Investing in Wisconsin’s Future: UW System’s Growth Agenda Accountability Report

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Associate Vice President for Policy Analysis & Research

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April 8, 2011
Contents of Presentation

- Background
  - Longstanding Commitment to Accountability
  - Strategic Framework
  - System Report’s Layout
- Improvements to Accountability Reports
- Summary of Results
  - Status of Goals
  - Highlights
- Discussion
UW System’s Longstanding Commitment to Accountability

- **Accountability for Achievement** (1993-94 through 1998-99)
  - First published in 1993 as a result of the Task Force on Accountability convened by Governor Tommy Thompson

- **Achieving Excellence** (2000-01 through 2007-08)
  - Based on the work of the Accountability Review Task Force appointed by President Katharine Lyall
  - Institutional accountability reporting began in 2001-02

- **Investing in Wisconsin’s Future** (Since 2008-09)
  - Based on the work of the Accountability Working Group initiated by Senior Vice President Rebecca Martin and President Kevin Reilly
  - Made further improvements in 2010-11
UW System’s Strategic Framework

**Prepare Students**

Ensure that students are prepared with the integrative learning skills, multicultural competencies, and practical knowledge needed to succeed in and contribute to a rapidly changing, increasingly global society.

**Enabling Strategies**

- **Resources**
  Balance, diversity, and grow the university’s financial resources and facilities while developing its human talent.

- **Operational Excellence**
  Advance operational excellence by becoming more flexible, responsive, and cost efficient.

- **Collaborations**
  Further leverage UW System’s strengths and impact through collaborations among the campuses and with other Wisconsin partners.

**Growth Agenda Goals**

**PEOPLE**

- **More Graduates**
  Increase the number of Wisconsin graduates and expand educational opportunities through improving access and increasing retention and graduation rates.

**JOBS**

- **Well-Paying Jobs**
  Increase the creation of well-paying jobs by expanding the university research enterprise while linking academic programs to entrepreneurship and business development.

**COMMUNITIES**

- **Stronger Communities**
  In partnership with communities, address Wisconsin’s greatest challenges and priorities through intensified engagement, research, and learning.
Degrees Conferred

Goal: Increase the number of degrees conferred each year.

Status: Goal achieved.

UW institutions award degrees at the associate, bachelor’s, and graduate or professional levels. UW associate degrees provide a general education that is the foundation for many college majors and for a bachelor’s degree. Bachelor’s and higher degrees provide advanced education and training in one or more major areas of study. On average, college graduates have higher median earnings and lower unemployment rates than high school graduates.

- In 2009-10, UW institutions conferred 33,442 degrees at all levels, an increase from 33,044 in 2008-09 and 30,217 in 2008-09.
- Of degrees conferred in 2009-10, 1,531 were associate degrees, 24,796 were bachelor’s degrees, and 7,146 were graduate or professional degrees.
- UW institutions conferred 29,267 undergraduate degrees during the 2009-10 academic year. This is slightly below the More Graduates plan of 30,317 undergraduate degrees.

MORE TO EXPLORE

- The number of associate degrees increased 4% from 2008-09 to 2009-10. During the same time, bachelor’s degrees increased 1% while graduate and professional degrees increased 1%. Detailed data on degrees by level and institution is available through StudentStats: http://www.uwex.edu/studentstats/
- Students of color received 2,085 degrees in 2009-10, 15% of all degrees conferred. Students of color who were freshmen received the greatest number of degrees, 742 or 2.2% of all degrees conferred. See Degrees Conferred: http://chaem.uwex.edu/openweb-admin/
- Approximately 30% of Wisconsin residents who earn a bachelor’s degree from the UW System remain in the state after graduation. See UW Alumni in Wisconsin: http://www.uwex.edu/univlife/alumni/gradient.html
- A survey by the American Council on Education indicates young alumni are satisfied with their experience at a UW campus. Results show graduates are well prepared, and they believe that colleges are worth the time and money. See: http://www.wisconsin.edu/news/2010/01/07/10664.html
- The number of recent college graduates with a bachelor’s or higher degree who leave Wisconsin has not been offset by immigration from other states. Between 2000 and 2002, Wisconsin experienced a net loss of approximately 11,000 single, college educated residents between the ages of 20 and 39.

National and state comparisons: Despite the above average participation rate and graduation rate in the UW System, Wisconsin lags the national average and Minnesota in the proportion of residents with a bachelor’s or higher degree.

Population 25 years and over with a bachelor’s or higher degree, 2009

<table>
<thead>
<tr>
<th>State</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wisconsin</td>
<td>39%</td>
</tr>
<tr>
<td>Minnesota</td>
<td>31%</td>
</tr>
<tr>
<td>United States</td>
<td>26%</td>
</tr>
</tbody>
</table>

Source: U.S. Census Bureau American Community Survey.
Improvements to Accountability Reports

- Incorporated *More Graduates for Wisconsin* plans
  - Enrollment, retention, and graduation
- Added a new indicator on *closing the achievement gap*
  - Goal: Reduce retention and graduation rate gaps by half by 2015 among underrepresented minorities, lower income students, and for all races/ethnicities.
- Greater focus on *multicultural and disadvantaged populations*
  - Underrepresented minority students
  - Lower income students
  - Disaggregated race/ethnicity tables in enrollment, retention, and graduation in the institutional reports
Added a new indicator on **access for transfer students**

- Goal: Increase or maintain overall transfer student enrollment and the percentage of transfer students of color by race/ethnicity each year.

