Resource Stewardship: Educational Innovation

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Board of Regents
December 8, 2011

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- Challenge facing us is a national challenge – maintaining excellence with shrinking resources and changing resource base

- One aspect of our response is *increased self sufficiency* through
  - Administrative Excellence
  - Creative Philanthropy
  - Education Innovation

- We will remain true to who we are as a public-mission, research-oriented campus

Educational Innovation: Building on our Successes

- Building on our culture and history of innovation (MIU; summary and examples of campus impacts slides 15-20)

- Building on our creative, collaborative, outcome-oriented culture

- This initiative is different
  - No pool of resource to which campus applies
  - Instead, creating environment and opportunities for campus to find and re-invest its own resources

Educational Innovation: Building on Past Success

- Increased number of graduates
- Improved retention & graduation rates
- Reducing Achievement Gaps
- Decreased time to degree

Figures and Tables slides 21-27

Today's Educational Innovation Initiative

- "Bounded" problem: Finding resources while strengthening our values
- Bottom-up approach that values and deepens shared governance culture
- Collaborations at multiple levels of campus – group of faculty/staff, departments, school/college, campus
- Support primarily will consist of expertise and removing barriers (policies, practices, funding models)

Defining Educational Innovation

- *Rethinking and transforming how we carry out our education mission in order to enhance student learning while gaining efficiencies and generating new resources*
- Educational Innovation will be taking place simultaneously in programs, departments, cross-unit, schools/colleges, and centers across campus
- Educational Innovations include course, curricular, and co-curricular reforms, changed departmental structures and generating new programs, rethinking academic structures

Model for Engagement

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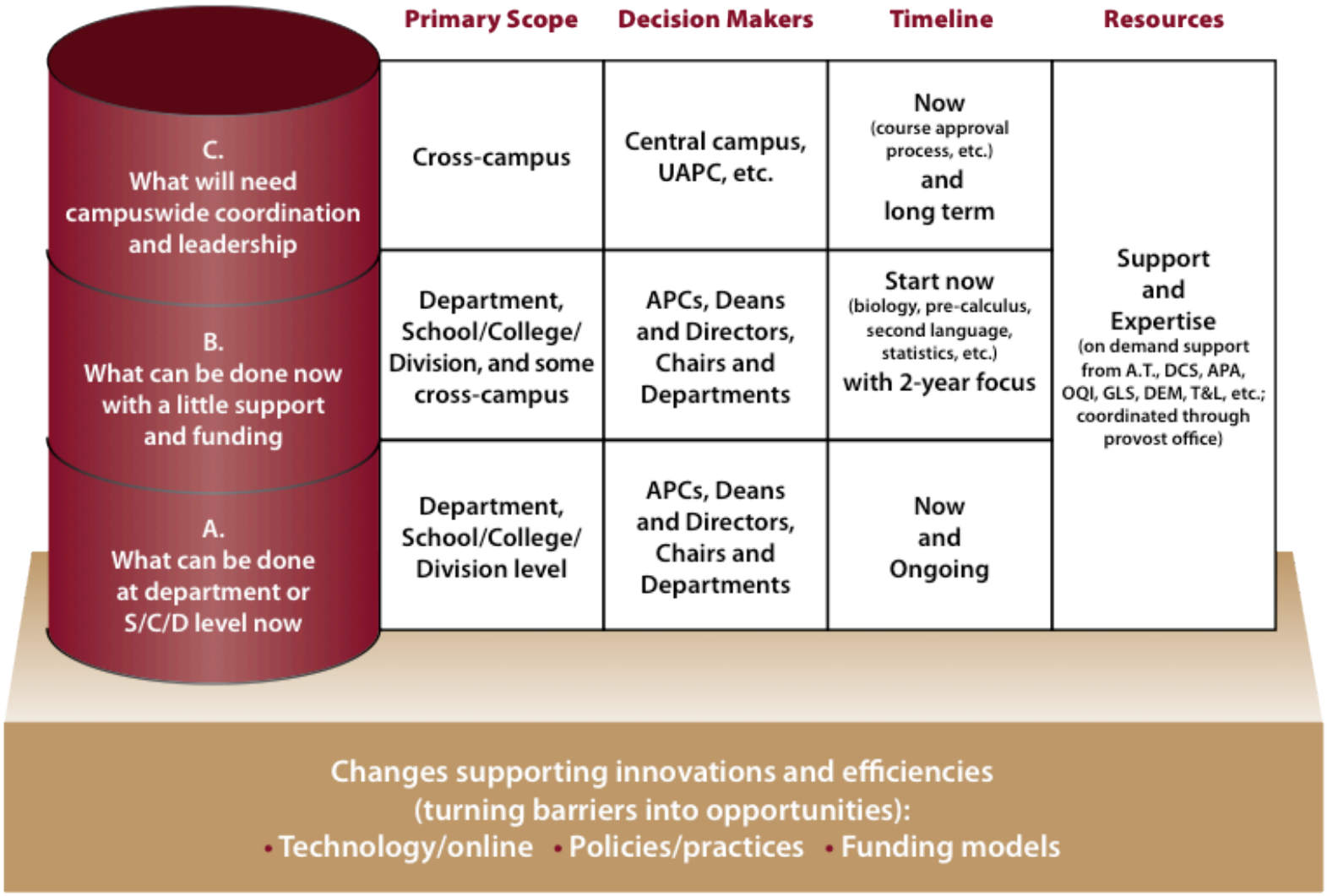
Using Educational Innovation to help address revenue shifts



