the Workforce, 2004

Source: U.S. Census Bureau
### Percent of Civilians Age 25-64 Not in the Workforce

**By Education Attainment, 2005**

<table>
<thead>
<tr>
<th>Education Attainment</th>
<th>U.S.</th>
<th>Wisconsin</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than High School</td>
<td>43.2</td>
<td>31.3</td>
</tr>
<tr>
<td>High School</td>
<td>27.0</td>
<td>20.5</td>
</tr>
<tr>
<td>Some College</td>
<td>20.7</td>
<td>17.2</td>
</tr>
<tr>
<td>Associate Degree</td>
<td>17.3</td>
<td>12.6</td>
</tr>
<tr>
<td>Bachelor’s Degree</td>
<td>15.4</td>
<td>14.2</td>
</tr>
<tr>
<td>Graduate/Prof. Degree</td>
<td>12.4</td>
<td>12.8</td>
</tr>
</tbody>
</table>

Source: U.S. Census Bureau, PUMS (based on 2000 Census)
Percent of Civilian Population Participating in the Workforce, 2004

Wisconsin = 70.8%
Source: State of Wisconsin Department of Workforce Development
Educational Attainment and Rank Among States—Wisconsin, 2005

- Age 18-24 with High School Diploma: 84.4% (7th)
- Age 25-64 with High School Diploma: 91.8% (13th)
- Age 25-64 with Associate Degree: 10.1% (9th)
- Age 25-64 with Bachelor's or Higher: 27.3% (26th)
- Age 25-64 with Graduate/Prof. Degree: 8.7% (29th)

Source: U.S. Census Bureau, 2005 American Community Survey (ACS)
Percent of Adults with an Associate Degree or Higher by Age Group—Wisconsin, the U.S. and Leading OECD Countries, 2004

Source: Education at a Glance 2005, OECD
Percent of Population Age 25-64 with an Associate Degree or Higher, 2005

Source: U.S. Census Bureau, 2005 ACS
Percent of Population Age 25-64 with a Bachelor’s Degree or Higher, 2005

Source: U.S. Census Bureau, 2005 ACS
Percent of Population Age 25-64 with at Least a Bachelor’s Degree, 2000

Source: U.S. Census Bureau, 2000 Census
Educational Attainment of Young Workforce (Age 25-34) in Wisconsin—Indexed to Most Educated Country, 2005

Source: U.S. Census Bureau, 2005 ACS; OECD
Per Capita Personal Income as a Percent of U.S. Average—Wisconsin, 1960-2000

Wisconsin Median Earnings Age 25-64 by Degree Level, 2005

Source: U.S. Census Bureau, 2005 ACS PUMS File
Difference in Median Earnings Between a High School Diploma and an Associate Degree—Population Age 18-64, 2005

Source: U.S. Census Bureau, 2005 ACS PUMS File
Difference in Median Earnings Between a High School Diploma and a Bachelor’s Degree—Population Age 18-64, 2005

Source: U.S. Census Bureau, 2005 ACS PUMS File
The Education Pipeline
Key Transition Points in the Education Pipeline

- Complete High School
- Enter College
- Finish College
- Enter the Workplace
Student Pipeline, 2004

Of 100 9th Graders, How Many…

- Graduate from High School
- Directly Enter College
- Enroll in Second Year
- Graduate Within 150% of Program Time
- Age 25-44 with Bachelor's Degree

Source: NCES Common Core Data, IPEDS Residency and Migration Survey, IPEDS Enrollment Survey, IPEDS Graduation Rate Survey
Percent of Racial/Ethnic Groups at Each Stage of the Education Pipeline, 2004—Wisconsin