Set a **higher standard for defining the status of our progress**

- All measures are met
- Half or more, but not all are met
- Fewer than half are met
Summary of Results
Status of Goals

- **Goal achieved.**
  - 14

- **Mixed results.**
  - 4

- **Goal not achieved.**
  - 3

**2015 Goal (In Progress)**

- 1
Incorporating *More Graduates* Plan

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Retained to the 2(^{nd}) year</td>
<td>🟢</td>
</tr>
<tr>
<td>Graduated within 6 years</td>
<td>🟢</td>
</tr>
</tbody>
</table>

UW NEW FRESHMEN ENROLLING FULL-TIME IN FALL SEMESTER AND RETURNING FOR THE SECOND YEAR

UW NEW FRESHMEN ENROLLING FULL-TIME IN FALL SEMESTER AND GRADUATING WITHIN SIX YEARS

- **Same UW**
- **Systemwide**
- **Plan**
- **National**
Incorporating More Graduates Plan (continued)

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrollments</td>
<td></td>
</tr>
</tbody>
</table>

**UW System Fall Enrollments**

**UW Students of Color as a Percent of Fall Enrollments**

- African American
- American Indian
- Hispanic/Latino
- Hawaiian/Pacific Islander
- Southeast Asian
- Two or More Races
- Other Asian American

New race/ethnicity categories were implemented in fall 2008.
Closing the achievement gap

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Closing the achievement gap</td>
<td>2015 Goal in Progress</td>
</tr>
</tbody>
</table>

**CLOSING THE ACHIEVEMENT GAP IN RETENTION RATES**

- **Baseline**
- **Fall 2009**

**CLOSING THE ACHIEVEMENT GAP IN GRADUATION RATES**

- **Baseline**
- **Fall 2009**
- **Fall 2004**

Gap: 11%  
2015 Goal: 5%

Gap: 6%  
Status: In Progress

Gap: 5%  
2015 Goal: 2%

Gap: 5%  
Status: In Progress

Gap: 23%  
2015 Goal: 11%

Gap: 23%  
Status: In Progress

Gap: 12%  
2015 Goal: 6%

Gap: 13%  
Status: In Progress
New Indicator (continued)

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Access for transfer students</td>
<td>+</td>
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</tbody>
</table>

### UW Undergraduate New Transfer Students by Academic Year

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>00/01</td>
<td>13,333</td>
</tr>
<tr>
<td>02/03</td>
<td>13,345</td>
</tr>
<tr>
<td>04/05</td>
<td>13,819</td>
</tr>
<tr>
<td>06/07</td>
<td>13,554</td>
</tr>
<tr>
<td>08/09</td>
<td>14,017</td>
</tr>
<tr>
<td>09/10</td>
<td>14,755</td>
</tr>
</tbody>
</table>

### UW Undergraduate New Transfer Students of Color as a Percent of Fall New Transfer Enrollments

<table>
<thead>
<tr>
<th>Year</th>
<th>African American</th>
<th>Southeast Asian</th>
<th>Hawaiian/Pacific Is.</th>
<th>Other Asian American</th>
<th>Two or More Races</th>
<th>Hispanic/Latino(a)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000</td>
<td>7.6%</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>2002</td>
<td>8.0%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2004</td>
<td>9.1%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2006</td>
<td>8.9%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2008</td>
<td>9.8%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2009</td>
<td>11.0%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2010</td>
<td>12.3%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Continued Successes

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2009-10</strong></td>
<td><strong>2010-11</strong></td>
</tr>
<tr>
<td>Study abroad and exchange experiences</td>
<td>🟢</td>
</tr>
<tr>
<td>Scores on exams for professional practice</td>
<td>🟢</td>
</tr>
<tr>
<td>Degrees conferred</td>
<td>🟢</td>
</tr>
<tr>
<td>Research funding</td>
<td>🟢</td>
</tr>
<tr>
<td>Degrees in high-need and leading-edge fields</td>
<td>🟢</td>
</tr>
<tr>
<td>Civic participation</td>
<td>🟢</td>
</tr>
<tr>
<td>Administrative spending</td>
<td>🟢</td>
</tr>
<tr>
<td>Average credits taken by degree recipients</td>
<td>🟢</td>
</tr>
<tr>
<td>Collaborative degree programs</td>
<td>🟢</td>
</tr>
<tr>
<td>Partnerships</td>
<td>🟢</td>
</tr>
</tbody>
</table>
## Challenges

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Estimated contribution to Wisconsin’s earnings</td>
<td>+</td>
</tr>
<tr>
<td>Revenue</td>
<td>+</td>
</tr>
<tr>
<td>Access for Wisconsin high school graduates</td>
<td>-</td>
</tr>
<tr>
<td>Closing the achievement gap</td>
<td>---</td>
</tr>
<tr>
<td></td>
<td>2015 Goal in Progress</td>
</tr>
</tbody>
</table>
Accountability is becoming more important than ever in American higher education in these times of scarce resources.

With the greater flexibilities of the Wisconsin Idea Partnership, the UW System will need to develop new ways to be accountable.

How should the UW System continue to refine and enhance our accountability reporting to ensure its continued relevance and value?

With the budget cuts that the UW System Administration and UW institutions are facing, what are some of the current goals that may need to be revisited?

How can the UW System better communicate our accountability and demonstrate our achievements and contribution to Wisconsin?