Educational Innovation
Examples of Approaches

- Curricular and pedagogical innovations
- Traditional educational systems
- New revenue generating offerings
- Structural innovations
- Policies and procedures

Example Approaches

Curricular and pedagogical innovations, such as:

- Rethink curriculum for an entire discipline, seeking efficiencies for students and time/resource savings
  - Psychology
  - History
- Rethink foundational courses in biology, math, statistics, economics, second-language acquisition
- More flexible and coherent curricular paths for students to proceed through majors
- Using online and blended approaches to enhance learning

Example Approaches

Traditional Educational Systems, such as:

- Rethink the Academic calendar and years to degree – better using all 12 months, exploring modular courses, assigning credit for out-of-class work, use of co-ops and internships

- Rethink the Roles and policies for research and instructional academic staff, TA's, and team teaching

Example Approaches

New Revenue Generating Offerings, such as:

- Provide learning opportunities to support life-long career advancements, such as online professional masters.
  - Social Work and Engineering Professional Practice

Structural innovations, such as:

- Combine existing academic programs
  - Physiology, Anatomy, and Pharmacology became Neuroscience and Cell & Regenerative Biology
- Rethink committee structures

Policies and Procedures, such as:

- Streamline policies and procedures to save time and provide flexibility for innovations

Principles include:

- Student learning outcomes to drive innovations
- Student learning is improved or maintained
- Shared governance is engaged
- Units making changes keep most to reinvest
- Assessment will be used to assure we achieve our goals

In midst of fundamental changes in public higher education…

- We must adapt while honoring our core values
  - Mobilizing shared governance
  - Upholding our public mission, WI Idea
  - Harnessing our creative, collaborative, and problem-solving culture
- Moving forward requires combination of strategic reinvestment, creative philanthropy, and generating new resources
- Educational Innovation Initiative is creating an environment that supports our future

Discussion

MIU Early Impacts Summary and Examples (Slides 15-20)