Source: U.S. Census Bureau; WICHE High School Graduates; NCES College Participation and Completion
<table>
<thead>
<tr>
<th>PREPARATION</th>
<th>WISCONSIN 1992</th>
<th>2006</th>
<th>Top States 2006</th>
</tr>
</thead>
<tbody>
<tr>
<td>High School Completion (20%)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18- to 24-year-olds with a high school credential</td>
<td>93%</td>
<td>91%</td>
<td>94%</td>
</tr>
<tr>
<td>K–12 Course Taking (35%)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9th to 12th graders taking at least one upper-level math course</td>
<td>47%</td>
<td>61%</td>
<td>64%</td>
</tr>
<tr>
<td>9th to 12th graders taking at least one upper-level science course</td>
<td>30%</td>
<td>38%</td>
<td>40%</td>
</tr>
<tr>
<td>8th grade students taking algebra</td>
<td>12%</td>
<td>19%</td>
<td>35%</td>
</tr>
<tr>
<td>12th graders taking at least one upper-level math course</td>
<td>n/a</td>
<td>59%</td>
<td>66%</td>
</tr>
<tr>
<td>K–12 Student Achievement (35%)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8th graders scoring at or above “proficient” on the national assessment exam:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>in math</td>
<td>27%</td>
<td>36%</td>
<td>38%</td>
</tr>
<tr>
<td>in reading</td>
<td>33%</td>
<td>35%</td>
<td>38%</td>
</tr>
<tr>
<td>in science</td>
<td>39%</td>
<td>39%</td>
<td>41%</td>
</tr>
<tr>
<td>in writing</td>
<td>28%</td>
<td>n/a</td>
<td>41%</td>
</tr>
<tr>
<td>Low-income 8th graders scoring at or above “proficient” on the national assessment exam in math</td>
<td>12%</td>
<td>15%</td>
<td>22%</td>
</tr>
<tr>
<td>Number of scores in the top 20% nationally on SAT/ACT college entrance exam per 1,000 high school graduates</td>
<td>164</td>
<td>195</td>
<td>237</td>
</tr>
<tr>
<td>Number of scores that are 3 or higher on an Advanced Placement subject test per 1,000 high school juniors and seniors</td>
<td>42</td>
<td>137</td>
<td>217</td>
</tr>
<tr>
<td>Teacher Quality (10%)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7th to 12th graders taught by teachers with a major in their subject</td>
<td>65%</td>
<td>81%</td>
<td>81%</td>
</tr>
</tbody>
</table>

*The indicators report data beginning in 1992 or the closest year for which reliable data are available. See the Technical Guide for Measuring Up 2006.*

†Eighty-seven percent of 16-24-year-olds have a regular high school diploma; 4% have a GED. The numbers shown for a regular high school diploma and a GED may not exactly equal the number for a high school credential due to rounding.
Public High School Graduates, 2002-2003

Wisconsin = 67,057
Source: University of Wisconsin System Administration
Projections of High School Graduates to 2018
By Race/Ethnicity—Wisconsin

Source: WICHE Projections of High School Graduates
College-Going Rates—First-Time Freshmen Directly Out of High School as a Percent of Recent High School Graduates, 2004

Source: Tom Mortenson, Postsecondary Opportunity (2004 data update 02-06-07)
Percent of First-Time Freshmen Who Attend College Within Their Reported State of Residence, Fall 2004

Source: NCES, IPEDS Fall 2004 Enrollments; ef2004c Final Release Data File
### Out-of-State Institutions Attended by Wisconsin First-Time Degree/Certificate Seeking Undergraduate Students, Fall 2004

<table>
<thead>
<tr>
<th>Institution</th>
<th>State</th>
<th>Sector</th>
<th>No. of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Minnesota-Twin Cities</td>
<td>MN</td>
<td>Public 4-Year</td>
<td>1,333</td>
</tr>
<tr>
<td>Winona State University</td>
<td>MN</td>
<td>Public 4-Year</td>
<td>485</td>
</tr>
<tr>
<td>University of Minnesota-Duluth</td>
<td>MN</td>
<td>Public 4-Year</td>
<td>243</td>
</tr>
<tr>
<td>Northern Michigan University</td>
<td>MI</td>
<td>Public 4-Year</td>
<td>230</td>
</tr>
<tr>
<td>Michigan Technological University</td>
<td>MI</td>
<td>Public 4-Year</td>
<td>184</td>
</tr>
<tr>
<td>Century Community and Technical College</td>
<td>MN</td>
<td>Public 2-Year</td>
<td>156</td>
</tr>
<tr>
<td>Saint Cloud State University</td>
<td>MN</td>
<td>Public 4-Year</td>
<td>148</td>
</tr>
<tr>
<td>Minnesota State College-Southeast Technical-Winona</td>
<td>MN</td>
<td>Public 2-Year</td>
<td>143</td>
</tr>
<tr>
<td>Minnesota State University-Mankato</td>
<td>MN</td>
<td>Public 4-Year</td>
<td>110</td>
</tr>
<tr>
<td>Lake Superior College</td>
<td>MN</td>
<td>Public 2-Year</td>
<td>106</td>
</tr>
<tr>
<td>University of St Thomas</td>
<td>MN</td>
<td>Private Non-Profit 4-Year</td>
<td>95</td>
</tr>
<tr>
<td>Martin Luther College</td>
<td>MN</td>
<td>Private Non-Profit 4-Year</td>
<td>92</td>
</tr>
<tr>
<td>Brown College</td>
<td>MN</td>
<td>Private For-Profit 4-Year</td>
<td>90</td>
</tr>
<tr>
<td>University of Iowa</td>
<td>IA</td>
<td>Public 4-Year</td>
<td>84</td>
</tr>
<tr>
<td>Luther College</td>
<td>IA</td>
<td>Private Non-Profit 4-Year</td>
<td>80</td>
</tr>
<tr>
<td>Saint Olaf College</td>
<td>MN</td>
<td>Private Non-Profit 4-Year</td>
<td>74</td>
</tr>
<tr>
<td>Wyo Tech</td>
<td>WY</td>
<td>Private For-Profit 2-Year</td>
<td>74</td>
</tr>
<tr>
<td>Arizona State University at the Tempe Campus</td>
<td>AZ</td>
<td>Public 4-Year</td>
<td>73</td>
</tr>
<tr>
<td>Loyola University Chicago</td>
<td>IL</td>
<td>Private Non-Profit 4-Year</td>
<td>67</td>
</tr>
<tr>
<td>Northwestern University</td>
<td>IL</td>
<td>Private Non-Profit 4-Year</td>
<td>64</td>
</tr>
<tr>
<td>Purdue University-Main Campus</td>
<td>IN</td>
<td>Public 4-Year</td>
<td>64</td>
</tr>
<tr>
<td>Iowa State University</td>
<td>IA</td>
<td>Public 4-Year</td>
<td>59</td>
</tr>
<tr>
<td>Bethel University</td>
<td>MN</td>
<td>Private Non-Profit 4-Year</td>
<td>59</td>
</tr>
<tr>
<td>Saint Louis University-Main Campus</td>
<td>MO</td>
<td>Private Non-Profit 4-Year</td>
<td>56</td>
</tr>
<tr>
<td>Dakota County Technical College</td>
<td>MN</td>
<td>Public 2-Year</td>
<td>54</td>
</tr>
</tbody>
</table>

(continued)
## Out-of-State Institutions Attended by Wisconsin First-Time Degree/Certificate Seeking Undergraduate Students, Fall 2004 (continued)