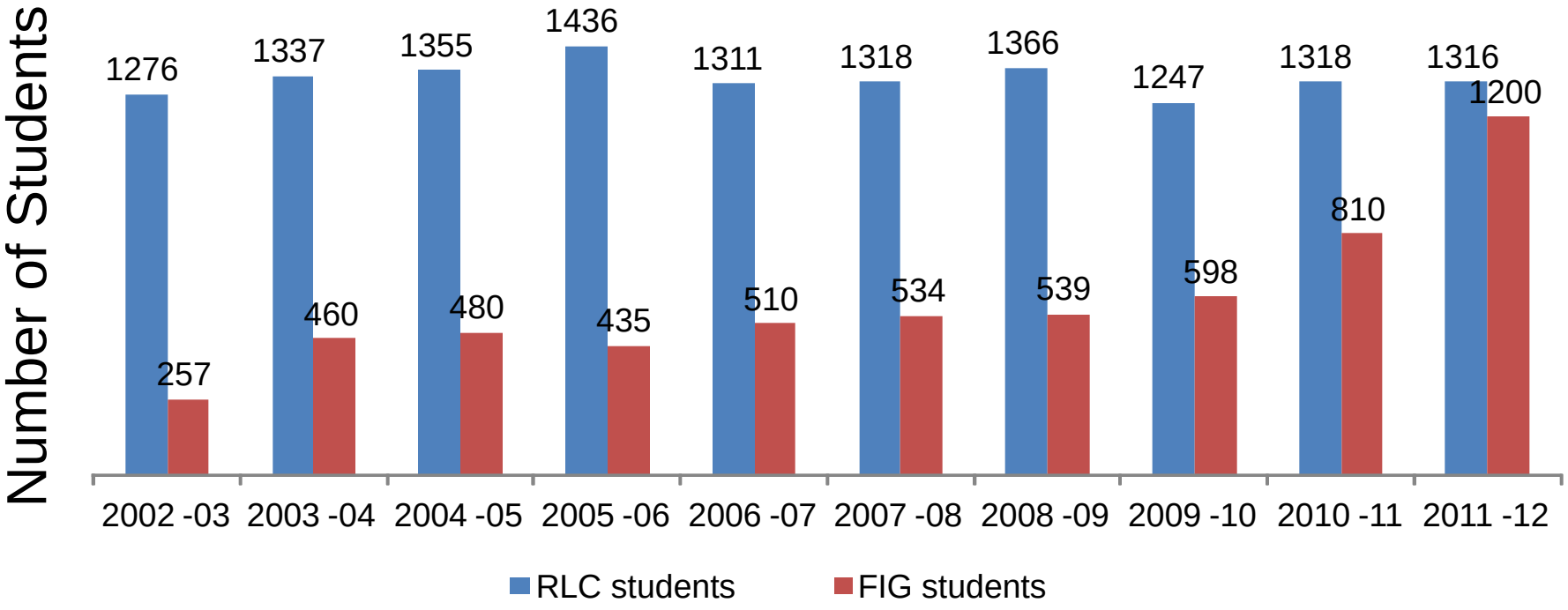
Educational Innovation: Building on our Success – Madison Initiative for Undergraduates (MIU)

- Innovation enabled by new tuition dollars directed towards specific goals:
  - Access and affordability
  - Program improvement
  - Yearly accountability
- Engaged students, faculty, and staff

Educational Innovation: Building on our Success – A Few Early Impacts of MIU

- Substantial increase in high-impact practices leads to first-year retention:
  - Doubled First-Year Interest Groups (FIGs)
  - Increased by 50% Residential Learning Communities (RLCs)
- 24 new advisors & new Office of Campus Advising
  - 1000 students at Pre-Health Advising Center in 1st year
- 120 new Teaching Assistants = ~10,000 new seats in (mostly) gateway courses
- Aid to students = $15.1 million in 1st two years (over 10,000 students received awards)