<table>
<thead>
<tr>
<th>Institution</th>
<th>State</th>
<th>Sector</th>
<th>No. of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Columbia College Chicago</td>
<td>IL</td>
<td>Private Non-Profit 4-Year</td>
<td>53</td>
</tr>
<tr>
<td>Northwestern College</td>
<td>MN</td>
<td>Private Non-Profit 4-Year</td>
<td>52</td>
</tr>
<tr>
<td>University of Phoenix-Online Campus</td>
<td>AZ</td>
<td>Private For-Profit 4-Year</td>
<td>50</td>
</tr>
<tr>
<td>Valparaiso University</td>
<td>IN</td>
<td>Private Non-Profit 4-Year</td>
<td>49</td>
</tr>
<tr>
<td>Depaul University</td>
<td>IL</td>
<td>Private Non-Profit 4-Year</td>
<td>48</td>
</tr>
<tr>
<td>American Intercontinental University</td>
<td>GA</td>
<td>Private For-Profit 4-Year</td>
<td>46</td>
</tr>
<tr>
<td>Gogebic Community College</td>
<td>MI</td>
<td>Public 2-Year</td>
<td>45</td>
</tr>
<tr>
<td>University of Notre Dame</td>
<td>IN</td>
<td>Private Non-Profit 4-Year</td>
<td>43</td>
</tr>
<tr>
<td>Rochester Community and Technical College</td>
<td>MN</td>
<td>Public 2-Year</td>
<td>42</td>
</tr>
<tr>
<td>University of Colorado at Boulder</td>
<td>CO</td>
<td>Public 4-Year</td>
<td>41</td>
</tr>
<tr>
<td>Indiana University-Bloomington</td>
<td>IN</td>
<td>Public 4-Year</td>
<td>40</td>
</tr>
<tr>
<td>North Central University</td>
<td>MN</td>
<td>Private Non-Profit 4-Year</td>
<td>40</td>
</tr>
<tr>
<td>Kaplan University</td>
<td>IA</td>
<td>Private For-Profit 4-Year</td>
<td>40</td>
</tr>
<tr>
<td>Northeast Iowa Community College-Calmar</td>
<td>IA</td>
<td>Public 2-Year</td>
<td>37</td>
</tr>
<tr>
<td>Minneapolis Business College</td>
<td>MN</td>
<td>Private For-Profit 2-Year</td>
<td>37</td>
</tr>
<tr>
<td>University of North Dakota-Main Campus</td>
<td>ND</td>
<td>Public 4-Year</td>
<td>37</td>
</tr>
<tr>
<td>The Illinois Institute of Art</td>
<td>IL</td>
<td>Private For-Profit 4-Year</td>
<td>36</td>
</tr>
<tr>
<td>University of Dubuque</td>
<td>IA</td>
<td>Private Non-Profit 4-Year</td>
<td>35</td>
</tr>
<tr>
<td>Macalester College</td>
<td>MN</td>
<td>Private Non-Profit 4-Year</td>
<td>35</td>
</tr>
<tr>
<td>Saint Paul College - A Community and Technical Col</td>
<td>MN</td>
<td>Public 2-Year</td>
<td>35</td>
</tr>
<tr>
<td>Trinity International University</td>
<td>IL</td>
<td>Private Non-Profit 4-Year</td>
<td>33</td>
</tr>
<tr>
<td>Drake University</td>
<td>IA</td>
<td>Private Non-Profit 4-Year</td>
<td>33</td>
</tr>
<tr>
<td>Vermilion Community College</td>
<td>MN</td>
<td>Public 2-Year</td>
<td>33</td>
</tr>
<tr>
<td>Hamline University</td>
<td>MN</td>
<td>Private Non-Profit 4-Year</td>
<td>31</td>
</tr>
<tr>
<td>Minnesota State University-Moorhead</td>
<td>MN</td>
<td>Public 4-Year</td>
<td>31</td>
</tr>
</tbody>
</table>

Source: NCES, IPEDS Fall 2004 Enrollments; ef2004c Final Release Data File
First-Time Freshmen Net Imports by Institution Type for Wisconsin, Fall 2004

Source: NCES, IPEDS Fall 2002 Enrollments, Residency and Migration File
New Entering College Students as a Percent of Public High School Graduates, 2006

Note: High school graduates are 2002-03.
Wisconsin = 34.4%
Source: University of Wisconsin System Administration
Two-Year New Entering Students as a Percent of Public High School Graduates, 2004

Note: High school graduates are 2002-03.
Source: University of Wisconsin System Administration
Four-Year New Entering Students as a Percent of Public High School Graduates, 2004

Note: High school graduates are 2002-03.
Source: University of Wisconsin System Administration
Associate Degrees Awarded per 100 High School Graduates
Three Years Earlier, 2004

Source: NCES-IPEDS Completions Survey, WICHE
Bachelor’s Degrees Awarded per 100 High School Graduates
Six Years Earlier, 2004

Source: NCES-IPEDS Completions Survey, WICHE
Three-Year Graduation Rates at Two-Year Colleges, 2005 (Percent)

Source: NCES, IPEDS Graduation Rate Survey
Six-Year Graduation Rates at Four-Year Colleges, 2005 (Percent)

Source: NCES, IPEDS Graduation Rate Survey
Science and Engineering Degrees as a Share of Higher Education Degrees Conferred by State, 2004-05

Note: Science and Engineering include Agricultural Sciences, Biological and Biomedical Sciences, Physical Sciences, Science Tech, Health Sciences, Computer Science, Mathematics and Statistics, Engineering, and Engineering Tech. Degrees include Associate, Bachelor’s, Masters and Doctorate Degrees.

Source: NCES, IPEDS 2005 Completions File; c2005_a Final Release Data File
Net Migration by Degree Level and Age Group—Wisconsin

22- to 29-Year-Olds

- Less than High School: -13,263
- High School: 6,492
- Some College: 4,824
- Associate: 3,740
- Bachelor's: 486
- Graduate/Professional: 2,054

Total: -13,263

30- to 64-Year-Olds

- Less than High School: -2,054
- High School: 3,740
- Some College: 4,824
- Associate: 6,492
- Bachelor's: 225
- Graduate/Professional: 486
- Total: 30,963

Source: U.S. Census Bureau, 2000 Census; 5% PUMS Files
Wisconsin Occupations with High Net Imports and Exports, 1995-2000—Residents Age 22-29 with College Degrees

- Postsecondary Teachers: 669
- Financial Specialists: 201
- Computer Specialists: 195
- Engineering: 134
- Business Operations Specialists: 89
- Other Management Occupations: 81
- Sales Representatives, Services: 75
- Media & Communication Workers: 74
- Supervisors, Sales Workers: 73
- Other Office & Administrative Support: 68
- Material Recording, Scheduling, Dispatching/Distributing: 68
- Primary, Secondary, & Special Education Teachers: 561
- Material Moving: 548
- Other Transportation: 524
- Media & Communication Equipment: 524
- Cooks & Food Preparation Workers: 511
- Postsecondary Teachers: 511
- Other Management Occupations: 511
- Sales Representatives, Services: 511
- Advertising, Mktg., Promotions, Public Rel. & Sales Mgrs.: 511
- Engineers: 511
- Business Operations Specialists: 511
- Computer Specialists: 511
- Financial Specialists: 511

Source: U.S. Census Bureau, 2000 Census; 5% PUMS Files
Wisconsin Occupations with High Net Imports and Exports, 1995-2000—Residents Age 30-64 with College Degrees

Source: U.S. Census Bureau, 2000 Census; 5% PUMS Files
Percent of Residents Age 25-64 with an Associate Degree Born In-State, 2005

Source: 2005 ACS
Percent of Residents Age 25-64 with a Bachelor’s Degree or Higher Born In-State, 2005

Source: 2005 ACS
Innovation Assets
## Development Report Card for the States, 2007—Wisconsin

### STRENGTHS (Top 10 Rank)

<table>
<thead>
<tr>
<th>Rank</th>
<th>Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Disparity between Rural and Urban Areas</td>
</tr>
<tr>
<td>2</td>
<td>Voting Rate</td>
</tr>
<tr>
<td>5</td>
<td>Bridge Deficiency</td>
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<tr>
<td>5</td>
<td>Royalties and Licenses</td>
</tr>
<tr>
<td>6</td>
<td>Income Distribution</td>
</tr>
<tr>
<td>7</td>
<td>Loans to Small Businesses</td>
</tr>
<tr>
<td>8</td>
<td>Uninsured Low-Income Children</td>
</tr>
<tr>
<td>9</td>
<td>Working Poor</td>
</tr>
<tr>
<td>9</td>
<td>Affordable Urban Housing</td>
</tr>
</tbody>
</table>