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



MIU-funded expansion of FIGs started in 2010-11

MIU-funded expansion of RLCs will start in 2012-13

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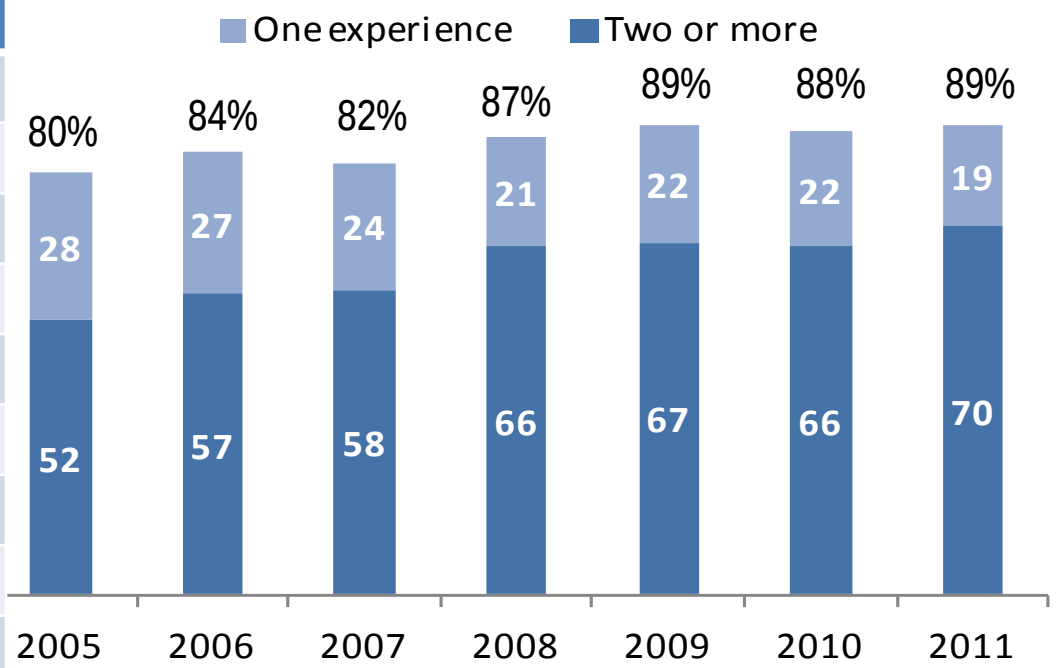
Increased Participation in High-Impact Practices

Percent of Bachelor's degree recipients

Wisconsin Experience Activity	2010-11 Graduates
Independent Study Crs	45%
Seminar Course	40%
Honors Course	29%
Capstone Experience	29%
Study Abroad	26%
Workplace Experience	21%
Research Experience	17%
Service Learning Course	14%
Residential Learning Comm	13%
First-year Interest Group	6%
At least one experience	89%

Percent of Graduates

Graduates who participated in:



Wisconsin Experience analysis is based on activities recorded on the formal student record.
Full report: http://www.apa.wisc.edu/CLH/2011_Wisconsin_Experience_Report.pdf

% of 2010-11 Bachelor's Recipients Participating in HIPs

Wisconsin Experience Activity	All Graduates	Targeted Minority	First Gen in College	Entered as Transfer
Independent Studies	45%	55%	40%	39%
Seminar Course	40%	48%	39%	41%
Honors Course	29%	27%	23%	23%
Capstone Experience	29%	26%	32%	28%
Study Abroad	26%	23%	17%	17%
Workplace Experience	21%	20%	26%	28%
Research Experience	17%	22%	14%	18%
Service Learning Course	14%	24%	16%	13%
Residential Learning Comm	13%	19%	11%	4%
First-year Interest Group	6%	14%	7%	0%
At least one experience	89%	92%	86%	80%

Educational Innovation: Building on Past Success

Figures and Tables (Slides 21-27)

- Increased number of graduates
- Improved retention & graduation rates
- Reducing Achievement Gaps
- Decreased time to degree

10,099 degrees conferred, all levels, in 2010-11
Most degrees in any year at UW-Madison

- Degree numbers reflect both high enrollment levels in recent years and strong undergraduate graduation rates.
- For undergraduates:
  - 6,579 degrees conferred
  - 6-year graduation rate, 83% (for 2005 new freshmen) – similar to recent years
  - 4-year graduation rate, 55% (for 2007 new freshmen) – up from prior years
  - 2nd year retention rate, 94% (for 2010 new freshmen) – similar to recent years
  - time-to-degree, 4.06 elapsed calendar years, inching down over time
- Trends show improvement over time and compare favorably with peers

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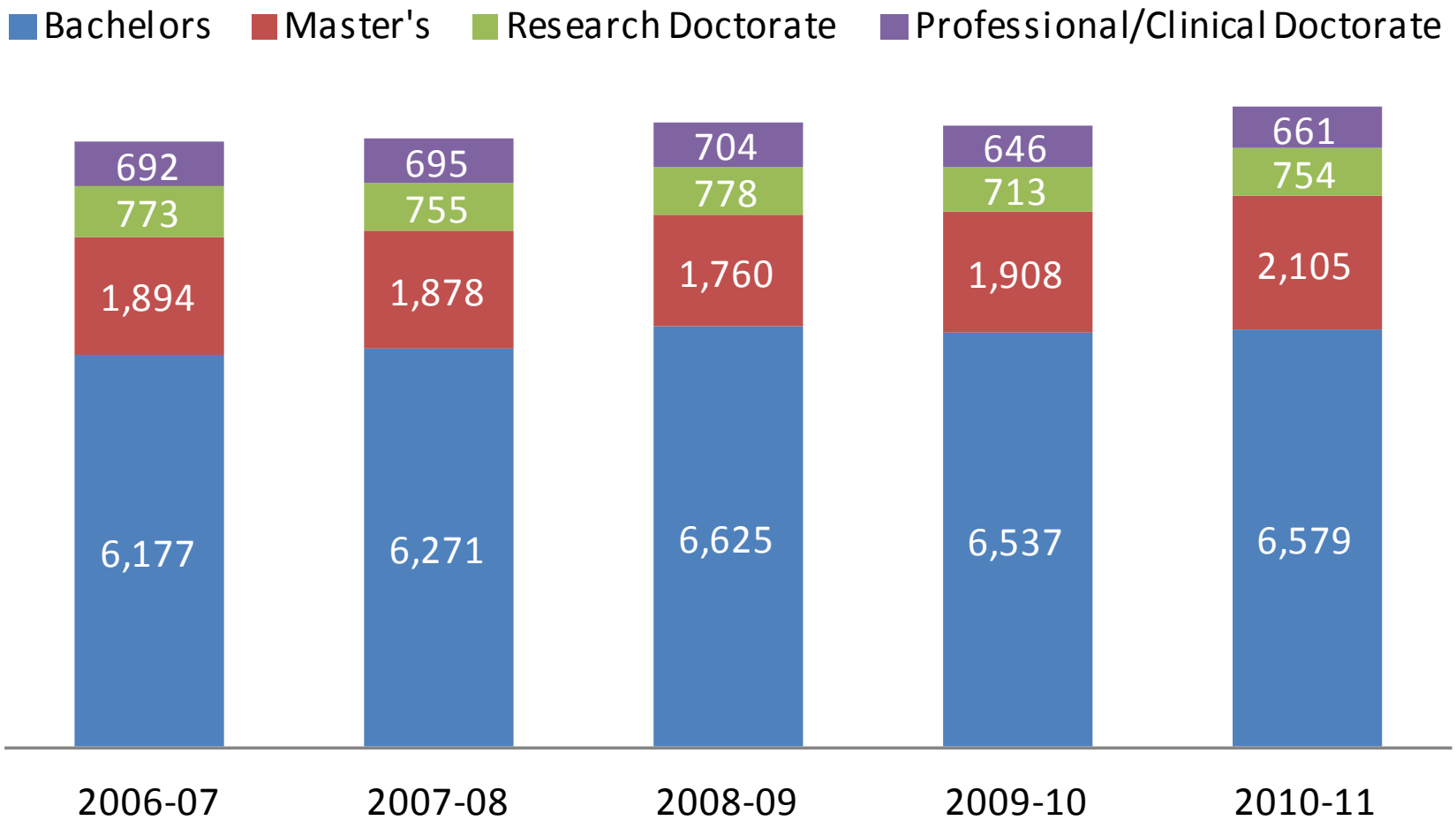