### WEAKNESSES (Bottom 10 Rank)

<table>
<thead>
<tr>
<th>Rank</th>
<th>Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>43</td>
<td>Conversion of Cropland to Other Uses</td>
</tr>
<tr>
<td>43</td>
<td>Business Created Via University R&amp;D</td>
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<td>44</td>
<td>Employment Growth: Long Term</td>
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<tr>
<td>45</td>
<td>Employment Growth: Short Term</td>
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<td>46</td>
<td>Change in Energy Costs</td>
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<tr>
<td>46</td>
<td>New Companies</td>
</tr>
<tr>
<td>48</td>
<td>Private Sector Layoffs</td>
</tr>
</tbody>
</table>

Overall State Scores on Measures of Innovation Assets, 2004

Source: Development Report Card for the States, CFED
Academic Research and Development per $1,000 Gross State Product, 2004

Source: National Science Foundation; Bureau of Economic Analysis
Wisconsin Rank—Federal Research and Expenditures Per Capita, 2005

- Total: $110.50 (17th)
- Medical Science: $38.33 (15th)
- Life Science: $66.69 (15th)
- Computer Science: $3.19 (21st)
- Physical Science: $7.82 (17th)
- Engineering: $11.66 (24th)

Source: National Science Foundation; U.S. Census Bureau Population Estimates
Wisconsin Rank—Federal Research and Expenditures, 2005

(Values in Thousands)

- **Total**: $610,819 (15th)
- **Medical Science**: $211,893 (16th)
- **Life Science**: $368,651 (16th)
- **Computer Science**: $17,642 (18th)
- **Physical Science**: $43,209 (17th)
- **Engineering**: $64,437 (18th)
- **Population**: 5,336 (20th)

Source: National Science Foundation; U.S. Census Bureau Population Estimates
Number of Doctorates per 1,000 Workers—Science and Engineering, 2004

Source: Development Report Card for the States, CFED
$0
$10
$20
$30
$40
$50
$60
$70
$80
$90
$100

Source: Development Report Card for the States, CFED
Gross License Income Per Worker, 2004

Source: Development Report Card for the States, CFED
Number of Patents Issued Per $1,000 Gross State Product

Venture Capital—Financing Per $1,000 Gross State Product, 2003

Number of Initial Public Offerings—Financing Per $1,000 Gross State Product, 2002

The Fiscal Environment
State Tax Capacity and Effort—Wisconsin Indexed to U.S. Average

- Tax Effort (Effective Tax Rate)
- Tax Capacity (Total Taxable Resources Per Capita)

Source: State Higher Education Executive Officers (SHEEO)
State Tax Capacity and Effort—Wisconsin Indexed to U.S. Average

Source: State Higher Education Executive Officers (SHEEO)
Projected State and Local Budget Surplus (Gap) as a Percent of Revenues, 2013

Source: NCHEMS; Don Boyd (Rockefeller Institute of Government), 2005
Summary Observations

Key Issues Facing Wisconsin

- Expansion and Diversification of State’s Economy
- Variations in:
  - Regional Access
  - Access and Success of Minorities
- Revitalizing Milwaukee
- ???
Conditions for Developing and Pursuing a Public Agenda

- A Process for Creating—and Building Consensus Around—the Short List of State Priorities that the State’s “System” of Higher Education Should Be Addressing

- A Mechanism for Keeping the Focus on this Agenda Over an Extended Period of Time

- Accountability Measures that Allow Monitoring Progress Toward Achieving Priority Goals

- An Approach to Resource Allocation that Creates Incentives (and Removes Disincentives) for Pursuing Priority Goals

- A Regulatory Environment Consistent with Objectives
Given the Criteria for Success, What Might the Board of Regents Expect Over the Next Several Months?

- Deep Involvement in Identifying Key Issues to Be Addressed and Building Coalitions Supportive of the Agenda
- Participation in Development of an Appropriate Accountability Mechanism
- Requests to Change the Financing and Resource Allocation Mechanisms to Better Align Them with Goals
- A Review of State and University of Wisconsin System Policies, Regulations, and Statutes to Identify Barriers to Progress