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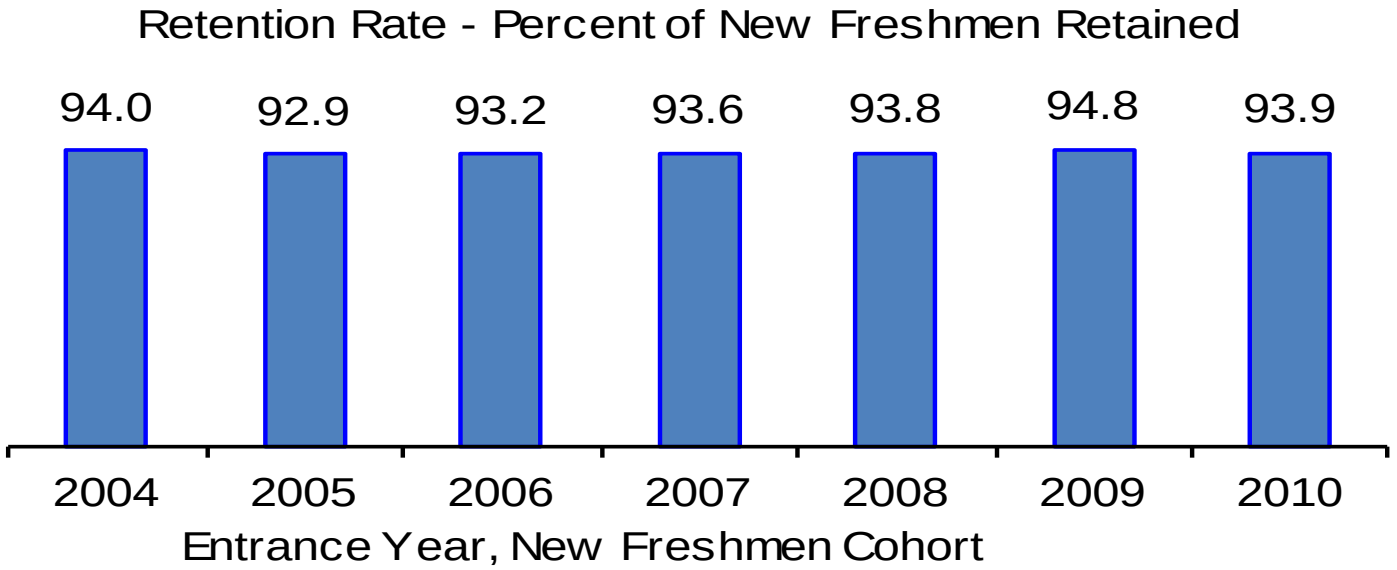
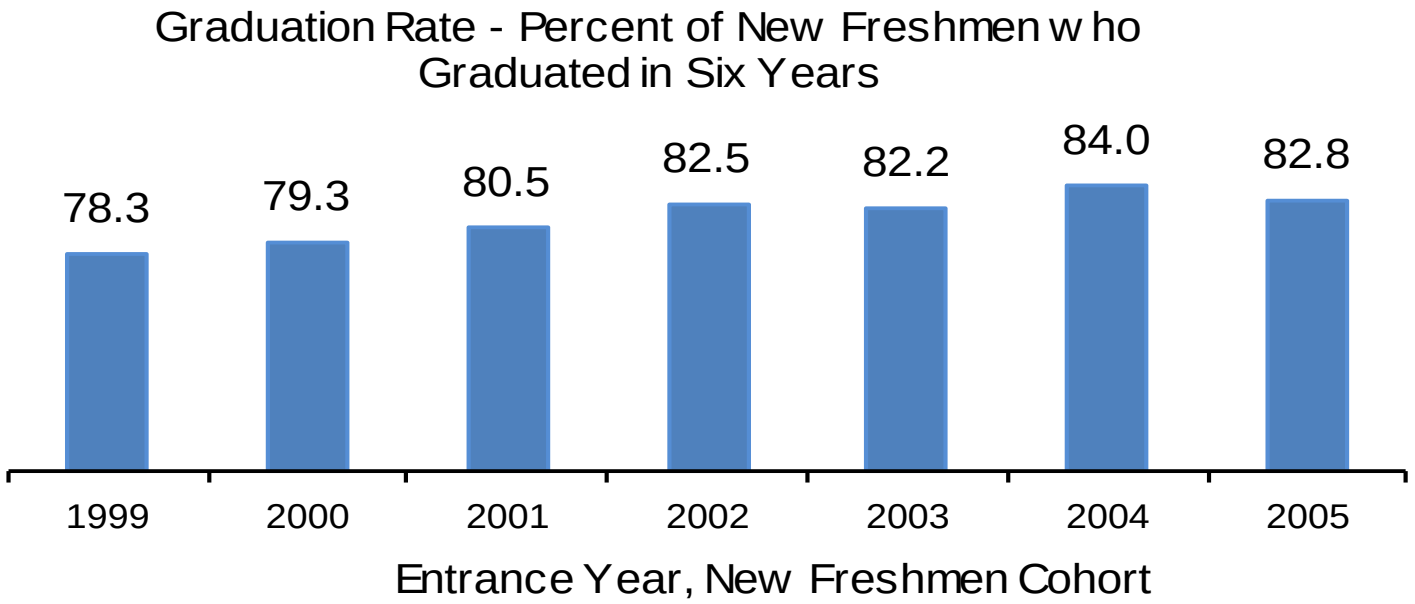
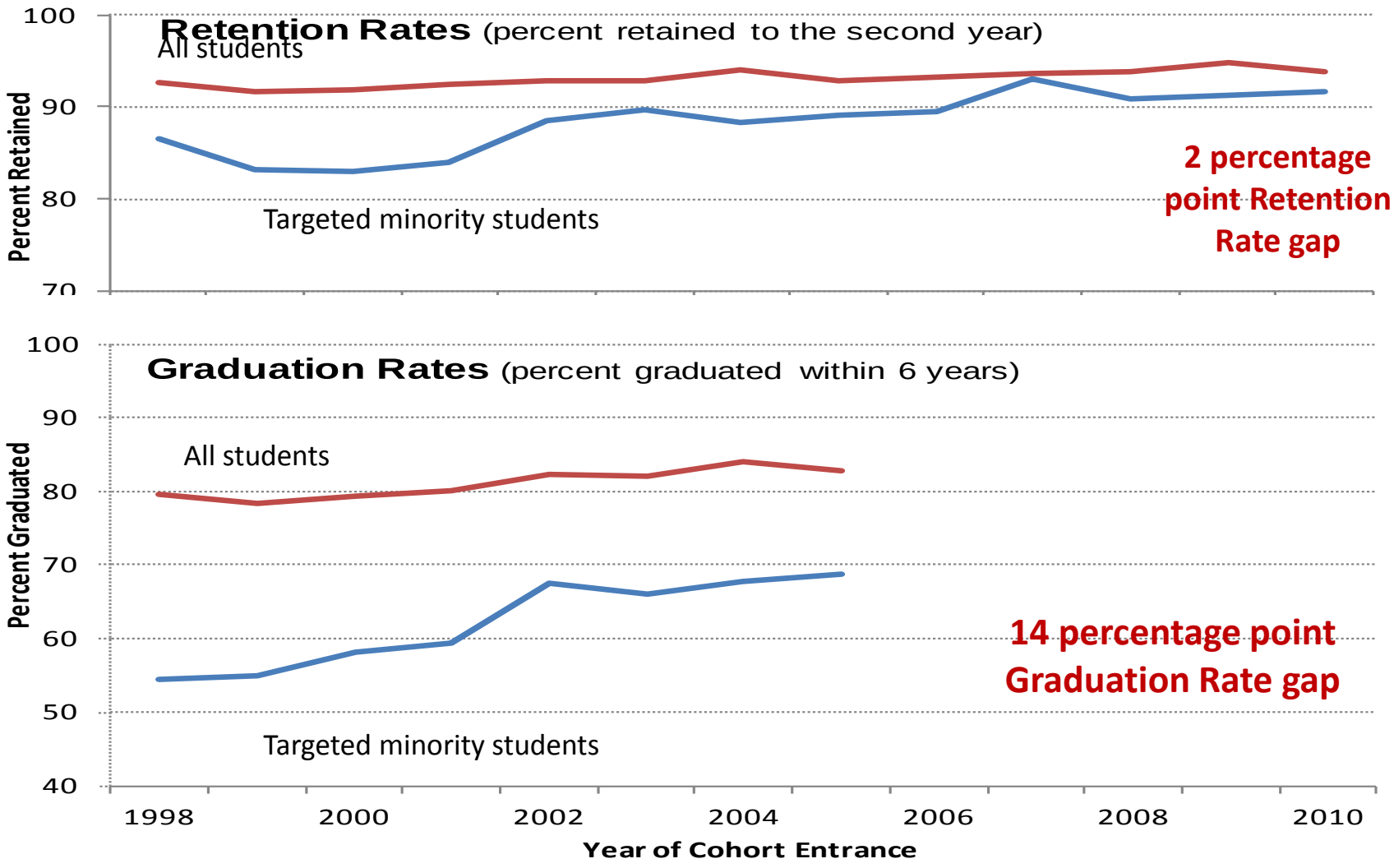
Trends in Retention and Graduation Rates





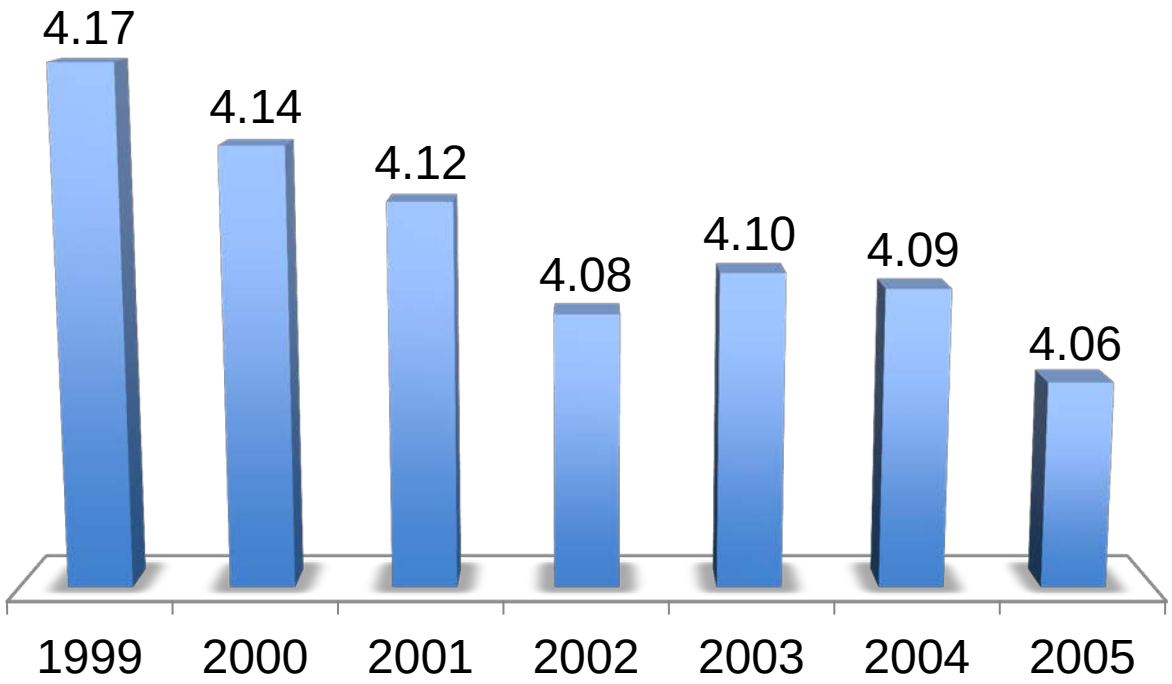
Retention and Graduation Rate Gaps between Targeted Minority and Non-Targeted Students



Retention and Graduation Rates for Selected Groups of Students

Selected Student Grouping	1st Year Retention (2010 New Freshmen)	Difference from All New Freshmen	6 Year Graduation Rate (2005 New Freshmen)	Difference from all New Freshmen
All New Freshmen	93.9		83.8	
Targeted Minority Students	91.7	-2.2	68.6	-14.0
First Generation in College	93.1	-0.8	75.8	-7.0
Pell Grant Recipient	91.7	-2.2	69.7	-13.1
First-year Interest Groups	95.0	+1.1	79.1	-3.7
Residential Learning Community	95.1	+1.2	87.1	+4.3

Trends in Undergraduate Time-to-Degree



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